



Year 10

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning (bullet points min 3)
<p>Component 1: Human Lifespan Development</p>	<p>Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.</p> <p>Learning Aim A: Understand human growth and development across life stages and the factors that affect it.</p> <p>Learning Aim B: Understand how individuals deal with life events.</p> <p>Four formal written assessment tasks.</p>	<ul style="list-style-type: none"> • Understand the key terms growth and development • Have an understanding of different emotions • Have an understanding of the different life stages and developmental experiences within these stages 	<ul style="list-style-type: none"> • Life stages and their expected key characteristics in each of the PIES classifications: Physical, intellectual, emotional and social. • Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. • Learners will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development



<p>Component 2: Health and Social Care Services and Value</p>	<p>This component will give learners an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help you to progress to Level 2 or 3 vocational or academic qualifications</p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>Learning Aim B: Understand the skills, attributes and values required to give care.</p> <p>Five formal written assessment tasks.</p>	<ul style="list-style-type: none">• Understanding of Health Care Services and Social Care Services and the difference between the two.• The different types of barriers impacting service users	<ul 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 required to give care• Values in health and social care• The obstacles individuals requiring care may face• The benefits to individuals of the skills, attributes and values in health and social care practice
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Year 11

Unit Title	Unit Overview	Prior Knowledge / skills (bullet points min 3)	New Learning (bullet points min 3)
<p>Component 2: Health and Social Care Services and Values</p>	<p>Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills attributes and values required when giving care.</p> <p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them.</p> <p>Learning Aim B: Understand the skills, attributes and values required to give care.</p> <p>Five formal written assessment tasks.</p>	<ul style="list-style-type: none"> • Show knowledge of the different health and care services available. • Show knowledge of a range of health conditions and how they can impact a person's life • Be aware of some barriers which can impact a persons day to day experience 	<ul style="list-style-type: none"> • Definition of barriers: something unique to the health and social care system that prevents an individual to access a service. • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. • Learners will explore a range of social care needs and how these can be met by the social care services that are available.



<p>Component 3: Health and Wellbeing</p>	<p>Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.</p> <p>2 hour exam</p>	<ul style="list-style-type: none">• Knowledge needed from Component 1• Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome.• Learners will explore how factors can affect an individual's health and wellbeing positively or negatively	<ul style="list-style-type: none">• Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.• Learners will explore how physiological indicators are used to measure health. Interpretation of physiological data according to published guidelines• Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.
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KS5 Courses Overview

Year 12

Unit Title	Unit Overview	Prior Knowledge / skills (bullet points min 3)	New Learning (bullet points min 3)
Unit 1: Human Lifespan Development	<p>Learners will develop the understanding of physical, intellectual, emotional, and social development across the human lifespan and the factors affecting development and the effects of ageing.</p> <p>Learning Aim A: Human growth and development through the life stages</p> <p>Learning Aim B: Factors affecting human growth and development</p> <p>Learning Aim C: Effects of aging</p> <p>Assessed in the format of a 90-minute exam consisting of both short and long answer questions.</p>	<ul style="list-style-type: none"> • Understand the key terms growth and development • Have an understanding of different emotions • Have an understanding of the different life stages and developmental experiences within 	<ul style="list-style-type: none"> • Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language. • Genetic predispositions/disorders to particular conditions – cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington's disease, Klinefelter's syndrome, Down's syndrome, colour blindness, Duchenne muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol and diabetes. • Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness



<p>Unit 5: Meeting the Individual Care and Support Needs</p>	<p>Learners will focus on the principles and practicalities that underpin meeting individual's care and support needs which are the foundation of all the care disciplines.</p> <p>Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals.</p> <p>Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <p>Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p> <p>Learners will be assessed through a piece of coursework.</p>	<ul style="list-style-type: none"> • To show knowledge of a range of communication techniques • To show knowledge of a range of health and social care services • To understand the meaning of equality, diversity and confidentiality 	<ul style="list-style-type: none"> • Learners require an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals in their care • Strategies used to overcome challenges, to include educational information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies • Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team.
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Year 13

Unit Title	Unit Overview	Prior Knowledge / skills (bullet points min 3)	New Learning (bullet points min 3)
Unit 2: Working in Health and Social Care	<p>You will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. You will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user. You will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need.</p> <p>Learning Aim A: Roles and Responsibilities of people who work in the Health and Social Care sector</p>	<ul style="list-style-type: none">• Understand the roles of people who work in health and social care settings• To show understanding of a range of settings and their differing purposes.• To have an idea about how to build up relationships with others	<ul style="list-style-type: none">• Applying care values and principles.• Information management and communication – ways of promoting effective communication and ensuring confidentiality• Ensuring safety – how people who work in health and social care ensure safety for individuals and staff



	<p>Learning Aim B: The roles of organisations in the health and social care sectors</p> <p>Learning Aim C: Working with people with specific needs in the health and social care sector</p> <p>This unit is assessed through a 90-minute exam.</p>		
Unit 14: Physiological Disorders and their care	<p>In this unit, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies. You will create a treatment plan for a service user with a specific physiological disorder. This will help you understand the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.</p>	<ul style="list-style-type: none"> • To show understanding of the key term physiological • To be aware of how diagnosed disorders can have an impact on a persons PIES. • To show understanding of how disorders can be passed on genetically 	<ul style="list-style-type: none"> • Types of physiological disorders and effects on body systems and functions • Develop a treatment plan for service users with physiological disorders to meet their needs • Investigative procedures for physiological disorders.

Health and Social Care



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Learning Aim A: Investigate the causes and effects of physiological disorders

Learning Aim B: Examine the investigation and diagnosis of physiological disorders

Learning Aim C: Examine treatment and support for service users with physiological disorders

Learning Aim D: Develop a treatment plan for service users with physiological disorders to meet their needs.

This unit is assessed through a written coursework piece.