

**Subject:**

Health and Social Care

**Staff Members**

EBN, PGO,

<b>Current Year 10 (GCSE) 2015/16</b>	
<b>Autumn Term 1</b>	<p style="text-align: center;"><b>Examination- Understanding Human Development and Relationships</b></p> <p><u>Part 1: Life Stages</u></p> <ul style="list-style-type: none"> <li>• Lifestages and age ranges including: infancy, childhood, adolescence, adulthood, later adulthood</li> <li>• Milestones and key growth and development experienced in each</li> <li>• Project – each student to be involved in leading a lesson on one of the lifestages</li> </ul>
<b>Autumn Term 2</b>	<p style="text-align: center;"><b>Examination: Understanding Human Development and Relationships</b></p> <p><u>Part 2: factors that affect growth and development</u></p> <ul style="list-style-type: none"> <li>• Physical Factors: genetics, diet, physical activity, sexual health, illness and disease</li> <li>• Social/Emotional Factors: gender, relationships, friendships, educational experiences, employment/ unemployment, ethnicity, religion,</li> <li>• Effects including: physical, emotional, intellectual, social – self esteem, educational attainment, employment prospects, mental health, physical health</li> <li>•</li> </ul>
<b>Spring Term 1</b>	<p style="text-align: center;"><b>Examination: Understanding Human Development and Relationships</b></p> <p><u>Part 3: life events and choices,</u></p> <ul style="list-style-type: none"> <li>• Events including: marriage, cohabitation, moving house, starting school, losing/starting a new job, retirement, starting college/ university, death and divorce</li> <li>• their effects on individuals, and the support available including: professional, statutory, private, informal and voluntary support</li> <li>• Independent enquiry to create a mini biography of a member of their family on factors that have affected them</li> </ul>
<b>Spring Term 2</b>	<p style="text-align: center;"><b>Examination: Understanding Human Development and Relationships</b></p> <p><u>Part 4 types of relationship</u></p> <ul style="list-style-type: none"> <li>• Types of relationships including: family, friends, acquaintances, intimate and professional</li> <li>• Characteristics of relationships including: love, trust, sex, honesty, reliance etc</li> <li>• The potential changes and their effects on development and wellbeing</li> </ul> <p><u>Part 5: Self Concept</u></p> <ul style="list-style-type: none"> <li>• Factors affecting self-concept including: age, gender, appearance, culture, emotional development, education, relationship with others, sexual orientation</li> <li>• Aspects of self-concept including: self-esteem, self-image, and ideal self</li> </ul> <p><u>Mock examination!</u></p>
<b>Summer Term 1</b>	<p style="text-align: center;"><b>Controlled assignment – Health, Social Care and Early Year Provision</b></p> <p><u>Part 1 – Planning and Preparation</u></p> <ul style="list-style-type: none"> <li>• Aims Objectives and Purpose</li> <li>• Types of research</li> <li>• Phoning your placement</li> <li>• Designing a questionnaire</li> <li>• Secondary data and referencing – key terms</li> </ul>

Summer Term 2	<ul style="list-style-type: none"> <li>• Mock Examination Including revision</li> <li>• Work Based Learning – to gather primary evidence for Health Social Care and Early Year Provision</li> </ul>
<b>Year 11 (GCSE) 2016/ 17</b>	
Autumn Term 1	<p style="text-align: center;"><b>Controlled assignment – Health, Social Care and Early Year Provision</b></p> <p><u>Part 2 – Service Organisation</u></p> <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Barriers including: Overcoming barriers to effective care including ways that individuals are referred to services and the legislation that protects them.</li> <li>• Equality and Diversity</li> </ul> <p><u>Part 3 – Needs and Services</u></p> <p>Investigating the needs of children under the age of 8,  Investigating a specific service and how it meets these needs  Types of services across the different sectors and how they work together to deliver care. including: voluntary, statutory, private and informal</p> <ul style="list-style-type: none"> <li>•</li> </ul>
Autumn Term 2	<p style="text-align: center;"><b>Controlled Assignment – Health, Social Care and Early Year Provision</b></p> <p><u>Part 4 – Care Workers</u></p> <ul style="list-style-type: none"> <li>• The principles of care and the individual roles that deliver care</li> <li>• Skills, qualities and qualifications needed to meet needs</li> </ul> <p><u>Part 5 – Conclusion</u></p> <ul style="list-style-type: none"> <li>• Evaluating according to aims and objectives including recommendations for the future</li> <li>• Bibliography</li> </ul>
Spring Term 1	<p style="text-align: center;"><b>Controlled Assignment – Health, Social Care and Early Year Provision</b></p> <p><u>Part 1 – Planning and Preparation</u></p> <ul style="list-style-type: none"> <li>• Aims Objectives and Purpose</li> <li>• Type up tracker and research tracker</li> </ul> <p><u>Finishing off!</u></p> <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Page numbers</li> <li>• Contents page</li> </ul>
Spring Term 2	<p style="text-align: center;"><b>Examination: Understanding Human Development and Relationships</b></p> <p><u>Revision and Examination Technique</u></p> <p><u>Part 1: Life Stages</u></p> <ul style="list-style-type: none"> <li>• Lifestages and age ranges including: infancy, childhood, adolescence, adulthood, later adulthood</li> </ul> <p>Milestones and key growth and development experienced in each</p> <p><u>Part 2: factors that affect growth and development</u></p> <ul style="list-style-type: none"> <li>• Physical Factors: genetics, diet, physical activity, sexual health, illness and disease</li> <li>• Social/Emotional Factors: gender, relationships, friendships, educational experiences, employment/ unemployment, ethnicity, religion,</li> </ul> <p>Effects including: physical, emotional, intellectual, social – self esteem, educational attainment, employment prospects, mental health, physical health</p>

<b>Examination: Understanding Human Development and Relationships</b>	
<b>Summer Term 1</b>	<p><u>Revision and Examination Technique</u></p> <p><u>Part 3: life events and choices,</u></p> <ul style="list-style-type: none"> <li>• Events including: marriage, cohabitation, moving house, starting school, losing/starting a new job, retirement, starting college/ university, death and divorce</li> <li>• their effects on individuals, and the support available including: professional, statutory, private, informal and voluntary support</li> <li>•</li> </ul> <p><u>Part 4 types of relationship</u></p> <ul style="list-style-type: none"> <li>• Types of relationships including: family, friends, acquaintances, intimate and professional</li> <li>• Characteristics of relationships including: love, trust, sex, honesty, reliance etc</li> <li>• The potential changes and their effects on development and wellbeing</li> </ul> <p><u>Part 5: Self Concept</u></p> <ul style="list-style-type: none"> <li>• Factors affecting self-concept including: age, gender, appearance, culture, emotional development, education, relationship with others, sexual orientation</li> </ul> <p>Aspects of self-concept including: self-esteem, self-image, and ideal</p>
<b>Summer Term 2</b>	Examination