Subject Long Term Plan

Vision and Intent: We are leading change to bring about a culture of care, compassion, competence, communication, courage and commitment.

Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | Week 38 | Week 39 | Week 40

Year 10

Component 1 - Learning Aim A - A1: Human Lifespan development. Learners will explore different aspects of growth and development across the life stages including the physical, intellectual, emotional and social (PIES) classification. *Practice PSA - In-depth marking on Factors*

Component 1 - Learning Aim A - A2: Factors affecting growth & development. Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.

Component 1 - Learning Aim B - B1: Different types of life event & B2: Coping with change caused by life events. Learners will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development.

COMPLETE PSA

Component 2: Health and Social Care Services and Values - Learning Aim A1: Healthcare Services. Learners will explore range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.

Component 2 - A2: Social care Services. Learners will explore a range of social care needs and how these can be met by the social care services that are available.

Component 2 - A3: Barriers to accessing services. Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

Topics: growth & development; knowledge of the development of the individual; explain how one person develops PIES over 3 life stages; In-Depth marking - Mock PSA; Physical Factors; Lifestyle factor; Emotional and...; Cultural factors; Environmental factors; Pupils will know, B1: Health and wellbeing, Relationship changes, Life circumstances & B2: Coping with change; expected & unexpected life events; life events can impact physical, intellectual, emotional and social development; factors that may affect how people cope with life events; how individuals may adapt to the changes made by life events; In-depth marking - task 1 PSA; PSA Task 1 - In-depth marking; PSA Task 2 - In-depth marking; PSA Task 3 - In-depth marking; PSA Task 4 - In-depth marking; primary care and the services; secondary care and the services; tertiary care; allied health professionals; Social care; Types of HSC services; Additional care; In-Depth marking - Social Questions; Physical barriers, sensory disability barriers, social & cultural background barriers; EAL barriers, geographical barriers, text barriers, financial barriers

Pupils will know and be able to:
• pupils will know the difference between growth & development
• pupils will know how people develop physically through each life stage
• pupils will know how people develop intellectually through each life stage
• pupils will be able to identify how people develop emotionally through each life stage
• pupils will be able to identify how people develop socially through each life stage

Pupils will know and be able to:
• pupils will know the impact disease & illness has on growth & development
• pupils will know the impact of diet & lifestyle factors on growth & development
• pupils will know the impact educational experiences have on growth & development
• pupils will be able to explain the impact personal relationships have on growth & development
• pupils will be able to explain the impact income and wealth have on growth & development

Pupils will know and be able to:
• pupils will know the different types of formal and informal support available to individuals
• pupils will know the Character traits that influence how individuals cope
• pupils will know how to explain how one life event impacts the PIES of two individuals
• pupils will be able to explain how two individuals adapt to one life event using support
• pupils will be able to compare the ways two people adapt to a life event

Pupils will know and be able to:
• pupils will know the different services for adults with specific needs
• pupils will know informal carers & the care they provide
• know will be able to explain the impact of services on two individuals
• pupils will be able to explain the barriers one individual may face when accessing one health or social care service
• pupils will know how to apply knowledge and understanding of services & barriers to assignment criteria

Pupils will know and be able to:
• pupils will know the social and cultural backgrounds barriers
• pupils will know the EAL barriers, geographical barriers, text barriers to people with learning disabilities and financial barriers
• pupils will be able to explain the different types of health and social care services available in the local area
• pupils will be able to apply this knowledge to two individuals, using the assignment criteria

Pupils will know and be able to:
• pupils will know the physical barriers and sensory barriers
• pupils will know the social and cultural backgrounds barriers
• pupils will know the EAL barriers, geographical barriers, text barriers to people with learning disabilities and financial barriers
• pupils will be able to explain the difference barriers
• pupils will be able to describe the effects of the different barriers

Year 11

Component 2 Learning Aim B: B1: Skills and attributes in health and social care & B2: Values in Health and Social Care

Component 2 Learning Aim B: B3: Obstacles individuals requiring care may face & B4 Benefits to individuals of the skills, attributes and values in health and social care practice.

COMPLETE PSA COMPLETE PSA COMPLETE PSA COMPLETE PSA

Component 3 - A1: Factors affecting Health & Wellbeing. Learners will explore how factors can affect an individuals health and wellbeing positively or negatively. The links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.

Component 3: B1 Physiological indicators & B2 Lifestyle indicators. Learners will explore how physiological are used to measure health.

Component 3: C1: Person-centred approach & C2 Recommendations and actions to improve health and wellbeing

Past papers

Topics: Skills: problem solving, observation; skills: dealing with difficult situations, organisations; Attributes: empathy, patience; Attributes: trustworthiness, honesty; The 6 C's -; PSA TASK 1 - IN-Depth Marking; Obstacles individuals requiring care may face; Benefits to individuals of the skills, attributes and values in health and social care practice; Impact of life events; PSA - TASK 1/2 In-depth marking; PSA TASK 2 - IN-Depth Marking; PSA TASK 3 - IN-Depth Marking; PSA TASK 4 - IN-Depth Marking; PSA TASK 5 - IN-Depth Marking; Physical factors; Lifestyle factors; Social factors; Cultural factors; Economic and environmental factors - In-depth marking - Assignment on GC - on Factors; Physiological indicators; Lifestyle indicators; In-depth marking - Assignment on GC on Phisiolgical and lifestyle indicators; Person-centred approach; Recommendations and actions to improve health and wellbeing; In-depth marking - Assignment on GC on person centred approach, recommendations/actions to improve health & well-being

Pupils will know and be able to:
• pupils will know skills, problem solving, observation, dealing with difficult situations
• pupils will know attributes: empathy, patience, trustworthiness, honesty
• pupils will know the 6C's: care, compassion, competence, communication, courage, commitment
• pupils will be able to interpret the skills and attributes required when delivering care
• pupils will be able to explain the 6 C's required when planning and delivering care

Pupils will know and be able to:
• pupils will know the definition of obstacles: something personal to an individual that blocks a person moving
• pupils will know the potential obstacles and their impact on the individual
• pupils will know the how skills, attribute and values benefit individuals when receiving care
• pupils will be able to explain how skills, attributes and values in HSC when they are being supported, receive good care, treated with respect
• pupils will be able to explain how skills, attributes and values in HSC when they are being empowered, involved in care decisions, protected from harm

Pupils will know and be able to:
• pupils will know the physical factors that can have positive or negative effects on health and wellbeing
• pupils will know the lifestyle factors that can have positive or negative effects on health and wellbeing
• pupils will know the social factors that can have positive or negative effects on health and wellbeing
• pupils will know the cultural, economic and environmental factors that can have positive or negative effects on health and wellbeing
• pupils will be able to explain how these different factors

Pupils will know and be able to:
• pupils will know how physiological indicators are used to measure health
• pupils will know the interpretation of physiological indicators are used to measure health
• pupils will know the potential significance of abnormal readings
• pupils will be able to explain how lifestyle choices determine physical health
• pupils will know interpret lifestyle data according

Pupils will know and be able to:
• pupils will know the use of the person-centred in HSC settings (links to Comp2)
• pupils will know the ways in which a person-centred approach takes into account an individual needs, wishes and circumstances
• pupils will know the importance of a person-centred approach for individuals
• pupils will know how to explain the benefits of a person-centred approach for HSC workers and services
• pupils will be able to explain established recommendations for helping to improve health and well being

Year 12

Unit 1

A: Human growth and development through the life stages. A1 - Physical development across the life stages, A2 - Intellectual development across the life stages, A3 - Emotional development across the life stages, A4 - Social development across the life stages.

Unit 1 - B: Factors affecting human growth and development. B1 - The nature/nurture debate related to factors, B2 - Genetic factors that affect development, B3 - Environmental factors that affect development, B4 - Social factors that affect development, B5 Economic factors that affect development.

Unit 1 - B6 - Major life events that affect development. Do practice papers on topics already completed.

Unit 1 - C: Effects of ageing. P1 - The physical changes of ageing, C2 - The psychological changes of ageing, C3 - The societal effects of an ageing population.

Unit 2 - A1: The roles and responsibilities of people who work in health and social care sector. Learners must understand the roles of people who work in health and social care settings.

Unit 2 - A2: The responsibilities of people who work in health and social care settings. A3: Specific responsibilities of people who work in health and social care settings. Learners must understand the responsibilities of people who work in health care settings

Topics: Physical development; Intellectual development; Emotional development; Social development; Gross and Fine motor question IN-Depth marking; Nature debate related to factors; Genetic & Environmental factors; Economic factors; In-depth marking - assignment on GC on factors affecting human growth & Development; Predictable events; Unpredictable events; In-depth marking - Assignment on GC on major events that affect development; Physiological changes of ageing; The societal effects of an ageing population; Physical changes of ageing; In-depth marking - Assignment on GC on physical changes of ageing, changes of ageing; Role of midwives & healthcare assistants; Role of social workers & occupational therapists; Roles of youth workers/care managers and assistants; Roles of people who work in HSC; Policies & procedures; Supporting recovery; Enabling rehabilitation; Promoting independence - In-depth marking - assignment on GC on responsibilities of people who work in HSC.

Pupils will know and be able to:
• pupils will know the difference between growth and development
• pupils will know the life stages across physical development
• pupils will know the life stages across intellectual development
• pupils will know the life stages across emotional & social development
• pupils will be able to explain the differences between each life stage

Pupils will know and be able to:
• pupils will know the Nature debate related to factors
• pupils will know the Genetic factors
• pupils will know the Environmental factors
• pupils will know social factors
• pupils will be able to explain the difference in the above factors

Pupils will know and be able to:
• pupils will know predictable events
• pupils will know unpredictable events
• pupils will know the effects of life events on health
• pupils will know social and economic factors
• pupils will be able to explain Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress level's and health

Pupils will know and be able to:
• pupils will know physical changes of ageing
• pupils will know psychological changes of ageing
• pupils will know the effects of an ageing population
• pupils will be able to explain social and economic factors
• pupils will be able to explain the difference in the above ageing processes

Pupils will know and be able to:
• pupils will know Role of doctors & nurses
• pupils will know Role of midwifes & healthcare assistants
• pupils will know Role of social workers & occupational therapists
• pupils will be able to explain the role of allied health professionals
• pupils will be able to explain Role of support workers

Pupils will know and be able to:
• pupils will know the policies and procedures in place in HSC settings
• pupils will know healing and supporting recovery for people who are ill
• pupils will know how to provide equipment and adaptions to support people to be more independant
• pupils will know support routines for service users
• pupils will be able to explain assessment and care and support planning

Year 12 (Unit 5 / Unit 12)

Unit 5 Learning Aim A - A1: Promoting equality, diversity and preventing discrimination, A2: Skills and personal attributes required for developing relationships with individuals, A3: Empathy and establishing trust with individuals. Students will examine principles, values and skills which underpin meeting the care and support needs of individuals. In-depth marking CW - LAA

Unit 5 Learning Aim B: B1: Ethical issues and approaches. B2: Legislation and guidance on issues involved when providing care and support to meet individual needs. In-depth marking CW - LAB

Learning Aim C: C1 Enabling individuals to overcome challenges. C2: Promoting personalisation, C3: Communication techniques. Learners will investigate the principles behind enabling individuals with care and support needs to overcome challenges. In-depth marking CW - LAC

Learning Aim D: D1: How agencies work together to meet individual care and support needs. D2: Roles and responsibilities of key professionals on multidisciplinary teams. Learners will investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. In-depth marking CW - LAD - F&M sections

Learning Aim D - D2- Roles and responsibilities of key professionals on multidisciplinary teams. D3: Maintaining confidentiality. In-depth marking CW - LAD - D sections

Learning Aim D - D4: Managing information. Finish off any outanding sections of CW and completed before Easter. In-depth marking CW - LAD - D sections

Unit 12 Learning Aim A: A1: Diagnosing or determining additional needs, A2: Cognitive and learning needs, A3: Physical and health needs, A4: Social and emotional needs. Students will examine reasons why individuals may experience additional needs. IN DEPTH MARKING - LAA - coursework - P1, M1 and D1

Unit 2 - Learning Aim A: The roles and responsibilities of people who work in HSC

Topics: Promoting equality, diversity; preventing discrimination; Skills personal attributes; Empathy and establishing trust, care & support for ind.; Ethical issues & approaches; Legislation, conflicts of interest; Balancing resources, minimising risk, minimising risk; Enabling individuals; Overcoming problems; Promote personalisation; Communication techniques; Agency working together; Meet individual care & support needs; Responsibilities of key workers; Roles of key workers; Health & Social care professionals; Education professionals; Allied health professionals; Voluntary sector workers; Managing & sharing information; technology for managing information; Legislation; Codes of practice; Mild/moderate learning disabilities; Severe/profound learning disabilities; Diagnostic procedures; ADHD; Autism; Inherited conditions; Roles; Responsibilities In-depth marking - assignment on GC - questions on Roles

Pupils will know and be able to:
• pupils will know how to promote equality
• pupils will know what diversity is
• pupils will know how to prevent discrimination
• pupils will be able to explain the skills and personal attributes required
• pupils will be able to explain how to promote care and support needs of individuals

Pupils will know and be able to:
• pupils will know ethical issues
• pupils will know ethical approaches
• pupils will know legislation
• pupils will be able to explain guidance on conflicts of interest
• pupils will be able to explain balancing resources and minimising risks

Pupils will know and be able to:
• pupils will know how to enable individuals to overcome challenges
• pupils will know how to promote personalisation
• pupils will know communication techniques
• pupils will be able to explain principles behind enabling individuals
• pupils will be able to explain how to provide care and support to overcome challenges

Pupils will know:
• about different policy frameworks
• about types of communication
• different theories of communication
• how to promote personalisation within health and social care

Pupils will know and be able to:
• explain the strategies and communication techniques used with individuals
• explain the benefits of promoting personalisation when overcoming challenges
• assess the strategies and communication techniques used to overcome different challenges
• justify the strategies and techniques used to overcome ethical issues and challenges

Pupils will know and be able to:
• pupils will know the role of health care professionals
• pupils will know the role of social care professionals
• pupils will know the role of education professionals
• pupils will know the role of allied health professionals
• pupils will be able to explain the role of voluntary sector workers

Pupils will know and be able to:
• pupils will know the working practices for managing information
• pupils will know the importance of sharing information
• pupils will know the impact of new technologies on managing information
• pupils will be able to explain legislation
• pupils will be able to explain codes of practice

Pupils will know and be able to:
• pupils will know mild/moderate learning disabilities
• pupils will know severe/profound learning disabilities
• pupils will know diagnostic procedures
• pupils will be able to explain what ADHD is
• pupils will be able to explain what Autism and inherited conditions are

Pupils will know and be able to:
• Understand the roles of people who work in HSC
• Understand the responsibilities of people who work in HSC

Year 13

Unit 2 - A3: Finish specific responsibilites of people who work in health and social care settings. A4: Multidisciplinary working in the health and social care settings. A5: Monitoring the work of people in health and social care settings. Learners must understand how to apply care values and principles. In-depth marking - assignment set on GC - Questions on A3, A4 and A5.

Unit 2 - B1: The roles of organisations in providing health and social care services. B2: Issues that affect access to services, B3: Ways organisations represent interests of service users, B4: The The roles of org. that regulate and inspect health and social care services. C1: People with specific needs, C2: Working practices. In-depth marking - Assignment on GC - questions on B1, B2, B3, B4

Revision for U2 exam - In-depth marking - long answered questions

Revision and preparation for resits of Unit 1 and 2. Assist with completing outstanding CW (repeated across Weeks)