



Curriculum Overview



HEALTH AND SOCIAL CARE

Curriculum Intent Statement

**Department of Social Science (BTEC Enterprise, Health & Social Care, Economics, Business, Travel & Tourism and Sociology)
Ballakermeen High School**

Curriculum vision: The goal is to allow students to learn the key components of HSC through experienced professionals. We will prepare students for successful employment in HSC by providing real-world examples and therefore they can evaluate whether this is the field for them. Students will also gain skills for everyday life and other subjects like maths and science. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts. Other skills will be: Organisation and working to deadlines, Written communication through assessments, Ability to learn and adapt through the content and feedback, Initiative and problem-solving skills through scenarios, Sector-specific skills and knowledge.

Our Health and Social Care curriculum will provide students with the opportunity to:

- Explore different aspects of growth and development and the factors that can affect this across the life stages.
- Explore the different events that can impact on individuals' physical, intellectual, emotional, and social (PIES) development and how individuals cope with and are supported through changes caused by life events.
- Explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing
- Explore health and social care services and how they meet the needs of service users.
- Study the skills, attributes and values required when giving care.

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 learners 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.

Health and Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. Approximately 3 million people are currently employed in the sector. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled.

Curriculum Overview – Health and Social Care				
	YEAR 10	YEAR 11	YEAR 12	YEAR 13
AUTUMN 1	<i>(Teach content)</i> Component 1: Human Life Span Development A. Understand human growth and development across life stages and the factors that affect it	<i>(Assessing content)</i> Component 2A and B: Health and Social Care Services and Values Through Task 1, Task 2, Task 3, Task 4, and Task 5		
AUTUMN 2	<i>(Teach content)</i> Component 1: Human Life Span Development B. Understand how individuals deal with life events	<i>(Assessing content)</i> Component 2A and B: Health and Social Care Services and Values Through Task 1, Task 2, Task 3, Task 4, and Task 5		
SPRING 1	<i>(Assessing content)</i> Component 1A and B: Human Life Span Development Through Task 1, Task 2, Task 3A, and Task 3B	<i>(Assessing content)</i> Component 2A and B: Health and Social Care Services and Values Through Task 1, Task 2, Task 3, Task 4, and Task 5		
SPRING 2	<i>(Assessing content)</i> Component 1A and B: Human Life Span Development Through Task 1, Task 2, Task 3A, and Task 3B	<i>(Teach content)</i> Component 3: Health and Wellbeing A. Factors that affect health and wellbeing Mock: January 2024		
SUMMER 1	<i>(Teach content)</i> Component 2: Health and Social Care Services and Values A. Understand the different types of health and social care services and barriers to accessing them	<i>(Teach content)</i> Component 3: Health and wellbeing B. Interpreting health indicators		

SUMMER 2	<i>(Teach content)</i> Component 2: Health and Social Care Services and Values B. Understand the skills, attributes, and values required to give care	<i>(Teach content)</i> Component 3: Health and Wellbeing C. Person centred approaches to improving health and wellbeing External exam: May 2024		
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