

## Shoreham Academy Health and social care department: 4 year curriculum map

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 10</b>	<p><b>Human Lifespan Development</b> Understand human growth and development across life stages and the factors that affect it.</p> <p><b>Skills:</b> Investigation, research, analytical writing.</p> <p><b>Has links with:</b> PSHCE -relationships; explaining and managing stress; awareness of mental health issues, effects of smoking/drugs/alcohol on our bodies. RS - religion and culture.</p> <p><b>Supports progression:</b> Lifestyle factors will support knowledge and understanding in year 11 and 12.</p>	<p><b>Human Lifespan Development</b> Effect of life events on P.I.E.S</p> <p><b>Skills:</b> Learn how people adapt, written communication skills.</p> <p><b>Has links with:</b> PSHCE in terms of economic wellbeing, healthy lifestyles, personal wellbeing, diversity, and relationships.</p> <p><b>Supports progression:</b> Support knowledge and understanding in year 12 regarding the roles of professional in the health sector.</p>	<p><b>Health and Social Care Services and Values</b> Interpret different types of health and social care services and barriers to accessing them</p> <p><b>Skills:</b> develop skills in applying care values in health and social care services.</p> <p><b>Has links with:</b> Language strategies. Public services in the community. Careers and enterprise – working in the health industry.</p> <p><b>Supports progression:</b> Consolidation of health and social care services in year 11 and 12.</p>
<b>Year 11</b>	<p><b>Health and Wellbeing</b> Physiological and lifestyle indicators.</p> <p><b>Skills:</b> Interpreting data using health indicators, use point, evidence, explain and link in writing skills.</p> <p><b>Has links with:</b> Science - the functioning of the physiological systems of the body.</p> <p><b>Supports progression:</b> Features of health and wellbeing improvement plans skills used in the health industry.</p>	<p><b>Health and Wellbeing</b> Health and wellbeing improvement plan.</p> <p><b>Skills:</b> Interpret, justify needs, wishes and circumstances of individuals.</p> <p><b>Has links with:</b> Health and Social Care Services and Values, a person-centred approach.</p> <p><b>Supports progression:</b> Students will be made aware of BTEC course in Health and Social care in lessons and promotional events.</p>	<p><b>Health and Social Care Services and Values</b> Care values and review practice.</p> <p><b>Skills:</b> critical review, practical demonstrations, reflective feedback.</p> <p><b>Has links with:</b> Careers and enterprise – working in the health industry</p> <p><b>Supports progression:</b> Practical and vocational awareness and could assist with apprenticeship or employment routes.</p>

<p><b>Year 12</b></p>	<p><b>Units:</b> Human Lifespan Development and Meeting Individual Care and Support Needs</p> <p><b>Learning:</b> Factors that can influence human growth, development, and human health. Values and principles of meeting care and support needs; ethical issues that arise when personalising care.</p> <p><b>Has links with:</b> effective writing, analytical skills.</p> <p><b>Supports progression:</b> Study routines and organisational skills gained will support progression to year 13.</p>	<p><b>Units:</b> Working in Health and Social Care and Principles of Safe Practice in Health and Social Care.</p> <p><b>Learning:</b> Health and social care services provision; barriers that can prevent people from getting the services they need.</p> <p><b>Has links with:</b> effective writing, analytical skills.</p> <p><b>Supports progression:</b> Support working in the health and social care industry</p>	<p><b>Units:</b> Nutritional Health and Human Lifespan Development resits.</p> <p><b>Learning:</b> Nutritional value of food; individual dietary needs.</p> <p><b>Has link with:</b> Science - functioning of the physiological systems of the body. Food technology - healthy eating, eat well plate and nutritional values.</p> <p><b>Supporting progression:</b> Support working as a professional such as dietitian/nutritionist.</p>
<p><b>Year 13</b></p>	<p><b>Units:</b> Enquiries into Current Research in Health and Social Care and Physiological Disorders and their Care.</p> <p><b>Learning:</b> Practical, interpersonal, and thinking skills in current health and social care research. Research skills in medicine or social care practice. Develop skills in creating a treatment plan for service users with physiological disorders to meet their needs.</p> <p><b>Has links with:</b> Science – experimental method and the scientific approach to enquiry; data collection and interpretation; scientific terminology. Maths – data handling and presenting data in graphs and tables; reading statistics.</p> <p><b>Supports progression:</b> Working in research, positions in health and social care and progression onto higher education and apprenticeships.</p>	<p><b>Units:</b> Promoting Public Health</p> <p><b>Learning:</b> Strategies for developing public health policy to improve the health of individuals and the population. Practical, interpersonal and thinking skills.</p> <p><b>Has links with:</b> Maths – data handling and presenting data in graphs and tables; reading statistics.</p> <p><b>Support progression:</b> Encourages public speaking and championing a just cause. Support progression into employment, higher education, and apprenticeships.</p>	<p><b>Units:</b> Human Lifespan Development and Working in Health and Social Care and Enquiries into Current Research in Health and Social Care resit.</p> <p>This is an opportunity for students to achieve all the required elements to gain the Diploma in Health and Social Care.</p> <p><b>Has links with:</b> Previous experience of knowledge in year 11, 12 and 13.</p> <p><b>Supports progression:</b> Skills gained will help obtain positions in health and social care. Support progression onto higher education and apprenticeships.</p>