**Year 10 Health and Social Care 2022 - 2023**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | RO33 – Supporting individuals through life events | RO33 – Supporting individuals through life events | RO33 – Supporting individuals through life events | RO32 – Principles of care in health and social care settings | | RO32 – Principles of care in health and social care settings  RO35 – Plan and create a health care promotion campaign | RO35 – Plan and create a health care promotion campaign |
| Topics | Life stages  Milestones of development  Factors that affect growth and development | Expected and unexpected life events and impact on individuals | Sources of support that meet individuals needs | Rights of service users  Person centred values of care | | Effective communication  Current public health issues and the impact on society  Factors influencing health and wellbeing | Factors influencing health and wellbeing  How to plan a health promotion campaign |
| Skills | * Identification of advantages and disadvantages * Apply logic to justify decision making * Understanding of different viewpoints without prejudice or bias * Analysis of data * Interpretation of online research * Use of questioning * Communication skills * Presentation skills | | | | | | |
| Assessment | RO33 – Formative testing throughout  Assessment task 1 | RO33 – Formative testing throughout  Assessment task 2a | RO33 – Summative feedback end of unit  Assessment task 2b | RO32 – Formative testing throughout | | RO32 – Formative testing throughout | RO35 - Formative testing throughout |
| Linked learning | Students can also draw on experience from visiting GPs and other health professionals.  This subject links with **Biology** – male and female reproductive systems, menopause, sexual characteristics, lifestyle factors  **PSHE** –healthy relationships, charities, voluntary work. **English** – definitions of key terms, extended writing. **ICT** - word processing, research. **PE** – nutrition, lifestyle factors **Food** – Healthy eating, lifestyle factors | | | | | | |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their understanding of different family settings and respect for different peoples values. Imagination and creativity is encouraged through use of different mediums to complete tasks set. Students will often reflect on theirs and others childhood and past experiences, along with those they have witnessed when sharing with peers.  254. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their set tasks. Students learn about the consequences of their behaviour and actions along with learning to understand and appreciate the viewpoints of others on these issues  255. Provision for the social development of pupils includes developing their social skills in different contexts, for example working and socialising with other pupils, including team work, interviewing and presentations. Students will also practise respecting others with different view points and approaches to life.  256. Provision for the cultural development of pupils includes developing their understanding and appreciation of the things we value and share in common across cultural, religious, ethnic and socio-economic communities | | | | | | |
| Literacy | * Key terminology * External examination marks for Quality of Written Communication. | | | Numeracy | * Weeks and Months * Interpretation of graphs | | |
| Enrichment | Appropriate trips will be organised as the opportunity arises. | | | | | | |
| Impact on personal development | A successful learner in this subject will demonstrate critical thinking skills, social and emotional intelligence, empathy and understanding. They will also develop and demonstrate their ability to apply their gained knowledge to a variety of scenarios linking theory to practice.  Students will gain an understanding of their own and others views in terms of choices that need to be made when caring for people, either as a career or gain a clear perspective on life and their interest in and respect for different people’s feelings and values;  Appreciation of consequence of poor health choices in relation to an individual’s health. | | | | | | |

|  |
| --- |
| Ways to support student learning in this subject |
| * Watch documentaries about Care roles eg. 24 hours in A&E, inside the ambulance * Encourage students to pay attention to local and national news – relating to health professionals * Ask them about their learning and for them to explain concepts they are learning about. * Discuss with them career opportunities in Health and Social Care. |