

<p>Spring/ Summer term</p>	<ol style="list-style-type: none"> Careers in HSC information presentation. Extended writing on effective communication. <p>Topic: Healthy Living</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> Understand what a balanced, nutritious diet is. Explain the long-term impacts of a balanced and unbalanced diet. Be aware of food allergies and the impact they have. Explain how lifestyle factors impact growth and development. Understand the purpose of health promotion. <p>Vocab: nutrition, food groups, malnutrition, restrictions, misuse, carcinogen.</p> <p>Main assessment points:</p> <ol style="list-style-type: none"> Fact checker. 	<p>skills, puberty, primary & secondary sexual characteristics, menopause, linguistic, self-esteem, self-image, informal/formal relationships.</p> <p>Main assessments:</p> <ol style="list-style-type: none"> Practise PSA tasks Coursework C1. <p>Topic: Unit 2 Health and Social Care Services and Values</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> Understand the different types of health and social care services and barriers to accessing them. Understand the skills, attributes and values 	<ol style="list-style-type: none"> Coursework <p>Topic: Unit 3 Health and Wellbeing</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> Understand the factors that affect health and wellbeing. Interpreting health indicators. Understand how to take a person-centred approach to improving health and wellbeing. <p>Vocab: Holistic, genetic condition, cystic fibrosis, haemophilia, predisposition, mental ill health.</p> <p>Main assessments:</p> <ol style="list-style-type: none"> Practise tasks Mock 	<p>Vocab – continued from previous years.</p> <p>Key theorists: Piaget, Chomsky, Gesell, Bandura, Holmes-Rahe</p> <p>Main assessment points:</p> <ol style="list-style-type: none"> Practise mock paper. Exam Possible exam retake <p>Topic: Unit 5 support Individual Care Needs</p> <p>Main assessment points:</p> <ol style="list-style-type: none"> Examine principles, values and skills which underpin meeting the care and support needs of individuals. Examine the ethical issues involved when providing care and support to meet individual needs. Investigate the principles 	<p>Topic: Unit 14 Physiological Disorders and their care</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> Investigate the causes and effects of physiological disorders. Examine the investigation and diagnosis of physiological disorders. Examine treatment and support for service users with physiological disorders. Develop a treatment plan for service users with physiological disorders to meet their needs. <p>Vocab: Endocrine/nervous/Musculo-skeletal/respiratory/circulatory system disorders, cancer, diagnostic, validity, reliability</p> <p>Main assessments:</p> <ol style="list-style-type: none"> Practise coursework tasks Research pieces Coursework
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	<p>2. Promotion of health creative task.</p> <p style="text-align: center;">Topic: Equality and Diversity in Health and Social Care</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Understand the importance of promoting equality. 2. Explain the impacts of discrimination. 3. Be aware of laws around equality. 4. Understand the personalisation of care for different age groups. <p>Vocab: Equality, diversity, discrimination, labelling, legislation.</p> <p>Main assessment:</p> <ol style="list-style-type: none"> 1. Knowledge short questions. 	<p>required to give care.</p> <p>Vocab: Diabetes, arthritis, CHD, dementia, CVA, obesity, asthma, COPD, sensory impairment, primary, secondary and tertiary care, allied health care, multi-disciplinary, domiciliary care, barriers, attributes, communication, care, compassion, competence, courage, commitment, obstacles, person-centred, dignity, discrimination.</p> <p>Main assessments:</p> <ol style="list-style-type: none"> 1. PSA mock practise 2. Coursework 	<p>3. Exam at the end of Y11</p>	<p>behind enabling individuals with care and support needs to overcome challenges.</p> <ol style="list-style-type: none"> 4. Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. <p>Vocab – <i>continued from previous years.</i> Equality, diversity, discrimination, advocacy services, engendering trust, attachment, autonomy, triangle of care, consequentialism, deontology, principlism and virtue ethics.</p> <p>Key theorists: Volkelt, Vischer, Hoffman and Scheler, Argyle, Tuckman, Berne</p> <p>Key organisations:</p>	
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	<p>Topic: Human Lifespan and Development</p> <p>Curriculum end points:</p> <ol style="list-style-type: none">1. Be able to explain the physical development of all age groups. <p>Vocab: Growth, development, gross and fine motor skills, primary and secondary sexual characteristics.</p> <p>Main assessment point:</p> <ol style="list-style-type: none">1. Case study task.			<p>NHS, DH, NICE and HSE.</p> <p>Key guidance: DH Decision Support Tool, five-step framework, NICE and NHS guidance on Care Pathways and Care Plans, Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups (2013) (NHS), HSE guidance on risk assessments.</p> <p>Main assessment points:</p> <ol style="list-style-type: none">1. Practise tasks/research tasks2. Coursework	
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