



### **Department Information:**

Curriculum - Students study a broad curriculum focusing on the different factors that effect the Physical, Intellectual, Emotional and Social Wellbeing of individuals.

Number of Lessons per fortnight - 6

Frequency of home learning - Once a week

Staff - R.York (Head of Department) - M.Rost - Teacher of H&SC - A.Colville - Teacher of H&SC - L.Beech - Teacher of H&SC - K.Mullins - Teacher of H&SC

### **Curriculum aims and intent:**

Students will gain foundational knowledge about how health and social care services are organised in the UK, including the NHS, social care providers, and voluntary organisations. They will understand the range of roles available—from healthcare assistants to social workers to early years practitioners—and the qualifications and pathways needed to access these roles.

Through exploring case studies and real scenarios, students will develop understanding of how people's health and wellbeing are influenced by physical, emotional, social, and intellectual factors. They will learn about common health conditions, disabilities, and care needs across different age groups, and explore how services and support can help people maintain independence and quality of life.

Students will complete a range of internal and external assessment tasks based on the content they are learning helping them to develop foundational competencies in person-centred care, communication, and health and wellbeing.

### **Assessment:**

- Students are assessed summatively at the end of each term.
- AFL strategies such as live feedback and low stakes quizzes are used to asses formatively.

- Students complete Component 1 of the course (30% of overall grade) during Year 10 with a May hand in deadline.

- Students reports will be calculated using a combination of Mock exam results and their component 1 coursework marks.

### **Resources used to support learning:**

Pearson BTEC Tech Award -

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

<https://www.nhs.uk/>

### **Home Learning:**

- Students are given home learning based on the topics they are learning within class. This will be give once a week.

It is important students are completing this to reinforce and apply the knowledge they have developed in lessons,. Home learning will also be used to prepare for upcoming lessons. Work will be reviewed by the class teacher

### **How parents can help their child:**

- Ensure students are completing home learning regularly to a good standard.

- Ensure that students have the correct equipment in their lessons including their books/folders if taken home for home learning or revision.

| Term | Summary of work being covered | Knowledge, Understanding and skills assessed                                                                                                              | How the work is assessed                | Career Links                                                                                                                                                                                         |
|------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Life Stages & Impact on PIES  | Knowledge of all life stages and the impact of each on their PIES development. Understanding what may cause decrease or increase in health and wellbeing. | Formative low stakes Unit Assessment    | <a href="https://carelearning.org.uk/blog/wellbeing/what-are-pies-in-health-and-social-care/">https://carelearning.org.uk/blog/wellbeing/what-are-pies-in-health-and-social-care/</a> - PIES in H&SC |
| 2    | Factors affecting development | Understanding of factors that prevent individuals from accessing healthcare or developing throughout the life stages.                                     | End of term assessment - Term 1 content | <a href="https://learning.nspcc.org.uk/child-health-development">https://learning.nspcc.org.uk/child-health-development</a> - NSPCC                                                                  |
| 3    | Sources of Support            | Knowledge of support methods and examples.                                                                                                                | Formative low stakes unit Assessment    |                                                                                                                                                                                                      |
| 4    | Controlled Assessments        | Component 1 completion demonstrating knowledge of all topics covered to form 30% of overall grade.                                                        | Internally and Externally assessed      | <a href="https://www.tutor2u.net/students/more/btec-tech-award-health-social-care">https://www.tutor2u.net/students/more/btec-tech-award-health-social-care</a> - Tutor2U Resrouces                  |
| 5    | Health Conditions             | Ability to relay the health conditions looked at and understanding of their impacts on individuals.                                                       | Formative low stakes unit assessment    | <a href="https://www.nhs.uk/">https://www.nhs.uk/</a>                                                                                                                                                |
| 6    | Barriers and Obstacles        | Understanding of the barriers and obstacles that prevent people from accessing healthcare.                                                                | Enf of term assessment - Term 2 content | <a href="https://nextgenlearning.org.uk/barriers-in-health-and-social-care/">https://nextgenlearning.org.uk/barriers-in-health-and-social-care/</a>                                                  |