



	Human lifespan development from Yr 9 Terms 4,5, and 6.	Factors that affect growth and development from Yr 9 Term 4	The difference between health and social care, the 6 C's and skills for working in HSC from Yr 9 Term 1	Sources of support and multi-disciplinary teams from Yr 9 Term 6. Health and Social Care Services and Values from Yr 10 terms 3 and 4	Health and Social Care Services and Values from Yr 10 terms 3 and 4.	Factors that affect growth and development from Yr 9 Term 4
	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
	PSA released. Begin planning task 1 and complete controlled assessment.	PSA released. Begin planning task 2 and 3 ready to complete controlled assessment.	Knowledge required to complete the controlled assessment for component 2.	Knowledge required to complete the controlled assessment for component 2. PSA released. Begin planning tasks	Knowledge required for the Yr 11 exam	Knowledge required for the Yr 11 exam

**Exam Board: Pearson Edexcel**

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>Term 1 Component 1: Human Lifespan Development</b>							
<b>Topic 1: RECAP-</b> Factors that affect growth and development							
	<p>How do factors affect our growth and development?</p> <p>What is a life event and how do they impact on an individual's development?</p> <p>Why do some people find it difficult to adapt to change unless given support?</p>	<p>Week 1-3</p> <ul style="list-style-type: none"> <li>• What are the Factors that affect growth and development</li> <li>• What do we mean by life events?</li> <li>• What impact can they have on an individual's development</li> </ul>	<p>Students should be able to:</p> <p><b>All to RECAP and</b></p> <ul style="list-style-type: none"> <li>• <b>Describe, assess and evaluate</b> - Factors that affect growth and development</li> <li>• <b>Explain</b> the different life events that impact development</li> <li>• <b>Evaluate</b> – the impact of life events on different individuals</li> </ul>	<p>Genetic inheritance Community involvement Gender roles Economics</p> <p>Life events Life circumstances Formal support Informal support Emotional support Resilience Physical adaption Rehabilitation</p>	<p>In school: Assessment – task 1 controlled assessment</p> <p>At home: <b>Homework 1</b> – write your own notes in preparation for controlled assessment on how life events impact on the PIES</p>	<p>Text book Pearson set task Power point Books about health Work sheet Examples of a real-life cases such as a teenager injured on the Smiler ride at Alton Towers in 2015, Simon Weston who was badly burnt in the Falklands War <a href="https://www.simonweston.com/">https://www.simonweston.com/</a></p>	<p>SMSC: Social/cultural factors that impact on growth and development PSHE: Gender roles BV: Tolerance – cultural factors</p>

						<a href="https://www.youtube.com/watch?v=XjaArHGF7mw">https://www.youtube.com/watch?v=XjaArHGF7mw</a> <a href="https://www.youtube.com/watch?v=nx71vp3ceaw">https://www.youtube.com/watch?v=nx71vp3ceaw</a> <a href="https://www.youtube.com/watch?v=Qx1ymZFG1gA">https://www.youtube.com/watch?v=Qx1ymZFG1gA</a> <a href="http://oxme.info/cms/learn/avoiding-exclusion">http://oxme.info/cms/learn/avoiding-exclusion</a> <a href="http://www.barnardos.org.uk">www.barnardos.org.uk</a> A video clip that shows an individual speaking about the effects of redundancy, <a href="http://www.nhs.uk">www.nhs.uk</a> (search for Coping with Redundancy)	
<b>Topic 2:</b> Plan and carry out task 1 controlled assessment							
	What do I need to do to ensure all Pass, Merit and Distinction criteria is met?	Weeks 4-6 <ul style="list-style-type: none"> <li>How does the factor of attachment impact on</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li><b>Describe</b> – Milestones of</li> </ul>	Factors Attachment Pollution	At school: Assessment: Practice assessment part 2	Pearson set task Text books Computers	SMSC: Compassion and understanding for those who

		<p>growth and development during infancy and adolescence?</p> <ul style="list-style-type: none"> <li>• How does exposure to pollution impact on growth and development during infancy and adolescence?</li> <li>• What are the reasons why there is a difference in the impact of the factors between the given life stages</li> </ul>	<p>development for the identified life stages</p> <ul style="list-style-type: none"> <li>• <b>Assess</b> - how the PIES characteristics have changed from infancy to adolescence.</li> </ul>		<p>At home: <b>Homework</b> – write your own notes in preparation for controlled assessment on how growth and development is impacted by life events</p>		<p>have experienced life changing accidents/injuries PSHE: Relationship changes BV: Mutual respect-relationship changes</p>
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**Term 2 Component 1: Human Lifespan Development**

	<b>Topic 1: Planning tasks 2 and 3</b>						
<p>What do I need to do to ensure all Pass, Merit and Distinction criteria is met?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>• Plan tasks 2 and 3</li> </ul> <p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>• Controlled assessment</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> the impact of the factor of attachment on growth and development for both lifestages</li> </ul>	<p>Impact Factors Attachment Pollution Life events Adapt</p>	<p>At school: Assessment – planning and carrying out controlled assessment for tasks 2 and 3</p> <p>At home:</p>	<p>Text books Powerpoints Revision guides Pearson set task</p>	<p>SMSC: Developing resilience BV: Emotional support – Tolerance PSHE: Transitions</p>	

			<ul style="list-style-type: none"> <li>• <b>Assess</b> – the reasons as to why there is a difference in the impact of the factors for both lifestages</li> </ul>		<b>Homework-</b> write your own notes in preparation for controlled assessment on the impact of life events on growth and development		
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**Term 3 Component 2: Health and Social Care Services and Values**

	<b>Topic 1:</b> Primary Services, Secondary and Tertiary care -Informal and formal care, social care.							
<p>What is the difference between primary, secondary and tertiary care?</p> <p>Who provides informal social care?</p> <p>What are the barriers to stop people from accessing health and social care services?</p> <p>Why can where we live sometimes make access to services difficult?</p> <p>What are intellectual Barriers that stop access to Health and Social Care Services?</p> <p>What is a financial barrier that may affect access to health and social care services?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>• Understanding the different types of care available for individuals</li> </ul> <p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>• Barriers to services</li> <li>• Intellectual, financial, sensory, social, cultural and psychological, language, geographical barriers</li> </ul>	<p>All students will be able to</p> <ul style="list-style-type: none"> <li>• Describe Different care services provided for individuals needs</li> <li>• Assess –the impact of formal and informal care for individuals</li> <li>• Evaluate –the importance of overcoming barriers to care</li> </ul>	<p>Primary care</p> <p>Secondary care</p> <p>Tertiary care</p> <p>Respite care</p> <p>Domiciliary care</p> <p>Residential care</p> <p>Physical barriers</p> <p>Sensory impairment</p> <p>Stigma</p> <p>Confidentiality</p> <p>Selective mute</p> <p>Advocates</p> <p>Anti-discriminatory practice</p>	<p>At school: Practice assessment task 1</p> <p>At home- <b>Homework 1</b> - Research four of the following health conditions: Asthma Coronary heart disease Type 2 diabetes Cerebral vascular accident Obesity Vascular dementia COPD <b>Homework 2-</b> Research the difference between domiciliary and residential care for the elderly</p>	<p>A website that outlines health conditions, e.g. <a href="http://www.nhs.uk">Health A to Z - NHS (www.nhs.uk)</a> )</p> <p>Text books</p>	<p>SMSC: Compassion in care/holistic delivery of care BV: Accessing care – individual liberty PSHE: Health and wellbeing</p> <p>Gatsby Benchmarks</p> <p>2. Learning from Career and Labour Market Information</p> <p>In Health Care Context:</p>		

							<p>Access to up-to-date information on roles like GP, nurse, health visitor, physiotherapist, or mental health support worker.</p> <p>Information on entry routes (e.g., university, apprenticeships), salaries, job growth, and skill demands.</p>
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**Term 4 Component 2: Health and Social Care Services and Values**

**Topic 1: Obstacles and benefits of care**

<p>What are obstacles to services and how can these be overcome? What are the different skills needed when working in health and social care?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>Knowing the obstacles that individuals face when accessing care</li> <li>Overcoming obstacles to provide the service and care individuals need</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the different obstacles people face when accessing services</li> <li>Explain how to remove obstacles</li> <li>Evaluate the benefits to individuals of the</li> </ul>	<p>Obstacle Motivation Self-esteem Unachievable targets Person-centred care</p>	<p>At school: Practice assessment task 2</p> <p>At home: Homework 1- Write notes in preparation for controlled assessment on types of care and</p>	<p>Text book Power points <u>What is social care and how does it work?   The King's Fund (kingsfund.org.uk)</u> <u>Independent healthcare -</u></p>	<p>SMSC: Removing barriers to health care BV: Anti-discriminatory practice-rule of law PSHE: Health and wellbeing</p>
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		<ul style="list-style-type: none"> <li>Skills, attributes and values in health and social care practice</li> </ul>	skills, attributes and values in health and social care practice		barriers to accessing care.	<a href="https://www.sense.org.uk/getsupport/housing-and-individual-support/supported-living/">Careers for Allied Health Professionals in the UK – YouTube</a> <a href="https://www.sense.org.uk/getsupport/housing-and-individual-support/supported-living/">https://www.sense.org.uk/getsupport/housing-and-individual-support/supported-living/</a>	<p>Gatsby benchmarks</p> <p>2. Learning from labour market information</p> <p>Provide up-to-date info on allied health careers, roles, qualifications, pay, demand in the NHS/private sector</p>
<b>Topic 2: Controlled assessment</b>							
	What do I need to do to ensure all Pass, Merit and Distinction criteria is met?	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>Controlled assessment</li> </ul>		Skills Values Attributes	At school: Controlled assessment	<p>Pearson's set task</p> <p>Class notes</p> <p>Revision guide</p>	
<b>Term 5 Controlled assessment</b>							
<b>Topic 1: Controlled assessment</b>							

	<p>What do I need to do to ensure all Pass, Merit and Distinction criteria is met?</p>	<p>Weeks 1-2</p> <ul style="list-style-type: none"> <li>• <b>Controlled assessment</b></li> </ul>			<p>At school: Controlled assessment</p>	<p>Pearson's set task Class notes</p>	
<p><b>Topic 2: Component 3: Health and wellbeing</b></p>							
	<p>What is the meaning of health and wellbeing? What are the physical factors that can impact our health and wellbeing?</p>	<p>Weeks 3-6</p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Physical factors that impact on</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>• Outline the meaning of health and wellbeing</li> </ul>	<p>Holistic Hierarchy Genetic conditions Predisposition Acute Cardiovascular disease</p>	<p>At school: Check my learning</p> <p>At home: Homework 1- Research the</p>	<p>Text book Power point</p>	<p>SMSC: Providing holistic care PSHE: Maslow's hierarchy of needs</p>

		health and wellbeing	<ul style="list-style-type: none"> <li>Explain what a physical factor is</li> <li>Evaluate the impact of physical factors on health and wellbeing</li> </ul>	Short term Long term Psychological Addictive behaviour Disability Impairment	following genetic conditions: Cystic fibrosis Haemophilia		
<b>Term 6 Component 3: Health and Wellbeing</b>							
	Topic 1 – Factors that affect health and wellbeing						
	<p>What are the lifestyle factors that can impact our health and wellbeing?</p> <p>What are the social factors that can impact our health and wellbeing?</p> <p>What are the cultural factors that can impact our health and wellbeing?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>Lifestyle factors that impact on our health and wellbeing</li> <li>Social factors that impact on our health and wellbeing</li> <li>Cultural factors that impact on our health and wellbeing</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the different lifestyle, social and cultural factors</li> <li>Describe the impact of lifestyle, social and cultural factors on health and wellbeing</li> <li>Evaluate the impact of lifestyle, social and cultural factors on health and wellbeing</li> </ul>	<p>Monitor</p> <p>Addiction Inclusion Exclusion Coerce Intimidate Pride Aspirations Diversity Gender identity</p>	<p>At school: Mid term assessment</p> <p>At home: Homework 1- Reflect on your own diet, do you think your food and drink choices are largely healthy or unhealthy?</p>	<p>Text book Power point</p>	<p>SMSC: Social and cultural factors BV: Cultural factors – tolerance PSHE: Diet and exercise</p>
	<b>Topic 2 – Factors that affect health and wellbeing</b>						
	What are the economic factors that can impact our health and wellbeing?	<p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>Economic factors that impact on our</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the different</li> </ul>	<p>Financial resources Rural and urban lifestyles Pollution</p>	<p>At school: Check my learning</p>	<p>Text book Power point <u>My Facebook Stalker</u></p>	<p>SMSC: Impact of life events BV:</p>

	<p>What are the environmental factors that can impact our health and wellbeing? How can life events impact our health and wellbeing?</p>	<p>health and wellbeing</p> <ul style="list-style-type: none"> <li>• Environmental factors that impact on our health and wellbeing</li> <li>• Life events that impact on our health and wellbeing</li> </ul>	<p>economic and environmental factors</p> <ul style="list-style-type: none"> <li>• Describe the impact of economic and environmental factors on health and wellbeing</li> <li>• Evaluate the impact of economic and environmental factors on health and wellbeing</li> </ul>	<p>Life event Bereavement Life circumstances</p>	<p>At home: Homework 1- reflect on your own home. Is it small, big, cluttered, airy etc? How has it affected your PIES?</p>	<p><a href="#"><u>Threw Acid In My Face   Katie Piper   Goalcast - YouTube</u></a></p>	<p>Life events – Democracy PSHE: Economic and environmental factors</p>
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