

### INTENT:



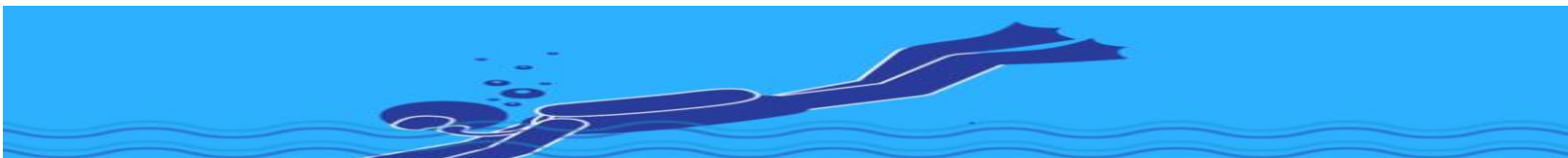
**“They say that apples don’t fall far from the tree but every apple has its own seeds which need to be understood and nurtured”**

**O.S Hickman**

Studying health and social care at The King's promotes the understanding of many important issues faced within today's health and social care system. It is a discipline that equips students with the knowledge and skills necessary for further study and work in the sector by looking into key areas such as legislation changes, barriers that people in society may face, major life changes and their effects on people's self-esteem.

The department takes great pride in its professional relationship with local employers and as students progress through the course, they will be given opportunities to undertake work experience placements in a variety of settings that can include working with children, young adults, older adults or individuals with special needs. Ultimately, this helps students to make the connections between the theory they learn in the classroom to the wider world so that learning makes sense to them and has a clear purpose.




Beyond the classroom, we are keen for our students to learn about the importance of having good communication skills, being healthy, staying safe, and behaving respectfully so that they can become inspiration future health and social care professionals





**\*\*Please click on the icons to access our online portal where you can learn more about each topic\*\***

**Half term points**




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Component 1: Human lifespan development</b>    <b>B1 Different types of life event and B2 Coping with life events:</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• expected and unexpected life events and how they affect PIES</li> <li>• sources of support: formal, informal and third party</li> </ul>	<b>CO1: Assignment LA B</b>    <b>Learning to include:</b>  <b>Assignment task:</b> life events and the effects on:  B.P3 – Explain the impact B.P4 – Explain how two adapted B.M2 – Compare the ways that two adapted B.D2 – Assess how well two individuals adapted	<b>Component 2: Health and social care (HSC) services and values</b>  <b>A1 Health and social care services</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• different health care services and how they meet service user needs</li> <li>• primary services</li> <li>• secondary services</li> <li>• allied health professional</li> <li>• different services for all age ranges</li> </ul>	<b>A2 Barriers to accessing services</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• barriers:</li> <li>• physical</li> <li>• sensory</li> <li>• social</li> <li>• cultural</li> <li>• psychological</li> <li>• language</li> <li>• geographical, intellectual</li> <li>• resource and financial barriers</li> </ul>	<b>CO2: Assignment LA A</b>  <b>Learning to include:</b>  <b>Assignment task:</b> case study  A.P1 – Explain how HSC services meet needs A.P2 – Explain how barriers affect the use A.M1 – Analyse the extent of the service A.D2 – Assess the suitability of health and social care services	<b>Component 3: health and wellbeing</b>  <b>AO1 Demonstrate knowledge of health and wellbeing</b>  <b>Learning to include:</b> <ul style="list-style-type: none"> <li>• health and wellbeing</li> <li>• positive and negatives: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness</li> <li>• economic and environmental factors</li> </ul>

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**Half term points**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Component 3: Health and wellbeing			Component 2: HSC services and values	CO2: Assignment LA B	Grade range end point:
	<b>AO2 Interpret health indicators</b>  	<b>AO3 Design a person-centred health and wellbeing improvement plan</b>  	<b>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</b>  	<b>B1 Care values and B2 reviews</b>		
<b>11</b>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>physiological indicators that are used to measure health: pulse (resting and recovery rate after exercise), blood pressure, peak flow and body mass index (BMI)</li> <li>interpretation of lifestyle data, specifically risks to physical health associated with: smoking, alcohol consumption and inactive lifestyles.</li> </ul>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>the importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</li> <li>recommendations to improve health and wellbeing, short-term, long-term targets and appropriate sources of support (formal and/or informal).</li> </ul>	<b>Learning to include:</b> <ul style="list-style-type: none"> <li>potential obstacles: emotional/psychological, availability of resources, unachievable for the individual or unrealistic timescale, lack of support, specific needs and barriers to accessing identified services</li> </ul>	<b>Learning to include:</b> Care values: <ul style="list-style-type: none"> <li>empowerment</li> <li>respect</li> <li>maintaining</li> <li>confidentiality</li> <li>dignity</li> <li>communication</li> <li>safeguarding</li> <li>duty of care</li> <li>promoting anti-discriminatory practice</li> </ul>	<b>Learning to include:</b>  <b>Assignment task:</b> role play with review of own values  B.P3 – Demonstrate the care values independently B.P4 – Describe positive and negative aspects of care values and feedback B.M2 – Demonstrate the care values independently, making suggestions for improvements B.D2 – Demonstrate the care values independently, making justified improvements	<b>Level 2 DISTINCTION</b>  <b>Level 1 PASS</b>  <i>(Distinction* is available upon points awarded for CO1, 2 &amp; 3)</i>



**CONNECTED**