

Health & Social Care Department

Curriculum Overview



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At Key Stage 4, Health and Social Care is an optional subject.

The exam board is Pearson BTEC.

The qualification taken is the Level 1/Level 2 BTEC Tech Award in Health and Social Care, which is equivalent to one GCSE.

At Key Stage 5, Health and Social Care is taken as an alternative to A Levels.

The exam board is Pearson BTEC.

The qualification taken is the Level 3 BTEC National Extended Diploma in Health and Social Care, which is equivalent to three A Levels.

The course is co-delivered with Whitmore High School (WHS), with students in BWS 2 days per week, WHS 2 days per week and a compulsory work placement on their fifth day.

There are 8 mandatory units of study and 5 optional units. The choice of optional units is determined by the teaching specialty of staff delivering the course and varies from year to year.

The Health & Social Care qualifications taught at Bentley Wood serves to introduce students to a vocationally based area of knowledge and learning. The course utilises a wide range of skills and assessment methods, including writing of coursework, performance of practical skills such as role-plays, as well as external examination. The course is taught by teachers with extensive experience of working in health and social care settings and is therefore brought to life with real experience and authenticity. Enrichment opportunities are woven throughout the curriculum, to include visits from health and social care professionals, activities with health and social care service users, visits to museums and exhibitions, and a social sciences club and cultural capital enrichment passport for high achievers. This allows students to flourish in the classroom and develop a wide-ranging knowledge of and interest in the provision of health and social care in England, as well as increased confidence and independence in living lives characterised by good health and wellbeing.

It is intended that students undertaking the Health & Social Care qualification, will:

- Increase their knowledge, understanding and confidence of the ways in which people grow and develop and the factors that have an impact on this. The wider benefits of this beyond the classroom are that our students will be able to make informed and safer decisions when making their own life choices. E.g. to eat a balanced diet, to exercise often, to avoid drinking alcohol, smoking tobacco and misusing drugs
- Understand the various sources and types of support available to people within our communities when struggling with life circumstances and events. The wider benefits of this beyond the classroom are that our students will know where to seek support for themselves and others, should they require it and will have a respect for and understanding of those requiring and giving support

- Develop an awareness of the provision of health and social care services and the role of the professionals and unregulated staff that work within them. The wider benefits of this beyond the classroom are that our students will be exposed to a vast array of career paths and post-compulsory education options. Moreover, they will understand how and where they can access services in future should they require them.
- Demonstrate their own use of the care values, when supporting others, particularly more vulnerable members of the community. The wider benefits of this beyond the classroom are that our students will have an emerging knowledge of equality, diversity and inclusion and be able to put into practice their skills of communication, empathy and empowerment, all of which will contribute to them becoming sensitive and valuable members of their communities.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 9 | <ul style="list-style-type: none"> • Human lifespan development • The four domains of human growth and development – physical, intellectual, emotional and social • Across the six life stages – infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood | <ul style="list-style-type: none"> • Factors affecting human growth and development • Physical factors • Lifestyle factors • Emotional factors | <ul style="list-style-type: none"> • Factors affecting human growth and development • Social factors • Cultural factors • Environmental factors • Economic factors | <ul style="list-style-type: none"> • Investigating life events • The different types of life event – health and wellbeing events, relationship changes, changes in life circumstances | <ul style="list-style-type: none"> • Coping with change caused by life events • Individual character traits • Sources and types of support | <ul style="list-style-type: none"> • Human lifespan projects and formative (practice assessments) |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 10 | <ul style="list-style-type: none"> • Health and social care services • The different health services and how they meet the needs of individuals – primary care, secondary care, tertiary/complex care, allied therapy teams | <ul style="list-style-type: none"> • Health and social care services • The different social care services and how they meet the needs of individuals – services for children and young people, services for people with specific/additional needs, services for older adults | <ul style="list-style-type: none"> • Health and social care services • The role of informal social care from relatives, friends and neighbours • Barriers to accessing services – physical, sensory, social, cultural and psychological | <ul style="list-style-type: none"> • Barriers to accessing services – language, geographical, intellectual, resource, financial | <ul style="list-style-type: none"> • Care values for health and social care – empowerment and independence, respect, dignity, communication, safeguarding, anti-discriminatory practice | <ul style="list-style-type: none"> • Reviewing own application of the care values • Bridging work in preparation for Y11 on lifestyle factors affecting health and wellbeing – smoking, alcohol, personal hygiene, diet |
| Year 11 | <ul style="list-style-type: none"> • Factors affecting health and wellbeing • Lifestyle factors – smoking, alcohol, drug use, personal hygiene, diet and exercise • Physical factors – genetic inheritance, ill health (acute and chronic) • Social factors – supportive/unsupportive relationships, | <ul style="list-style-type: none"> • The impact of life events relating to relationship changes and changes in life circumstances on social and emotional wellbeing • Interpreting health indicators – physiological indicators of blood pressure, pulse, body mass index and peak flow | <ul style="list-style-type: none"> • Obstacles to implementing health and wellbeing improvement plans • Potential obstacles: • Emotional/psychological – lack of motivation, low self-esteem, acceptance of current state • Time constraints – work and family commitments | <ul style="list-style-type: none"> • Improvement/ completion of any outstanding coursework • Consolidation/revision for resit | <ul style="list-style-type: none"> • EXTERNAL EXAM RESIT | <ul style="list-style-type: none"> • |

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| | <p>social integration/isolation</p> <ul style="list-style-type: none"> • Emotional factors – sadness/upset, anxiety/fear, happiness, contentment and security • Cultural factors – language, tradition, religion/belief • Environmental factor – pollution, housing conditions and location • Economic factors – income, wealth and material possessions | <ul style="list-style-type: none"> • Person centred-care and health and wellbeing improvement plans - recommended actions to improve health and wellbeing, short-term (less than six months) and long-term targets, appropriate sources of support (formal and/or informal). | <ul style="list-style-type: none"> • Availability of resources – financial, physical, e.g. equipment • Unachievable targets – unachievable for the individual or unrealistic timescale • Lack of support, e.g. from family and friends • Other factors specific to individual – ability/disability, addiction • Barriers to accessing identified services. • EXTERNAL EXAM | | | |
| Year 12 | <ul style="list-style-type: none"> • Unit 2: Working in health and social care (BWS) • Unit 7: Principles of Safe Practice (BWS) • Unit 1: Human Lifespan Development (WHS) • Unit 5: Meeting Individual Care and Support Needs (WHS) | <ul style="list-style-type: none"> • Unit 2: Working in health and social care (BWS) • Unit 7: Principles of Safe Practice (BWS) • Unit 1: Human Lifespan Development (WHS) • Unit 5: Meeting Individual Care and Support Needs (WHS) | <ul style="list-style-type: none"> • EXTERNAL EXAM UNIT 2 (BWS) • Unit 7: Principles of Safe Practice (BWS) • Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives (BWS) • EXTERNAL EXAM UNIT 1 (WHS) • Unit 5: Meeting Individual Care | <ul style="list-style-type: none"> • Unit 7: Principles of Safe Practice (BWS) • Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives (BWS) • Unit 19: Nutritional Health (WHS) | <ul style="list-style-type: none"> • Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives (BWS) • Unit 19: Nutritional Health (WHS) <p>EXTERNAL EXAM RESITS AS APPLICABLE</p> | <ul style="list-style-type: none"> • Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives (BWS) • Bridging work in preparation for Y13 • Unit 19: Nutritional Health (WHS) |

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| | | | and Support Needs (WHS) • Unit 19: Nutritional Health (WHS) | | | |
| Year 13 | <ul style="list-style-type: none"> Unit 4: Enquiries into Current Research in Health and Social Care (BWS) Unit 8: Promoting Public Health (BWS) Unit 3: Anatomy and Physiology for Health and Social Care (WHS) Unit 6: Work Experience in Health and Social Care (WHS) | <ul style="list-style-type: none"> Unit 4: Enquiries into Current Research in Health and Social Care (BWS) Unit 8: Promoting Public Health (BWS) Unit 3: Anatomy and Physiology for Health and Social Care (WHS) Unit 6: Work Experience in Health and Social Care (WHS) | <ul style="list-style-type: none"> EXTERNAL EXAM UNIT 4 (BWS) Unit 8: Promoting Public Health (BWS) Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives OR Unit 17: Caring for Individuals with Dementia (BWS) EXTERNAL EXAM UNIT 3 (WHS) Unit 6: Work Experience in Health and | <ul style="list-style-type: none"> Unit 8: Promoting Public Health (BWS) Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives OR Unit 17: Caring for Individuals with Dementia (BWS) Unit 12: Supporting Individuals with Additional Needs (WHS) Unit 14: Physiological Disorders and their Care (WHS) Unit 14: Physiological Disorders and their Care (WHS) | <ul style="list-style-type: none"> Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives OR Unit 17: Caring for Individuals with Dementia (BWS) Unit 12: Supporting Individuals with Additional Needs (WHS) Unit 14: Physiological Disorders and their Care (WHS) EXTERNAL EXAM RESITS AS APPLICABLE | <ul style="list-style-type: none"> Unit 10: Sociological Perspectives OR Unit 11: Psychological Perspectives OR Unit 17: Caring for Individuals with Dementia (BWS) Unit 12: Supporting Individuals with Additional Needs (WHS) Unit 14: Physiological Disorders and their Care (WHS) |

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| | | | <p>Social Care (WHS)</p> <ul style="list-style-type: none">• Unit 12: Supporting Individuals with Additional Needs (WHS)• Unit 14: Physiological Disorders and their Care (WHS) | | | |