

Term	1	2	3	4	5	6
Year 10	<p>Introduction Component 3, A1, Factors affecting health and well-being</p> <p>Physical and lifestyle factors</p> <p>Social, emotional and cultural factors</p> <p>Economic factors</p> <p>Environmental Factors</p> <p>Impact of Life Events Component 3, B1, Physiological indicators</p> <p>Health indicators: Identify ways to tell whether someone is well or not and how each can be assessed.</p> <p>Resting pulse rate and recovery after exercise</p> <p>Blood pressure</p> <p>Peak flow</p> <p>Body mass index (BMI)</p> <p>Risks to physical health of abnormal readings</p>	<p>Component 3, B2, Lifestyle indicators</p> <p>Interpreting lifestyle data Component 3, C1, Health and well-being improvement plans</p> <p>Short- and long-term targets Sources of support Potential obstacles to implementing plans Emotional/psychological obstacles Time constraints Availability of resources Unachievable targets Lack of support Ability/disability and addiction Barriers to accessing identified services</p> <p>Intro to half term 3 sessions to be used to complete revision based on February Exam paper.</p>	<p>Introduction Component 1, key terminologies</p> <p>Main Life Stages [A1: Human G&D across life stages]</p> <p>Areas of Growth & Development [A1, PIES Classification]</p> <p>Preparation for Assessment: (Growth and Development)</p> <p>Physical Development Infancy/Early Childhood/Adolescence/Early Adulthood/Middle Adulthood/Later Adulthood.</p> <p>Intellectual Development Infancy/Early Childhood/Adolescence/Early Adulthood/Middle Adulthood/Later Adulthood.</p> <p>Emotional Development Infancy/Early Childhood/Adolescence/Early</p>	<p>Component 1, A2, Factors affecting growth and development:</p> <p>Introduction</p> <p>Physical factors: diet and lifestyle choices, and appearance</p> <p>Component 1, A2, Factors affecting growth and development: social and cultural factors</p> <p>Component 1, A2, Factors affecting growth and development:</p> <p>Relationships and Isolation</p> <p>Component 1, A2, Factors affecting growth and development:</p> <p>Economic factors: income/wealth and material possessions.</p> <p>Preparation for Assessment</p> <p>A.2P2: Explain how different factors have affected growth and development of a selected individual</p> <p>A.2M1: Compare the different factors that</p>	<p>Component 1, B1, Different types of life event:</p> <p>Types of life events: Life events: Expected and Unexpected</p> <p>Types of life events: Physical events: ill health, accident and injury</p> <p>Relationship changes, entering into relationships, marriage, divorce, parenthood and bereavement</p> <p>Life circumstances Moving house, starting school, new job, exclusion from education, redundancy, imprisonment and retirement</p> <p>Impact of Life events:</p> <p>Impact of Life events</p> <p>Preparation for Assessment</p> <p>B2.P3 Explain the impact of a life event on the development of two individuals</p>	<p>Component 1, B2, Dealing with life events:</p> <p>Two people simultaneously experiencing the same life change but coping in different ways. Students suggest reasons for the difference</p> <p>Dealing with life events:</p> <p>Preparation for Assessment</p> <p>Types of support Informal sources of support Formal sources of support Sources of voluntary support</p>

			<p>Adulthood/Middle Adulthood/Later Adulthood.</p> <p>Social Development</p> <p>Infancy/Early Childhood/Adolescence/Early Adulthood/Middle Adulthood/Later Adulthood.</p> <p>Preparation for Assessment</p> <p>2.P1 Identify aspects of growth and development for a selected individual</p>	<p>have affected growth and development across three life stages for a selected individual</p> <p>A.2D1: Assess the changing impact of different factors in the growth and development across three life stages of a selected individual</p>		<p>B2.P4: Explain how two individuals adapted to a life event, using support</p> <p>B2.M2: Compare the ways that two individuals adapted to a life event and the role that support played.</p> <p>B2.D2: Assess how well two individuals adapted to a life event and the role and value of support in this</p>
Term	1	2	3	4	5	6
Year 11	<p>Introduction</p> <p>Component 2, content and assessments and key terminologies.</p> <p>Primary care</p> <p>A1, services</p> <p>Secondary care</p> <p>A1, services</p> <p>Allied Health Professionals</p> <p>Tertiary care</p> <p>Children and young people</p> <p>Social & Youth Worker, Informal care</p> <p>Services for older adults</p> <p>Social worker</p>	<p>Intro to barriers and Physical barriers</p> <p>Sensory barriers and overcoming them</p> <p>Geographical barriers and</p> <p>Community services</p> <p>Social, cultural and psychological barriers</p> <p>Language barrier and adapted forms of communication</p> <p>A2.P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario</p> <p>A2.M1 Analyse the extent to which health</p>	<p>Component 2</p> <p><i>Introduction to care values and the ‘demonstrate’ element of Assignment 2</i></p> <p>Meeting the needs of older people in residential care</p> <p>Empowerment and independence</p> <p>Respect for others</p> <p>Maintaining confidentiality</p> <p>Preserving dignity</p> <p>Effective communication</p> <p>Verbal and tone, pitch, volume</p>	<p>Rehearsing of 1-2-1 role play</p> <p>Practical Assessment 1-2-1 role play with</p> <p>Preparation for Assessment</p> <p>B.2P3</p> <p>Demonstrate the care values independently in a health or social care context</p> <p>B.2P4</p> <p>Describe positive and negative aspects of own demonstration of the care values and comments on aspects of feedback</p>	<p>B2.D2</p> <p>Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback</p> <p>Check all paperwork is in order.</p> <p>Complete signatures and comments.</p>	

	<p>Domiciliary Care</p> <p>Informal social care and</p> <p>Preparation for Assessment</p> <p>A2.P1 Explain how health and social care services meet the needs of individuals in a given scenario</p>	<p>and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome</p> <p>A2.D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome</p>	<p>Body language, gestures, facial etc</p> <p>Safeguarding and duty of care</p> <p>Discrimination in it's different forms</p> <p>Promoting anti-discriminatory practice</p> <p>Applying care values in a compassionate way</p> <p>Working together</p>	<p>B.2M2</p> <p>Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback</p>	<p>Recap of exam content if resit Exam in May</p>	
--	--	---	--	--	---	--