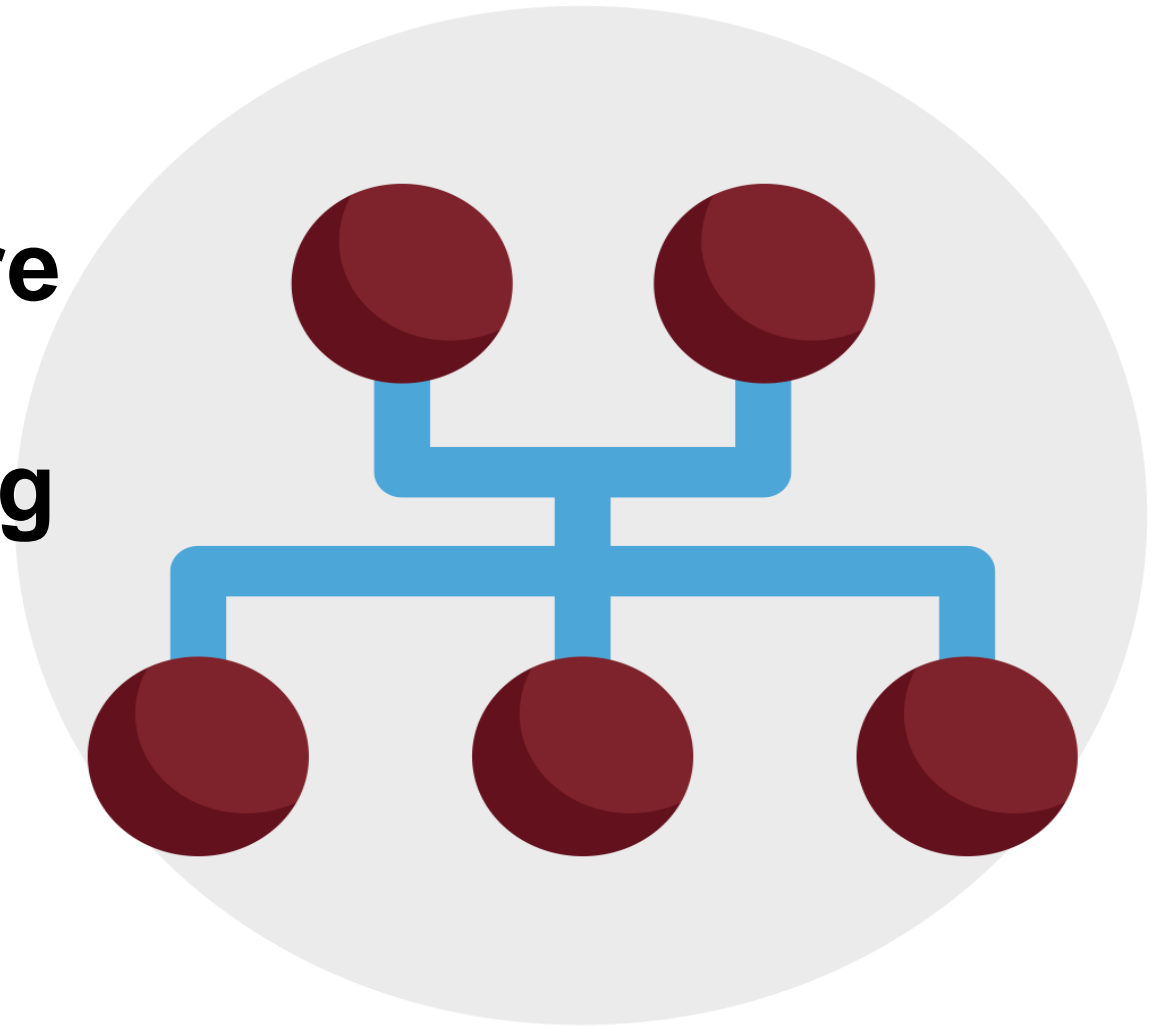


Health & Social Care Curriculum Mapping 2021



Concept	Explanation of concept
Reductionism and Holism	Students must understand the potential benefits and limitations of each approach. They will recognise the importance of holistic, individualised care provision and the limitations of interpreting data, observations in isolation without regard for the necessity of evidence based clinical judgement
Interpretation and analysis of numerical and lifestyle data	Students must develop confidence and accuracy to interpret personal and published data. They must consider the source of data and justify reliability and validity
Individualism	Students must demonstrate an understanding of the uniqueness of each individual - they must recognise that although there are parameters of normal / abnormal there can be considerable variation in measurements and this may / may not be clinically significant / cause for concern or intervention
Team Working	Students must demonstrate regard for the scope of Health and Social Care services and how service providers and service users work together harmoniously to maximise positive outcomes and increase efficiency
Strength based, solution focussed approach	Students must understand and apply a strength based and solution focussed approach to practice. They will consistently highlight actions to increase confidence / independence and utilise empowerment to enable individuals to make informed decisions about their care.

September 2021- July 24	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 5/6
Year 10						
Learning	<u>HUMAN LIFESPAN DEVELOPMENT</u> A1 C1 Six main life stages linked to ages Areas of development: Physical, Intellectual, Emotional and Social (PIES) Key aspects of development at each life stage	<u>HUMAN LIFESPAN DEVELOPMENT</u> A2 C1 Factors that affect different aspects of development: Physical Factors Social and Cultural factors Economic factors <u>ASSESSMENT</u> <u>Formal assignment</u> <i>'Understand human growth and development across life stages and factors that affect it'</i>	<u>HUMAN LIFESPAN DEVELOPMENT</u> A1 AND A2 C1 <u>ASSESSMENT</u> <u>Formal assignment</u> <i>'Understand human growth and development across life stages and factors that affect it'</i> BTEC Authorised assignment brief as per assessment plan	<u>HUMAN LIFESPAN DEVELOPMENT</u> B1 C1 Investigate how individuals deal with different life events Types of life events - physical, relationship and life circumstances Types of life events through the life stages that may be expected or unexpected B2 How people may react differently to the same life event How individuals can adapt to changes caused by life events Types of support Sources of support - informal, formal and voluntary	<u>HUMAN LIFESPAN DEVELOPMENT</u> B1 and B2 C1 <u>ASSESSMENT</u> <u>Formal assignment</u> 'Investigate how individuals deal with life events' BTEC Authorised assignment brief as per assessment plan	<u>HEALTH AND WELLBEING</u> Learning Aim A - Factors that affect health and wellbeing Learn what 'being healthy' means to different people Explore the different factors that might influence health and wellbeing C3
	Concepts	Reduction and Holism Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach
What is needed to master the knowledge	A1 Identification of the 6 main life stages linked to ages Understanding that although development is holistic it can be classified into four areas PIES Description of the anticipated physical, intellectual, emotional and social development at each life stage including: PHYSICAL - Gross and fine motor skills and growth patterns. Primary and secondary sexual characteristics. Menopause, loss of mobility, muscle tone and skin elasticity INTELLECTUAL - Cognitive development including problem solving, abstract and creative thinking, development of memory and recall EMOTIONAL - Bonding and attachment, security and independence. Contentment, self image and self esteem	A2 Identification of factors that affect growth and development PHYSICAL - Genetic inheritance, experience of illness and disease, Diet and lifestyle choices and appearance SOCIAL AND CULTURAL - Culture, religion, community involvement, gender roles and expectations, educational experience. Influence of role models, social isolation and personal relationships with friends and family ECONOMIC - Income/wealth and material possessions	<u>ASSESSMENT CRITERIA:</u> A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual A.2M1 Compare the different factors that have affected growth development across three life stages for a selected individual A.2P2 Explain how different factors have affected growth and development of a selected individual A.2P1 Describe growth and development across three life stages for a selected individual A.1M2 Outline the ways that different factors have affected growth and development of a selected individual A.1P2 Identify factors that have had an effect on growth and development of a selected individual A.1P1 Identify aspects of growth and development for a selected individual	B1 Understanding of the classification of life events as physical, relationship changes and life circumstances Analysis of physical events: accident and injury and ill health and bereavement Analysis of life circumstances: moving house, starting school, new job, exclusion from education, redundancy, imprisonment and retirement Understanding of how different life events may impact on PIES B2 Analysis how individuals may react differently to the same life events Identification of factors that may impact upon an individual's response to a life event e.g. age, circumstance, wealth, health Identification of different types of support: emotional, information and advice and practical help Analysis of sources of support: informal (family, friends, partners), Formal (professional carers and services and types of support they can provide), Voluntary (community groups, voluntary services and faith based organisations)	<u>ASSESSMENT CRITERIA:</u> B2.D2 Assess how well two individuals adapted to a life event and the role and value of support in this B2.M2 Compare the ways that two individuals adapted to a life event and the role that support played B2.P4 Explain how two individuals adapted to a life event using support B2.P3 Explain the impact of a life event on the development of two individuals B1.M4 Outline what support was given to two individuals experiencing a life event B.1M3 Outline the impact of a life event on the development of two individuals B1.P4 Identify sources of support that were available to two individuals experiencing a life event B1.P3 Identify relevant information about a life event experienced by two individuals	Development of a holistic definition of health and wellbeing Understanding of how predisposition to genetic conditions can impact upon PIES wellbeing Definitions of acute and chronic illness with specific examples. Description of impact upon PIES Research recommended amounts / type of exercise for specific life stages. Explain the positive and negative affects of exercise upon PIES wellbeing Understanding of the causes and consequences of misuse of addictive substances and impact upon PIES wellbeing (short -longer term) Understanding of the importance of adequate personal hygiene at different life stages and the potential positive and negative impact on PIES wellbeing Describe the effects that peer pressure or cultural influences can have on an individual's health and lifestyle. Identify the positive effects of a supportive relationship and negative effects of an unsupportive relationship including social integration / isolation Recall causes of stress and consider impact on PIES wellbeing Analysis of how culture / gender may influence an individual's willingness to seek help and potential impact on wellbeing Understanding of how financial resources, environmental conditions / housing can affect health and wellbeing and the impact of changes in life circumstances
AOs	COMPONENT 1 - A1	COMPONENT 1 - A2	COMPONENT 1 - A1 and A2	COMPONENT 1 - B1 and B2	COMPONENT 2 - B1 and B2	Component 3 - A1
Common Misconceptions	Health as merely the absence of disease not holistic. All humans develop in exactly the same way - failure to recognise each person as a unique child of God Development as purely genetic (Nature V Nurture)	Development occurs in isolation in each specific category. Childrens development in one aspect does not impact development in another area e.g. failure to recognise that limited socialisation in childhood may lead to delays in language development (intellectual) Failure to distinguish between acute and chronic illness Genetic diseases are communicable in the same way as viral / bacterial infections	As for half term 1 and half term 2	All individuals react to life events in the same way All life events are unexpected / all life events are expected There are no positive outcomes of imprisonment, bereavement, school exclusion, redundancy etc All sources of support must come from professionals (i.e. formal) All online content is reputable	As for half term 3	Addiction can be behavioural and not just substance. Only certain people can develop an addiction, it is not a real illness Rates of growth and development are determined by genetic inheritance and not lifestyle factors All illnesses can be cured with medication Age is the only factor that influences the likelihood of developing illness / disease

September - June	Half term 1	Half term 2	Half term 3	Half term 4	Half term 4 / 5	Half term 6
Year 11	INTERPRETING HEALTH INDICATORS B1 - Physiological indicators C3 Health as an holistic concept. The importance of accurate measurement technique and interpretation of result in numerical and graphical format Understanding of the impact of exercise on an individuals pulse rate and why having a short recovery after exercise is a good indicator of positive physical health and wellbeing Analysis of measurable health indicators (Pulse, BMI, BP and Peak Flow) The use of physiological measurements to diagnose / monitor disease	INTERPRETING HEALTH INDICATORS B2 - Lifestyle indicators Use of current lifestyle data to assess population health and wellbeing Interpretation and analysis of lifestyle data on smoking, alcohol and inactivity The importance of a person-centred approach Recommended actions to improve health and wellbeing Short and long term targets Sources of support Assessment technique Completion and review of practice assessment questions C3	PERSON CENTRED HEALTH AND WELLBEING IMPROVEMENT PLANS C2 C3 Obstacles to implementing plans Emotional / Psychological obstacles Time constraints Availability of resources Unachievable targets Lack of support Ability/disability and addiction Barriers to accessing identified services Assessment technique Completion and review of practice assessment questions	Health and Social Care Services and Values A1 Primary, secondary and tertiary care Allied health Professionals Services for Children and Young People Services for adults or children with specific needs Services for older adults Informal social care A2 Physical, sensory, social, cultural and psychological barriers. Language, geographical, intellectual resource and financial barriers Assessment Practice C2	B1 Demonstrate care values and review own practice B2 Reviewing own application of care values Assessment Practice and completion of formal assignment C2	
Concepts	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	Reduction and Holism Interpretation and analysis of numerical and lifestyle data Individualism Team working Strength based, solution focussed approach	
What is needed to master the knowledge	INTERPRETING HEALTH INDICATORS B1 - Physiological indicators Identification of the important indicators of health and understanding of the importance of accurate measurement technique and interpretation of result Understanding of the impact of exercise on an individuals pulse rate and explanation of why having a short recovery time after exercise is a good indicator of physical health and wellbeing Analysis of blood pressure measurements to identify normal / abnormal ranges. Understanding of the risk associated with high/ low bp produce a leaflet that includes information on what BP is, the risks of abnormal BP (low and high) Understanding of Peak flow measurements and ability to interpret graphical data. Understanding of how peak flow measurements can be utilised to diagnose / monitor disease Ability to accurately interpret BMI data in graphical and numerical format and identification of risks of high / low BMI Understanding of how published guidelines are used to interpret health indicators and limitations of reliance on limited data	INTERPRETING HEALTH INDICATORS B2 - Lifestyle indicators Practice to become skilful in data interpretation and analysis Understanding that lifestyle choices impact positively and negatively on current and future health Understanding of health promotion to empower individuals and enable them to make informed decisions Regular opportunities for knowledge recall and application Completion of past paper questions to improve response technique, showcase success and highlight areas for development	PERSON CENTRED HEALTH AND WELLBEING IMPROVEMENT PLANS C2 Understanding and application of the KISS rule and the benefits of SMART targets Understanding of how lack of motivations, low self-esteem and acceptance of current state can represent emotional barriers to success Understanding of available sources of support Understanding of potential obstacles to implementing health and wellbeing improvement plans and identification of strategies to overcome them Completion of past paper questions independently to improve response technique and highlight any areas that still require development	HEALTH AND SOCIAL CARE SERVICES AND VALUES Identification of a wide range of health and social care services Identification and analysis of potential barriers to accessing appropriate services Understanding of how potential barriers can be overcome Opportunities to apply knowledge to contextual examples and practice role play ASSESSMENT CRITERIA AS PER AUTHORISED ASSIGNMENT BRIEF	Understanding the importance of: Empowerment and promoting independence Respect for others Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice Applying care values in a compassionate way Opportunity to practice application of care values Understanding of the importance of making mistakes, reviewing own application of care values, receiving and responding positively to feedback to improve personal practice and service user outcomes ASSESSMENT CRITERIA AS PER AUTHORISED ASSIGNMENT BRIEF	
AOs	C3 B1	C3 B2	C3 B2 and B3	C2 A1 and A2	C2 B1 and B2	
Common Misconceptions	Health as the absence of disease Illness impacts physical health only Over reliance on numerical data in isolation - no regard for clinical judgement / other sources of informations Physiological measurements can only measure immediate health and do not indicate absence / progression of disease	Health promotion focuses only on physical wellbeing Nicotine / alcohol are not addictive and perception of positive impact only Poor exam technique - failure to read questions properly and identify specified impact e.g. (on specific aspect of wellbeing)	Vague and overly ambitious targets without measure, time frame Lack of utilisation of a 'person centred approach' Ignorance of an individuals needs, wishes and circumstances - non personalised plan with unachievable targets Poor exam technique - rushed part of the paper 50% of exam attainment	Health Care Professionals are only Dr, Nurse etc - failure to recognise importance of allied health professionals, variety of services Failure to recognise potential barrier within contextual scenario or vague description and no consideration of impact / importance	Mistakes are failure rather than a learning opportunity Lack of confidence in ability to participate in role play based assessment activities	