

Curriculum Overview -Health and Social Care– Holly Lodge Girls’ College

Year 11		
Title	Curriculum content	Assessment
<p><b>Component 2 -Health and Social Care Services and Values</b></p> <p><b>Learning aim A</b>  <b>Understand the different types of health and social care services and barriers to accessing them</b></p>	<p>Examples of Health conditions that would need a range of services in health and social care:</p> <ul style="list-style-type: none"> <li>o arthritis</li> <li>o cardiovascular conditions – coronary heart disease, cerebral vascular accident</li> <li>o diabetes (type 2)</li> <li>o dementia</li> <li>o obesity</li> <li>o respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)</li> <li>o additional needs – sensory impairments, physical impairments, learning disabilities</li> </ul> <p>Health services available:</p> <ul style="list-style-type: none"> <li>o primary care</li> <li>o secondary care</li> <li>o tertiary care</li> <li>o allied health professions</li> <li>o multidisciplinary teams –</li> </ul> <p>Help with day-to-day living because of illness, vulnerability or disability.</p> <p>● Social care services:</p>	<p>DIRT</p> <p>Pearson Set Assignments (PSA’s)</p> <p>Assessment windows  September - December  &amp;  January - May</p>

	<ul style="list-style-type: none"> <li>● Additional care:</li> </ul>	
<p><b>Component 2 -Health and Social Care Services and Values</b></p> <p><b>Learning aim B</b>  <b>Understand the skills, attributes and values required to give care.</b></p>	<p>Skills and attributes in health and social care</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>o problem solving</li> <li>o observation</li> <li>o dealing with difficult situations</li> <li>o organisation.</li> </ul> <p>Attributes:</p> <ul style="list-style-type: none"> <li>o empathy</li> <li>o patience</li> <li>o trustworthiness</li> <li>o honesty</li> </ul> <p>Values in health and social care</p> <ol style="list-style-type: none"> <li>1)care – receiving correct and consistent care</li> <li>2)compassion – empathy, respect and dignity</li> <li>3) competence – skills and knowledge to deliver effective care, based on research</li> <li>4)communication – involving individuals and/or carers and listening</li> <li>5)courage – doing the right thing and speaking up when concerns arise</li> <li>6)commitment – to improve care and experience for individuals</li> </ol>	<p>DIRT</p> <p>Pearson Set Assignments (PSA's)</p> <p>Assessment windows  September - December  &amp;  January - May</p>

	<p>The obstacles individuals requiring care may face and the impact on the individual.</p> <ul style="list-style-type: none"> <li>o emotional/psychological,</li> <li>o time constraints</li> <li>o availability of resources</li> <li>o lack of support</li> <li>o other factors specific to the individual e.g. ability/disability, health conditions, addiction.</li> </ul> <p>The benefits to individuals of the skills, attributes and values in health and social care practice</p>	
<p><b>Component 3: Health and Wellbeing</b></p> <p><b>Learning aim A</b></p> <p><b>Factors that affect health and wellbeing</b></p>	<p>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> <p>Factors that can have an impact on health and wellbeing:</p> <ul style="list-style-type: none"> <li>● Physical factors:</li> <li>● Emotional factors:</li> <li>● Social factors:</li> <li>● Cultural factors:</li> <li>● Environmental factors:</li> <li>● Economic factors:</li> </ul> <p>The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: o physical events o relationship changes o life circumstances</p>	<p>DIRT</p> <p>Pearson Examination May</p>

<p><b>Component 3: Health and Wellbeing</b></p> <p><b>Learning aim B</b> <b>Interpreting health indicators</b></p>	<p>Interpretation of physiological data according to published guidelines:</p> <ul style="list-style-type: none"> <li>o impact on current physical health (short-term risks)</li> <li>o potential risks to physical health (long-term risks)</li> </ul> <p>Interpretation of lifestyle data according to published guidelines:</p>	<p>DIRT</p> <p>Pearson Examination May</p>
<p><b>Component 3: Health and Wellbeing</b></p> <p><b>Learning aim C</b> <b>Person-centred approach to improving health and wellbeing</b></p>	<p>Defining a person centred approach</p> <p>The ways in which a person-centred approach takes into account an individual's:</p> <ul style="list-style-type: none"> <li>o needs – to reduce health risks</li> <li>o wishes – their preferences and choices</li> <li>o circumstances – to include age, ability, location, living conditions, support, physical and emotional health.</li> </ul>	<p>DIRT</p> <p>Pearson Examination May</p>