

Health and Social Care

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
YEAR 9	<p>Health and Social Care</p> <p>Component 1: Human Lifespan Development</p> <p>A1 Human growth and development across the life stages</p> <p>Physical growth and development: gross and fine motor skills</p> <p>Different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Physical growth and development: gross and fine motor skills</p> <p>Physical growth and development: infants (birth to 2 years) and early childhood (3–8 years)</p> <p>Physical growth and development: adolescence (9–18 years) and early adulthood (19–45 years)</p> <p>Physical growth and development: middle (45–65 years) and later adulthood (65+)</p>	<p>Health and Social Care</p> <p>Component 1: Human Lifespan Development</p> <p>Social development in infancy and early childhood: the formation of relationships with others and the socialisation process</p> <p>Physical factors: genetic inheritance and experience of illness and disease</p> <p>Physical factors: diet and lifestyle choices, and appearance</p> <p>Types of life event: physical, relationship changes and life circumstances, both expected and unexpected</p> <p>Physical events: accident/injury and ill health</p> <p>Relationship changes: entering into relationships, marriage, divorce, parenthood and bereavement</p> <p>Life circumstances: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement</p> <p>B1 Different types of life event</p> <p>Types of support: emotional, information and advice, practical help; for example financial assistance, childcare and transport</p>	<p>Health and Social Care</p> <p>Component 1: Human Lifespan Development</p> <p>Different health care services and how they meet service-user needs: primary care</p> <p>Different health care services and how they meet service-user needs: allied health professionals</p> <p>Different social care services and how they meet service-user needs: services for adults or children with specific needs</p> <p>The role of informal social care provided by relatives, friends and neighbours</p> <p>Physical barriers, for example issues getting into and around the facility</p> <p>Sensory barriers, for example hearing and visual difficulties</p> <p>Social, cultural and psychological barriers, for example lack of awareness, differing cultural beliefs, social stigma</p> <p>Language barriers, for example differing first language and language impairments</p>



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p>Health and Social Care</p> <p>Component 2: Health and Social Care Services and Values.</p> <p>Different health care services and how they meet service-user needs: primary care</p> <p>Different health care services and how they meet service-user needs: secondary and tertiary care.</p> <p>Different social care services and how they meet service-user needs: services for adults or children with specific needs.</p> <p>The role of informal social care provided by relatives, friends and neighbours.</p> <p>Sensory barriers, for example hearing and visual difficulties</p> <p>Social, cultural and psychological barriers, for example lack of awareness, differing cultural beliefs, social stigma and fear of loss</p>	<p>Health and Social Care</p> <p>Component 2: Health and Social Care Services and Values.</p> <p>Language barriers, for example differing first language and language impairments</p> <p>Geographical barriers, for example distance to service provider and poor transport links.</p> <p>Intellectual barriers, for example learning difficulties.</p> <p>Resources barriers for service provider, for example staff shortages, lack of local funding and high local demand.</p> <p>Financial barriers, for example charging for services, cost of transport and loss of income while accessing services.</p> <p>Empowering and promoting independence by involving individuals, where possible, in making choices, for example about treatments they receive or about how care is delivered.</p> <p>Respect for the individual by respecting service users' needs, beliefs and identity</p> <p>Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately.</p> <p>Preserving the dignity of individuals to help them maintain privacy and self-respect</p>	<p>Health and Social Care</p> <p>Component 2: Health and Social Care Services and Values.</p> <p>Social, emotional and cultural factors: stress, for example work-related pressure.</p> <p>Economic factors: financial resources</p> <p>Environmental factors: environmental conditions, for example levels of pollution and noise.</p> <p>Environmental factors, for example conditions and location.</p> <p>The impact of life events: relationship changes.</p> <p>Factors that affect health and wellbeing.</p> <p>Pulse (resting and recovery after exercise)</p> <p>Blood pressure.</p>

YEAR 10



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p>Health and Social Care</p> <p>Component 2: Health and Social Care Services and Values.</p> <p>Different health care services and how they meet service-user needs: primary care</p> <p>Different health care services and how they meet service-user needs: secondary and tertiary care/care Values.</p> <p>Component 3: (External Assessment Exam)</p> <p>Definition of health and wellbeing</p> <p>Physical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditions.</p> <p>Physical and lifestyle factors: ill health (acute and chronic)</p> <p>Physical and lifestyle factors: diet (balance, quality and portion sizes)</p> <p>Physical and lifestyle factors: amount of exercise</p> <p>Physical and lifestyle factors: substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs.</p> <p>Social, emotional and cultural factors: stress, for example work-related pressure</p> <p>Social, emotional and cultural factors: willingness to seek help or access.</p> <p>Economic factors: financial resources</p> <p>Environmental factors: environmental conditions, for example levels of pollution and noise.</p>	<p>Health and Social Care</p> <p>Component 2: Health and Social Care Services and Values.</p> <p>Interpreting health indicators.</p> <p>Physiological indicators.</p> <p>Pulse (resting and recovery after exercise).</p> <p>Blood pressure</p> <p>Interpreting Peak Flow and Body Mass Index (BMI).</p> <p>Using published guidelines to interpret data relating to these physiological indicators.</p> <p>The potential significance of abnormal readings: risks to physical health.</p> <p>Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices.</p> <p>Interpreting lifestyle data on smoking.</p>	<p>Health and Social Care</p> <p>LAC: Person-centred health and wellbeing improvement plans.</p> <p>The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p> <p>Recommended actions to improve health and wellbeing.</p> <p>Emotional/psychological: lack of motivation, low self-esteem and acceptance of current state.</p> <p>Time constraints: work and family commitments.</p> <p>Availability of resources: financial and physical, for example equipment.</p> <p>Unachievable targets: unachievable for the individual or unrealistic timescale.</p> <p>Lack of support, for example from family and friends</p> <p>Other factors specific to individual: ability/disability and addiction.</p> <p>Barriers to accessing identified services.</p>

YEAR 11

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

