

Westbourne Academy Curriculum Planning Document

Subject: Health and Social Care: Year 10

Timescale	Autumn		Spring		Summer	
Prior Learning		Y10 C1a Basic needs Y10 C1a Life stages Y10 C1a Growth and development	Y10 C1a Basic needs Y10 C1a Life stages Y10 C1a The effects on PIES	Y10 C1a Basic needs Y10 C1b Care professionals	Y10 C1a Basic needs Y10 C1b Unexpected life events	Y10 C1a Basic needs and life stages Y10 C1b Life events Y10 C2b Social services
Unit Title	Component 1a – Life stages P1 and P2	Component 1a – Life stages M1 and D1	Component 1b – Life events	Component 2b – Care values P3	Component 2b – Care values P4, M2 and D2	Component 2a – Elizabeth case study P1, P2, M1 and D1
Key knowledge (5-10 points)	<ol style="list-style-type: none"> Growth and development – basic needs Life stages – key focus on the chosen three and what happens at each one Developmental norms over three life stages for a celebrity of their choice Understand how economic status can affect a person's health and wellbeing Investigate the key lifestyle choices of their chosen celebrity 	<ol style="list-style-type: none"> The difference between the short and long-term consequences of certain lifestyle choices The impact of wealth and fame at different times of their celebrities' life Compare different factors that have affected growth and development for their celebrity How different factors have affected influenced their celebrities' self-concept across three life stages. Assess the changing impact of different factors across three life stages. 	<ol style="list-style-type: none"> Key expected and unexpected life events The impact of a certain type of life event Learn how specific care professionals help and support the two individuals from the case study Learn how the voluntary and informal carers care sector helps and supports the two individuals from the case study Compare how the two individual coped with their life changing injuries Assess how well two individuals adapted to a life event 	<ol style="list-style-type: none"> Learn the seven care values Provide health and social care examples of the seven care values in action Understand the need for child protection. Gain an understanding The role a social worker plays in managing child protection caseloads. Understand the importance of team work and early intervention when it comes to safeguarding children Demonstrate a role play that incorporates the seven care values 	<ol style="list-style-type: none"> Summarise the key points from the feedback and divide up the feedback into positive and negative characteristics Describe the positive and negative aspects of own demonstration of the care values and comments on aspects of feedback Suggest improvements of own application of the care values that incorporate feedback Justify appropriate recommendations for role play improvements 	<ol style="list-style-type: none"> Explore how mainstream schools, social services and special schools function Understand the differences between mainstream and special schools Understand a range of barriers to HSC care and early years services Explain the barriers in relation Elizabeth's education Analyse ways to overcome Elizabeth's barriers Realistic and unrealistic strategies for Elizabeth
Key skills (optional)	<ul style="list-style-type: none"> Summarising Researching Written communication Time management 	<ul style="list-style-type: none"> Problem solving. Process development indicators. Written communication 	<ul style="list-style-type: none"> Prioritising Written communication Analysing key decisions 	<ul style="list-style-type: none"> Organisational skills Planning a successful script Written communication Research 	<ul style="list-style-type: none"> Listening and responding to feedback Evaluating views on their role play demonstration Written communication 	<ul style="list-style-type: none"> Assessing the impact Decision making /analysis Evaluating strategies Written communication
Key terminology	<i>Physical growth and development across the life stages, including gross and fine motor skills, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone /strength and skin elasticity intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</i>	<i>Emotional development across the life stages, including bonding and attachment independence and self-esteem, security, contentment, self-image social development across the life stages, including the formation of relationships with others and the socialisation process</i>	<i>Accident /injury, ill health, relationships; marriage, divorce or parenthood, bereavement. Life circumstances moving house, school or job, exclusion from education, redundancy, imprisonment or retirement. Community groups, voluntary and faith-based organisations. Types of support, information and advice, practical help, e.g. financial assistance, childcare, transport.</i>	<i>Empowering and promoting independence, respecting service users' needs, beliefs and identity, maintaining confidentiality, preserving the dignity of individuals to help them maintain privacy and self-respect, effective communication that displays empathy and warmth, safeguarding and duty of care</i>	<i>Keeping individuals safe from physical harm, promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour Reflect on own application of care values, including using teacher or peer feedback, receiving feedback about own performance, responding to feedback and identifying ways to improve own performance.</i>	<i>Different social care services and how they meet service user needs: foster care, residential care, youth work, services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care services for older adults, e.g. residential care, domiciliary care the role of informal social care provided by relatives, friends and neighbours.</i>
Assessment (methods to assess)	<ul style="list-style-type: none"> Celebrity questionnaire Written assignment with focus on basic needs P1 and P2 SPaG PIES sheets 	<ul style="list-style-type: none"> Teacher assessment of the written assignment Graded against criteria P1, P2 M1 and D1+ SPaG Resubmissions 	<ul style="list-style-type: none"> Self and peer assessment Teacher assessment of the written assignment Graded against criteria P1, P2, M1 and D1+ SPaG Resubmissions 	<ul style="list-style-type: none"> Self, peer and teacher assessment of the role-play scripts SPaG /improve scripts Teacher /LSA assessment of role play controlled assessment P3 	<ul style="list-style-type: none"> Peer assessment to check the seven care values Teacher assessment of the written assignment Graded against criteria P1, P2 M1 and D1 + SPaG Resubmissions 	<ul style="list-style-type: none"> Self and peer assessment Teacher assessment of the written Elizabeth assignment Graded against criteria P1, P2 M1 and D1 + SPaG Resubmissions

Links to other units in KS4.				C3	C3 Target setting C3 Supporting individuals	C3 Ways to overcome obstacles /barriers to targets