



St Augustine of Canterbury Catholic Academy
Health and Social Care Department
Long-Term Plan
2023-2024

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Health & Social Care Intent

Vision and Values

(What is your subject? What do you teach? And why do you teach it? What are your ambitions for your pupils? What makes your subject, your subject? What do students in your subject think like?)

The curriculum intent for the BTEC Tech Award Health and Social Care is to give students an insight into some aspects of the health and social care environment, ranging from how the human develops from birth to death, factors affecting development, effects of life events on growth and development to different types of support that might be used as well as understanding how care values are expressed.

The health and social care course is a vocational qualification which takes an engaging and inspiring approach to learning and assessment. The course equips students with an understanding of how to meet the needs of individuals using services and specialist equipment, whilst challenging stereotypes and discrimination. The study of care values is at the heart of Health and Social Care which develops skills such as empathy, compassion, commitment, tolerance and empowerment. This enables our students to become educated citizens and contributes to society in a positive way. The curriculum within Health and Social Care supports the ethos within the school as the subject is broad, balanced and relevant to the needs of students and employers.

The course is designed so that the components build upon each other as the students grow in confidence, leading to an external synoptic assessment. This allows students to embed their knowledge whilst giving opportunities to put into practice what they learn. It also helps students to develop their technical skills, which they can apply to real life scenarios through case studies and, where possible, local community contexts

Curriculum Design

Design

(How is your Curriculum designed? How is it sequenced? How are key concepts developed? How does your curriculum design support long-term memory retention? How does your curriculum design make use of inter-leaved practice or spaced practice?)

The curriculum is in line with the exam board and their suggestions about how it should be delivered. The curriculum starts with component 1, followed by Component 2 and ending with Component 3. Component 1 provides the foundations to the course, throughout learning aim A students have the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. Looking at the Physical, Intellectual, Emotional and Social developments, leading into the factors that may affect this such as gender, lifestyle etc. Culminating with studying life events such as parenthood, bereavement and illness. During learning aim B, students then learn how people adapt to these changes as well as the types of support available to help them. Students learn that different barriers (physical, geographical, financial etc.) may cause people a problem in accessing these sources of support.



This leads into component 2, where now, students will also learn about the different health and social care services, students at this point are familiar with some “formal and informal support” services available from component 1 and are able to link this into “where” these services may take place, for example in a hospital setting or health clinic setting, or at home. For Component 2, Learning Aim B the students learn about people who deliver services to service users and focus on the ‘care values’ which they should demonstrate. The final component is Component 3. Where students move to component 3, where they develop the skills to interpret data about someone’s state of health in order to design a plan that will allow them to improve their health and wellbeing. Students are expected to draw on their knowledge and understanding of PIES developments, care services and care values from both component 1 and 2 to enable them to successfully plan and evaluate during their external assessment in component 3

Component 1: Human Lifespan and Component 2: Health Care Services and Values are internally assessed units. Both units of work have a set Pearson Set Assignment (PSA) which comprises of a set number of tasks – Component 1: Task 1, Task 2, Task 3i & Task 3ii and Component 2: PSA Task1, Task 2, Task 3, Task 4 and Task 5. The PSAs are to be completed in one of two windows either September to December or February to May. Marks will then be submitted, and external moderation takes place with Pearson selecting a sample of students work to moderate and verify teachers’ marks. Only work completed within the assessment window will be marked.

For these components students are required to produce their own notes, from content learnt in lessons, to help complete their PSA tasks. Teacher notes or templates are not permitted and there for students are expected to complete their own research to support content learnt.

Component 3: Health and Wellbeing is an exam unit which is externally assessed and must be the final component taught. Component 3 builds on the knowledge and understanding acquired and developed in components 1 and 2 which allows retrieval of key information and supports long-term memory retention. The exam is worth 60 marks.

Retrieval tasks, topic tests and practice PSA tasks will be used through each component to ensure memory retention

Component 3: Links to other components

Component	Material from component that learners could select and integrate in their synoptic assessment response to Component 3
Component 1: Human Lifespan Development	A1 Human growth and development across life stages A2: factors affecting growth and development B1: Different types of life event B2: Coping with change caused by life events
Component 2: Health and Social Care Services and Values	A3: Barriers to accessing services B1: Skills and attributes in health and social care B2: Values in health and Social care B3: The obstacles individuals requiring care may face



Through these links long term memory retention is supported due to repetition of content. Long term memory retention is also support through: to do tasks, topic tests, and practice PSA tasks.

HSC Key Concepts

- 1. Understand human Growth and development across life stages and factors that affect it.**
Know the life stages from birth to later adulthood. Understand growth and development (PIES) in each life stage. Understand factors that affect growth and development in each life stage.
- 2. Understand how individuals deal with life events**
Know the range of life events that can occur and how they impact growth and development across the 6 life stages. Understand sources and types of support and how they can help individuals cope and adapt to life events.
- 3. Understand the different types of healthcare services**
Explore range of health care conditions and how individual can manage these. Understand the different health services available to an individual with a specific health condition.
- 4. Understand social care services**
Know what is meant by social care. Know the range of social care services and additional care services and how these meet social care needs of an individual. In specific activities/sports create own movements, routines performances from a range of starting points.
- 5. Barriers to accessing services**
Know what is meant by term barrier, types of barriers and how they can be overcome.
- 6. Understand the skills and attributes and values required to give care**
Explore skills and attributes that are needed when delivering care to individuals.
Explore the 6Cs when delivering care
- 7. Understand obstacles individuals requiring care may face**
Know potential obstacles and how they can impact an individual.
- 8. The benefits to individuals of the skills, attributes and values in health and social care practice.**
Explore how skills, attributes and values benefit individuals when receiving care

KS3 Overview N/A

KS4 Overview

Which exam board have you chosen and why?

Pearson

Due to GCSE Health and Social Care being withdrawn a few years ago, vocational qualifications were researched, and we decided on Btec Tech Health and Social Care which has been delivered successfully for the past 5 years. With changes being made to vocational awards from Sept 2022, I researched all exam boards offering health and social care as a vocational award. This was discussed at Archdiocese meetings with other HSC teachers within the borough as well as listening to presentations from Btec, OCR and Educas representatives at these meetings and questioning other staff through a social media forum. With having prior knowledge of the Btec qualification and changes mainly being in the format of assessment and positive changes to the exam paper I decided to remain with Btec Tech Health and Social Care as felt that this course suited our learners best. The qualification provides students with the relevant information for all significant areas of Health and Social Care.

What is the rationale for the sequence of your KS4 curriculum?

In year 10, we start with Component 1 coursework: Human Lifespan Fitness and Body Systems. Students will begin by studying how people grow and develop over the course of their life from infancy to adulthood, including PIES development and the different factors such as lifestyle choices and relationships affect this. Students then go on to look at how individuals deal with life events and the sources of support that can help them. They will then complete Pearson Set Assignments showing their application of knowledge. Towards the end of year 10, Summer Term, Students will then move on to Component 2: Health and Social Care services where they learn about health conditions and service providers who will be trained to give care. They will also be made aware of the differences between health services and social services. Students will then examine a range of social services and how they meet service users' needs. Throughout year 10, students will have plenty of opportunities to develop and practice their note taking and applying their knowledge through writing PSA exemplar answers. Students will be given teacher support and model answers to support this.

Year 11: Students will complete component 2 focusing on obstacles individuals requiring care may face and students will also study and learn about the skills and attributes and values that are required to give care and how these are beneficial. They will then complete Component 2 Pearson Set Assignments which will demonstrate their knowledge and application to set scenarios. The last component taught will be Component 3 which is a synoptic exam unit which is assessed externally. Students will have plenty of opportunities to develop and practice their note taking and applying knowledge through writing PSA exemplar answer, topic tests as well as being given teacher support and model answers to develop pupils' understanding.

The remainder of the time left in year 11 will be used to re-visit topics to consolidate learning and ensure that students are confident in applying their knowledge in different scenarios, as well as focusing on exam and revision techniques in preparation for the final exams.



How is your curriculum assessed? (50% EoY 10; 75% Nov Mocks; 100% March Mocks – all content should be complete by the end of SPR1 Yr 11).

The course comprises of 60% coursework and 40% Examination

In year 10 students will complete Component 1 Pearson Set Assignment. The PSA is released at the beginning of February and must be completed and marks submitted by beginning of April. This is 30% of the qualification.

In year 11, students will complete Component 2 Pearson Set Assignment. The PSA is released in October and must be completed by December = 60% of the course assessed. Students then start component 3 in the Jan and will have completed the course by the start of April. Due to this being synoptic exam unit and the timings of the C2 PSA window Component 3 is not taught until Jan and will therefore be completed by start of April when 100% will then be completed.

The course comprises of 3 components:

Component 1 – Human Lifespan development 30% of the course – coursework assessed through Pearson Set Assignment

Component 2 – Health and Social Care services and attributes. 30% of the course. Coursework assessed through Pearson Set Assignment.

Component 3 – Health and well-being – 40% of the course. Assessed by exam paper and externally marked.

Students are assessed under the following objectives:

A01 Knowledge of health and well-being, A02 Understanding health and wellbeing, A03 Apply knowledge and understanding of health and wellbeing and A04 make connections between aspects of health and wellbeing.

Alongside assessments at the end of learning outcomes assessments, student will complete PSA coursework during mock exams.

By the end of KS4 what should all students know and be able to do? And how do you ensure this is retained in the long-term memory of students?

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome



Information is revisited and referenced throughout the theory lessons. A range of strategies and differing methods of presenting information are evidenced in lessons to challenge students but also to allow retention of prior knowledge. This includes active engagement, topic tests, practice PSA tasks and exam question scenarios. Knowledge from Component 1 and Component 2 revisited in Component 3 helping to ensure information is retained to long-term memory.

How does your KS4 curriculum prepare students to be successful at KS5?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that students can make at KS5 will depend on their overall level of attainment and their performance in the qualification. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector. Students who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:
 - study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the health and social care sector
 - study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3

Through the curriculum, we expose students to careers in Health and Social Care. Coursework must be independent and produce from students notes. Students develop the ability to note-take and completed work independently which is required skill at KS5. They also develop communication skills which is needed for further learning.

Take one key concept or discrete piece of substantive knowledge and explain how it progresses across the two years of your curriculum.

One key concept is the concept of factors and how they affect development. This is covered in component 1 where it focuses on how factors can affect growth and development. This then progresses through component two where factors such as illness, genetic inheritance or accident will determine the health and social care service that is affected. Finally in Component 3, knowledge and understanding of various factors are applied to examination questions and how they impact individuals.

Students are provided with scaffolding which is withdrawn at various times depending on students' ability and to promote more independence They are also provided with a checklist to ensure all information has been included. Students are given feedback by staff, both verbally and written, and are also given allocated time after school as part of Period 6 allocation. In order to ensure the PSA tasks are completed strict timings are given to allow marking and resubmissions if necessary.

What cultural capital do students acquire from learning your curriculum?

Through the course students are made aware of real-life scenarios of content covered. Students watch various documentaries showing health and social care skills and jobs in a variety of contexts. Students are made aware of careers that the course lead to. We also develop links with a local care home which specialises in dementia care. Students become penpals with a resident. We also hold an afternoon tea session where student interact with residents and arrange visits. This allows students to have an insight to the role of a care worker and also see "real life" examples of conditions and care discussed in lessons.



Year 10 (Subject) LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Component 1: Human Lifespan Learning Aim A1 and A2 Life stages,	Component 1: Human Lifespan Learning Aim A2 Factors affecting growth and development	Component 1 Learning Aim B1 & B2 Life events Sources of support How people adapt to support	Component 1 Learning Aim B2 C1 PSA assessment Tasks.	Component 2 Learning Aim A1, A2, A3 Health conditions	Component 2 Learning Aim B1,2,3 Health care services
Substantive Knowledge Taught	Student will know and understand: The definition of growth and development, the six life stages, growth and development within the life stages, A range of factors that can occur during life stages and how they affect growth and development. Students will know the format/structure of PSA task 1	Student will know and understand: A range of factors that can occur during life stages and how they affect growth and development. Students will know the format/structure of PSA task 2	Students will understand various life events and the impact these can have on growth and development. Students will understand and know different sources of support and how they help individuals cope/adapt to the life event. Students will know the format/structure of PSA task 1	Students will understand various life events and the impact these can have on growth and development. Students will know the PSA set task assignments.	Students will understand and know A range of health conditions such as asthma, diabetes, dementia and arthritis; health and social care services and barriers to accessing these services such as financial, social and cultural and sensory.	Students will understand and know The difference between skills and attributes in health and social care, values covering all 6 Cs: Care, compassion, Competence, Courage, communication, commitment; obstacles individuals may face such as emotional, time constraints, availability of resources or lack of support; Students will know the format/structure of PSA task 2



<p>Disciplinary Knowledge (inc. Key Concepts)</p>	<p>Students will be able to identify life stages from given case studies. They will be able to apply/compare growth and development to different life stages. They will develop independent research skills, develop peer and group work skills, be provided with scaffolding and model answers and complete practice PSA tasks.</p>	<p>Students will be able to identify a range of factors and apply symptoms and treatments from a range of case studies. They will be able to apply knowledge of how factor affects growth and development in life stages and compare this across two life stages. They will develop independent research skills, develop peer and group work skills, be provided with scaffolding and model answers and complete practice PSA tasks.</p>	<p>Students will be able to identify a range of life events and apply knowledge of how they affect growth and development across a range of life stages. They will compare this across 2 life stages. They will develop independent research skills, develop peer and group work skills, be provided with scaffolding and model answers and complete practice PSA tasks.</p>	<p>Students will be able to identify a range of life events and apply knowledge of how they affect growth and development across a range of life stages. They will compare this across 2 life stages. They will develop independent research skills, develop peer and group work skills in order to prepare information for Pearson Set Assignments (PSA). Apply knowledge to PSA tasks under exam conditions.</p>	<p>Students will be able to identify a range of health conditions and apply signs, treatments and impacts to development to a range of case studies. They will also be able to identify/research a range of health and social services within the local area that will meet the needs of individuals with these conditions; research barriers that may affect access to these services and research and apply knowledge to show ways of overcoming them. They will develop independent research skills, develop peer and group work skills, be provided with scaffolding and model answers and complete practice PSA tasks.</p>	<p>Students will apply their knowledge of the 6Cs to various case studies and explain the difference between skills and attributes. They will be able to apply knowledge of obstacles to a range of individuals with varying health needs. They will develop independent research skills, develop peer and group work skills, be provided with scaffolding and model answers and complete practice PSA tasks.</p>
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Tier 3 Vocabulary	Life stages, infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood, growth, development, PIES, fine motor skill, gross motor skills, memory, recall, abstract thought, logical thinking, puberty, menstruation, menopause, social isolation, self-esteem, self-concept.	Genetic, inherited, lifestyle, psychological, cultural, social, environmental, economic	Accident, illness, relationship, bereavement, marriage, divorce, redundancy, retirement, circumstances, support.	Accident, illness, relationship, bereavement, marriage, divorce, redundancy, retirement, circumstances, support, cope and adapt.	health conditions, asthma, diabetes, dementia and arthritis, Health services, social care services, primary care, secondary care, tertiary care, multi-disciplinary teams, barriers, financial, social and cultural, language, sensory and intellectual	Attributes, skills, values, care, compassion, competence, courage, commitment, communication, obstacles, person-centred.
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Year 11 (Subject) LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Component 2 Care Values Completion of C2 PSA	Component 2 – Care Values Completion of C2 PSA	Component 3 Exam Unit A Factors that affect health and wellbeing	Component 3 Exam Unit B Interpreting Data C Person-centred Approach/recommendations and actions to improve health and wellbeing	Component 3 Exam Unit Types of support Barrier and obstacles to recommendations Exam practice.	
Substantive Knowledge Taught	Students will recap information and facts linked to learning Aim B: skills and attributes in health and social care. Students will know the tasks and	Students will recap information and facts linked to learning Aim B: skills and attributes in health and social care. Students will know the tasks and	Students will know and understand definition of health and wellbeing and recalling information about factors (covered in Component1). These include:	Students will know and understand about physiological measurements such as resting heart rate, blood pressure and body mass index. They will revisit government guidelines for good health and effects on health of	Students will revisit the sources of support available – formal and informal and the types of support they can give; Revisit definition of barriers and the	



	information required for Component 2 PSAs released by exam board	information required for Component 2 PSAs released by exam board	environmental, economic, cultural, social, lifestyle and physical. Understand the format of the exam paper and style of exam questions. Know how to structure exam answers depending on marks available. Link to Qs1-7 on exam paper	poor/balanced diet. They will understand and know the benefits of a person-centre approach. Know recommendations for improving health and well being. Understand the format of the exam paper and style of this learning aim exam questions. Link to Qs8-16s Know how to structure exam answers depending on marks available	various types of barriers: Revisit definition of obstacles and a range of obstacles. Understand the format of the exam paper and style of this learning aim exam questions. Know how to structure exam q17 answers depending on marks available	
Disciplinary Knowledge (inc. Key Concepts)	Students will use a range of strategies to recall information from Learning Aim B to prepare and complete writing their official C2 PSA this will through be topic tests, quiz, research, peer and group work.	Students will use a range of strategies to recall information from Learning Aim B to prepare and complete writing their official C2 PSA this will through be topic tests, quiz, research, peer and group work.	Students will apply their understanding of health and wellbeing and factors to a range of exam questions. This will be achieved through model answers, scaffolding, breaking down of the question, use of white boards and quizzes to recall knowledge.	Students will apply their understanding of physiological measurements, guidelines for good health and person centred approach to a range of exam questions. This will be achieved through practical examples e.g. taking blood pressure and heart rate, model answers, scaffolding, breaking down of the question, use of white boards and quizzes to recall knowledge.	Students will apply their understanding to barriers, obstacles and ways of overcoming these. They will answer a range of exam questions to build up understanding of structure and detail required for marks awarded. This will be achieved through model answers, scaffolding, breaking down of the question, use of white boards and quizzes to recall knowledge.	



Tier 3 Vocabulary	Physical, emotional, social, lifestyles, sedentary, carbohydrates, proteins, vitamins, minerals, fats, macronutrients, micronutrients, carb-loading, hydration, optimum weight.	Empathy, patience, trustworthiness, honesty, care, compassion, competence, communication, courage, commitment, obstacles Person centred Skills, attributes and values.	Physical factors, genetic inheritance, sensory, lifestyle, social, cultural, Life events	Health indicators, physiological, lifestyle, heart rate, pulse, blood pressure, body mass index (BMI), Eatwell Guide, circumstances, person-centred approach, consumption, formal support, informal support	formal support, informal support, barriers, obstacles, psychological, physical, sensory, social, cultural, geographical, resource and financial.	
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