

# Subject: Health and Social Care

## Year 9

### Scheme of Learning 2025-26

**Subject leader: Mrs S Murphy**

Topics by term	Topic overview for Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>	<b>Topic 1</b> - Introduction to H & Sc The Difference between health and social care	<b>Topic 2</b> – Basic observations and how to interpret, monitor and record them	<b>Topic 3</b> - Component 1 Human Lifespan Development	<b>Topic 4</b> - Factors that affect growth and development	<b>Topic 5</b> – Life events and coping with change	<b>Topic 6</b> – Controlled assessment - walking talking mock
	<b>Vital prerequisites</b> Knowledge of how to express themselves clearly, share feelings openly and listen to	<b>Vital prerequisites</b> <b>Term 1 introduction to H &amp; Sc</b>	<b>Vital prerequisites</b> Key facts about puberty and the changing adolescent	<b>Vital prerequisites</b> To know what 'healthy eating' is • be able to say what	<b>Vital prerequisites</b> Core Theme 1 Health and Wellbeing, PSHE Curriculum KS2 H8. about change,	<b>Vital prerequisites</b> Topics 3,4 and 5

	others. From the KS3 PSHE Curriculum topic Communication skills		body, particularly from age 9 through to age 11, including physical and emotional changes. KS2 Curriculum topic Health and Wellbeing	they should eat to keep healthy. Know the benefits of exercise • identify the choices they can make to keep healthy. Understanding of what 'gender identity' means and give a range of terms to describe gender identity. KS3 PSHE Curriculum	including transitions (between key stages and schools), loss, separation, divorce and bereavement. Core Theme 2 Relationships, PSHE Curriculum KS3 R12. How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement	
	<p><b>Why are we teaching this now?</b> To introduce students to health and social care.</p>	<p><b>Why are we teaching this now?</b> To introduce students to basic observations carried out by health and social care professionals.</p>	<p><b>Why are we teaching this now?</b> First controlled assessment unit. Component 1 Learning outcome A introduces students to growth and development throughout the lifestages.</p>	<p><b>Why are we teaching this now?</b> Component 1 Learning Outcome A explains the different factors that can impact on an individual's growth and development.</p>	<p><b>Why are we teaching this now?</b> Component 1 Learning Outcome B introduces life events that we experience throughout the life span.</p>	<p><b>Why are we teaching this now?</b> To prepare for controlled assessment term 1 year 10</p>

**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)
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**Term 1 Introduction to health and social care**

**Topic 1: What is health and social care?**

	<p>What is health and social care? What is adult social care? Why are interpersonal skills important for health and social care professionals?</p>	<p>Week 1-3</p> <ul style="list-style-type: none"> <li>• Introduction to health and social care</li> <li>• Difference between health and social care</li> </ul>	<p>Students should be able to:</p> <p><b>Describe</b>, the differences between Health and Social Care</p> <p><b>Explain</b> the importance of interpersonal skills for professionals</p> <p><b>Evaluate</b> – The need for interpersonal skills in the care profession</p>	<p>Interpersonal skills Social services Domiciliary care Housing trust Clarification Paraphrasing independence</p>	<p>In school:</p> <p>At home: <b>Homework</b> – Research one health or social care job – find out what the role involves and qualifications needed</p> <p>Watch an episode of I’m a celebrity/The Apprentice and look for evidence of good and bad team work. Examples of good and effective teams. Identify traits that make the team work well together.</p>	<p>Power point IT room <a href="https://www.stepintothenhs.nhs.uk/careers">https://www.stepintothenhs.nhs.uk/careers</a></p>	<p>PSHE: Wellbeing and resilience BV: Individual liberty- the right to make choices SMSC: A positive, caring attitude towards others</p>
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<b>Topic 1: What is health and social care?</b>							
<p>Why do you need to work as a team</p> <p>How does effective communication enable good teamwork and the 6C's?</p> <p>Why is it important to follow the care values when working in health or social care?</p> <p>What is a paramedic?</p>	<p>Week 4-6</p> <ul style="list-style-type: none"> <li>Team work and communication</li> <li>The 6C's</li> <li>Careers (Paramedic)</li> </ul>	<p>Students should be able to:</p> <p><b>Explain</b> why team work is important</p> <p><b>Assess</b> –The impact of working in a team</p> <p><b>Evaluate</b> –the need for the 6 C's</p>	<p>Communication</p> <p>Empowerment</p> <p>Dignity</p> <p>Compassion</p> <p>Courage</p> <p>Competence</p>	<p>At school:</p> <p>Mid- term assessment- questions based on terms learning</p> <p>At home:</p> <p><b>Homework</b> – Design a poster to show the 6C's and why they are important</p>	<p>Case study – secondary care</p> <p>Case study – NATALIE AND HECTOR</p>	<p>SMSC:</p> <p>Working collaboratively</p> <p>BV:</p> <p>Democracy- The right to have your voice heard</p> <p>PSHE:</p> <p>employability skills</p>	
<b>Term 2 – Basic observations and how to interpret, monitor and record them</b>							
<b>Topic 2: Basic observations and how to interpret, monitor and record them</b>							
<p>What are basic observations and how do I interpret them?</p> <p>What is respiration rate and how do I monitor and record it?</p> <p>What is oxygen saturation and how is it monitored and recorded?</p> <p>What is blood pressure and how is it monitored and recorded?</p> <p>What is a pulse and how is it monitored and recorded?</p> <p>What is consciousness and how is it monitored and recorded?</p> <p>What is a temperature and how is it monitored and recorded?</p>	<p>Weeks 1-3:</p> <ul style="list-style-type: none"> <li>Basic observations</li> <li>Respiration rate</li> <li>Oxygen saturation and blood pressure</li> </ul> <p>Weeks 4-6:</p> <ul style="list-style-type: none"> <li>Pulse</li> <li>Consciousness</li> <li>Temperature</li> <li>Careers (Nursing)</li> </ul>	<p><b>Identify</b> the basic observations</p> <p><b>Explain</b> how the observations are monitored</p> <p><b>Evaluate</b> the importance of recording observations carefully</p>	<p>Consciousness</p> <p>carotid</p> <p>brachial</p> <p>radial</p> <p>tachycardia</p> <p>bradycardia</p> <p>oxygen saturation</p> <p>diffusion</p> <p>alveoli</p> <p>oximeter</p> <p>respiration</p> <p>blood pressure</p> <p>systolic</p> <p>diastolic</p> <p>hypertension</p>	<p>At school:</p> <p>Mid-term assessment</p> <p>At home:</p> <p>Research infection control.</p> <p>Why is it important to have regulations around this in health and social care?</p>	<p>Power point</p> <p>Text book</p> <p>Case study</p>	<p>SMSC:</p> <p>use of imagination and creativity in their learning</p> <p>PSHE:</p> <p>Core theme: Health and wellbeing, understanding how to</p>	

				hypotension Alert Confused Voice Pain Unconscious temperature thermometer hypothermia hyperthermia			maintain health.
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**Term 3 Component 1 Human Lifespan Development**

**Topic 3: Growth and Development**

	<p>What is the difference between growth and development? How does development change throughout the life stages?</p>	<p>Weeks 1-6</p> <ul style="list-style-type: none"> <li>Understand Growth and development through the lifespan</li> <li>Know what are the Life stages</li> <li>Explain the 4 areas of development</li> <li>Understand how development changes through these life stages</li> <li>Careers – Health visitor</li> </ul>	<p><b>Students should be able to:</b></p> <p><b>Describe</b> –the difference between growth and development</p> <p><b>Assess</b> –the different life stages we go through</p> <p><b>Evaluate</b> –the ways in which the 4 areas of development impact the way we grow</p>	<p>Life stages Life span Growth Development Milestones</p>	<p>At school- Case study</p> <p>Mid term Assessment</p> <p>At home- <b>Homework</b> Find out about your development during infancy. And complete the Growth and development worksheet</p>	<p>Assignment brief Power point Video clips Paper Colouring pencils Emotions posters Work sheet</p> <p><a href="https://www.youtube.com/watch?v=2O7K-8G2nwU">https://www.youtube.com/watch?v=2O7K-8G2nwU</a></p> <p><a href="https://www.youtube.com/watch?v=ThPcewVtTaA">https://www.youtube.com/watch?v=ThPcewVtTaA</a></p>	<p>SMSC/PSHE: Changing bodies</p>
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**Term 4 Factors that affect growth and development**

**Topic 4: Physical, lifestyle and social factors**

What are the factors which can impact growth and development?	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>• Know the different factors that affect development</li> <li>• Physical factors – inherited conditions, illness and disease</li> <li>• Lifestyle factors – nutrition, activity, smoking, alcohol and substance misuse</li> <li>• Social factors – relationships, social inclusion and exclusion, discrimination and bullying</li> </ul>	<p><b>Describe</b> the different factors that affect growth and development</p> <p><b>Compare</b> the different factors that affect growth and development</p> <p><b>Assess</b> the changing impact of different factors in growth and development</p>	<p>Inherited conditions Chronic illness Physiological Role model Cyberbullying</p>	<p>At school: Check my learning Mid term assessment</p> <p>At home: <b>Homework</b> – research a genetic condition e.g. sickle cell disease</p>	<p>Text books Power points Hand outs IT</p>	<p>SMSC: Understanding the consequences of our choices BV: Democracy – supporting the decisions we make PSHE: The benefits of physical activity and exercise and the importance of sleep</p>
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<b>Topic 4: Cultural, environmental and economic factors</b>							
What are the factors which can impact growth and development?	<p>Weeks 4-6:</p> <ul style="list-style-type: none"> <li>• Cultural factors- religion, community participation, gender roles and race</li> <li>• Environmental factors – housing, the home environment, pollution</li> <li>• Economic factors – employment, financial resources</li> <li>• Careers - GP</li> </ul>	<p>All students should be able to</p> <p><b>Explain</b> the different factors that impact our development during different life stages</p> <p><b>Describe</b> the ways we can ensure development is promoted</p> <p><b>Evaluate</b> the social and cultural impact on the way we grow and develop at certain stages of our lives</p>	<p>Gender role</p> <p>Gender identity</p> <p>Neglect</p> <p>Inheritance</p> <p>Financial resources</p>	<p>At school: Practice assessment</p> <p>At home: Research how culture and religion may affect lifestyle</p>	<p>Text book</p> <p>Power points</p> <p>Case study</p>	<p><b>SMSC:</b> Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p> <p><b>BV:</b> Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p>	

**Term 5 Life Events**

**Topic 5: Health and wellbeing Life events**

	<p>What is a life event?</p>	<p>Weeks 1-3:</p> <ul style="list-style-type: none"> <li>• Health and wellbeing life events</li> <li>• Relationship changes</li> <li>• Life circumstances life events</li> </ul>	<p>All students should be able to:</p> <p><b>Identify</b> what a life event is</p> <p><b>Describe</b> how life events impact on development</p> <p><b>Explain</b> the impact of emotional and mental ill-health on development</p>	<p>Relationship changes Life circumstances Divorce Bereavement Redundancy Retirement Exclusion</p>	<p>At school: Practice assessment</p> <p>At home: Produce an emotions poster Case study</p>	<p>Text book Power points Emotions cards Case study</p>	<p>PSHE: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships BV: Individual liberty- Help children develop a positive sense of themselves SMSC: use of a range of social skills in different contexts</p>
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<b>Topic 5: Adapting to life events</b>							
How do individuals cope with change caused by life events?	<p>Weeks 4-6:</p> <ul style="list-style-type: none"> <li>• Character traits</li> <li>• Sources of support that can help individuals adapt</li> <li>• Types of support that can help individuals adapt</li> <li>• Careers - Counsellor</li> </ul>	<p><b>All students should be able to:</b></p> <p><b>Identify</b> what a character trait is</p> <p><b>Describe</b> how character traits can impact on how an individual adapts to change</p> <p><b>Explain</b> the impact different types of support when faced with change</p>	<p>Character traits</p> <p>Resilience</p> <p>Self-esteem</p> <p>Emotional intelligence</p> <p>Disposition</p> <p>Informal support</p> <p>Formal support</p> <p>Voluntary support</p> <p>Multi-agency team</p> <p>Multi-disciplinary team</p>	<p>At school:</p> <p>Case studies</p> <p>Power points</p> <p>Text book</p> <p><u>Better Health - NHS</u> (<a href="http://www.nhs.uk">www.nhs.uk</a>)</p> <p><a href="http://www.drinkaware.co.uk/tools/mydrinkaware-app">www.drinkaware.co.uk/tools/mydrinkaware-app</a></p> <p><u>The Best Apps for Anxiety for 2022</u>(<a href="http://healthline.com">healthline.com</a>)</p>		<p>SMSC:</p> <p>Supporting transitions</p> <p>BV:</p> <p>Individual liberty-making choices</p> <p>PSHE:</p> <p>physical and mental health and emotional well-being;</p>	
<b>Term 6</b>							
<b>Topic 6: Walking/talking mock</b>							
What do I need to do to ensure all Pass, Merit and Distinction criteria is met?	<p>Weeks 1-3:</p> <ul style="list-style-type: none"> <li>• End of year exam</li> <li>• Task 1</li> <li>• Task 2</li> </ul>	<p>All students should be able to:</p>		<p>At school:</p> <p>End of year exam</p> <p>At home:</p> <p>Case study</p>	<p>Text book</p> <p>Power points</p> <p>PSA</p> <p>Booklet</p>		
	<p>Weeks 4-6:</p> <ul style="list-style-type: none"> <li>• Task 3a</li> <li>• Task 3b</li> </ul>			<p>At school:</p> <p>Walking talking mock</p> <p>PIT lesson</p>	<p>Text book</p> <p>Power points</p> <p>PSA</p> <p>Booklet</p>		

					At home: Preparation for assessment		