

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom
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Year 11	Term 1	Term 2	Term 3
Component	Component 2: Health & Social Care Services & Values (PSA)	Component 3: Health and Wellbeing (Exam)	Component 3: Health and Wellbeing (Exam)
Developing Cultural Capital	<p>This part of the component will ensure that students develop understanding of skills, attributes and values required to deliver high quality health and social care, some of which are transferable to other sectors that involve interactions with clients or customers. This area of content refers to obstacles that individuals requiring care may face. Students will explore the personal obstacles that individuals requiring and receiving care may face. They will explore these potential obstacles and their impact on the individual. Students will continue to develop transferable skills, such as written communication skills to support progression to Level 2 or 3 vocational or academic qualifications.</p> <p>lluminating Texts/ opportunities for wider reading/ research: <i>NHS website</i> <i>BTEC Tech Award Health and Social Care student book</i> <i>Alzheimer’s Society - https://www.alzheimers.org.uk/</i> <i>British Heart Foundation - https://www.bhf.org.uk/</i> <i>Diabetes UK - https://www.diabetes.org.uk/</i> <i>Health and Care Videos - https://www.healthandcarevideos.uk/</i></p>	<p>This part of the component will ensure that students explore the factors that can have a positive or negative influence on a person’s health and wellbeing. Students should be able to confidently categorise factors affecting health and wellbeing into the seven areas first introduced in Component 1: physical, lifestyle, emotional, social, cultural, economic and environmental factors, or classify the factor as a life event, of which there are three sub-types: physical events; relationship changes; life circumstances.</p> <p>Students will learn to interpret physiological and lifestyle indicators and what they mean for a person’s state of health. Students should be able to confidently identify the normal range for Resting heart rate, Blood pressure and Body mass index.</p> <p>lluminating Texts/ opportunities for wider reading/ research: <i>NHS website</i> <i>BTEC Tech Award Health and Social Care student book</i> <i>Cystic Fibrosis Trust - https://www.cysticfibrosis.org.uk/</i> <i>Growing Up Poor: Breadline Kids: Dispatches (Channel 4) - https://www.channel4.com/programmes/growing-up-poor-breadline-kids-dispatches</i> <i>Huntington’s Disease Association - https://www.hda.org.uk/</i></p>	<p>This part of the component will ensure that students can interpret physiological and lifestyle indicators and what they mean for a person’s state of health. Students will learn how this information is used to recommend appropriate actions for improving a person’s health and wellbeing, exploring the difficulties an individual may face when trying to make these changes.</p> <p>This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Students will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.</p> <p>lluminating Texts/ opportunities for wider reading/ research: <i>NHS website</i> <i>BTEC Tech Award Health and Social Care student book</i> <i>NHS Live Well - https://www.nhs.uk/live-well/</i> <i>Blood Pressure UK - https://www.bloodpressureuk.org</i> <i>British Heart Foundation - https://www.bhf.org.uk/</i> <i>Health Matters - https://app.box.com/s/4qcokh8xw64o1ub2ca3jrlnybsf1q7fm</i></p>
Retainable Knowledge/ Skills development	<ul style="list-style-type: none"> Understand the obstacles individuals requiring care may face when receiving care. Understand the skills, attributes and values required to give care. Understand the benefits to individuals of the skills, attributes and values in health and social care practice. Build skills in planning and research. Extended writing / time management/ independent research. 	<ul style="list-style-type: none"> Understand the factors affecting health and wellbeing. Understanding of how to interpret health indicators according to published guidelines. Interpretation of lifestyle data according to published guidelines Build skills in interpreting data. Understanding of exam command terms. 	<ul style="list-style-type: none"> Understand the ways in which a person-centred approach considers an individual’s needs, wishes and circumstances. Understand the importance of a person-centred approach for individuals and the benefits of a person-centred approach for health and social care workers and services. Understand recommendations and actions to improve health and wellbeing and the barriers and obstacles that can arise when following these.
Cross Curricular Links	<ul style="list-style-type: none"> Physical education – health conditions, health services, obstacles Science – health conditions, health services Life Skills – health services, social care services, sensory barriers, cultural barriers, financial barriers, skills and attributes, values 	<ul style="list-style-type: none"> Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices Geography – rural and urban areas, environmental factors Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships 	<ul style="list-style-type: none"> Physical education – health conditions, health services, obstacles Science – health conditions, health services Life Skills – health services, social care services, sensory barriers, cultural barriers, financial barriers, skills and attributes, values Maths – data interpretation

Vocabulary	<ul style="list-style-type: none"> ● Emotional obstacles ● Psychological obstacles ● Motivation ● Self-esteem ● Anxiety ● Stress ● Person-centred care ● Discriminated ● Empowered ● Independence 	<ul style="list-style-type: none"> ● Inherited conditions ● Sickle cell disease ● Cystic fibrosis ● Rural ● Urban ● Dominant ● Recessive ● Inclusion ● Exclusion ● Community participation 	<ul style="list-style-type: none"> ● Blood pressure ● BMI ● Heart rate ● Physiological data ● Abnormal readings ● Person-centred approach ● Guidelines ● Potential risks ● Lifestyle indicators
Assessments	<ul style="list-style-type: none"> ● Component 2 PSA 	<ul style="list-style-type: none"> ● Learning Aim A (Factors) Assessment ● Learning Aim B (Interpreting health indicators) Assessment 	<ul style="list-style-type: none"> ● Learning Aim C (Recommendations and Actions) Assessment ● Component 3 Exam

