

HEALTH & SOCIAL CARE CURRICULUM

Year 10

Principles of care in health and Social care settings

Content -

Students will start with the compulsory exam unit where they will develop their awareness of the range of health and social care settings. Students are introduced to the 5 rights of confidentiality, choice, consultation, equal and fair treatment and protection from abuse and harm. Students develop an understanding of how the rights can be maintained. Students then move on to person-centred values including independence, dignity, privacy, respect and how they are applied by service providers. They will discover the importance of the qualities which are essential to providing effective care known as the 6 cs. The potential benefits of applying the values and 6 cs are explored and the negative effects if they are not applied.

Skills -

Students are working on:

Describing ways that care practitioners put the 5 rights and values of care into practice.

Explaining the importance of maintaining individual rights and applying the values of care.

Supporting individuals through life events

Content

Students move on to the compulsory coursework unit which will be completed in Year 10. They will investigate the key milestones of growth and development across the life stages. They will investigate the range of factors that affect growth and development including physical, social, economic and cultural. Students consider the range of expected and unexpected life events that impact on individuals and the diverse ways that individuals are affected. The focus then is on looking at sources of support that meet individual needs including formal sources such as hospitals, informal sources including family and charities such as Age UK.

Skills

Students are working on:

Researching milestone and patterns of development across the life stages and the range of factors that may affect development.

Identifying the range of life events that affect individuals and describing how they are affected.

Applying knowledge gained from the unit to complete the coursework tasks.

Non Examined Assessment

Content

Students complete 3 compulsory tasks:

- Growth and Development through a life stages
- Life events and sources of support for individuals
- Research and recommend support to meet individual needs

Skills

Students are working on:

Applying the knowledge and skills developed to a real life scenario

Year 11

Nutritional needs across the life stages

Content -

Students discover the nutritional requirement of the different life stages, focusing on the sources and functions of the nutrients required for good health. They study government guidelines and develop their understanding of how they can be used to create healthy eating plans.

Skills -

Students are working on:

Researching the nutritional requirements across the life stages, showing understanding of how needs change due to the aging process and gestation.

Factors influencing diet

Content

Students are introduced to the range of factors that influence food choices. They develop an awareness of cultural restrictions on diet and investigate specific conditions that are influenced by diet. They create a meal plan that meets the needs of an individual with a specific dietary requirement.

Skills

Students are working on:

Carrying out independent research into the factors affecting diet.

Applying knowledge of dietary conditions and nutritional requirements to create a weekly meal plan for an individual with a diet related condition.

Dietary plans

Content

Part of this unit involves students selecting 2 dishes to prepare for an individual with a specific dietary need. The dishes are analysed making reference to government initiatives and how they meet the nutritional requirements of the individual.

Skills

Students are working on:

Evaluating their skills when carrying out the practical assessment.

Using knowledge of nutrition to select 2 dishes that are suitable for an individual with a diet related condition.

Analysing how the meal meets the nutritional needs of an individual.

The Cardiovascular system

Content

This unit focuses on the structure and function of the cardiovascular system. Students develop their knowledge of the main components of the system including the four chambers of the heart, veins, arteries and capillaries. They investigate a disease of this system; heart attack. They study the symptoms and causes of the condition and highlight the range of tests carried out in its' diagnosis.

Skills

Students are working on:

Carrying out independent research into the structure and function of the cardiovascular system.

Using knowledge of the system structure to understand how it links to functionality.

Describing symptoms of a heart attack and the methods of diagnosis.

The Respiratory system

Content

Students develop their understanding of the structure and function of the respiratory system, focusing on the main components such as trachea, lungs, diaphragm and alveoli. They find out about the symptoms and causes of pneumonia which is one disorder of this system and research the range of tests carried out in its' diagnosis.

Skills

Students are working on:

Carrying out independent research into the structure and function of the respiratory system.

Using knowledge of the system structure to understand how it links to functionality.

Describing symptoms of a pneumonia and the methods of diagnosis.

The Digestive system

Content

Students are introduced to the main components of the digestive system including the oesophagus, stomach, small and large intestine. They discover how these structures work together in the breakdown of food. Irritable Bowel Syndrome is the disorder that is focused on for this unit and students develop their awareness of the symptoms and methods of diagnosis.

Skills

Students are working on:

Carrying out independent research into the structure and function of the respiratory system.

Using knowledge of the system structure to understand how it links to functionality.

Describing symptoms of a pneumonia and the methods of diagnosis.

Measures of health

Content

Students will be using their practical skills to take a range of health measures linked the 3 body systems studied earlier in the unit. They will develop their knowledge of how to calculate BMI, take a pulse rate and use a peak flow meter.

Skills

Interpreting data obtained from measuring body rates, linking to the functioning of healthy body systems