		Year 11 Health and Social Care Long-Term Plan	
Unit	Component 1 – Human Lifespan Development	Component 2 – Health and Social Care Services and Values	Component 3- Health and Wellbeing
GLH	36	GLH 36	GLH 48

Objectives	**Learning Aim A – Understand human growth and development across life stages and the factors that affect it**
	
	A1 Human growth and development across life stages
	
	• Main life stages:
	  – infants (birth to 2 years)
	  – early childhood (3–8 years)
	  – adolescence (9–18 years)
	  – early adulthood (19–45 years)
	  – middle adulthood (46–65 years)
	  – later adulthood (65+ years).
	• PIES growth and development in the main life stages:
	-physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity
	- intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall
	- emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image
	-social development across the life stages, including the formation of relationships with others and the socialisation process.
	
	A2 Factors affecting growth and development
	
	• Physical factors, to include:
	  – genetic inheritance
	  – experience of illness and disease
	  – diet and lifestyle choices
	  – appearance.
	• Social and cultural factors, to include:
	- culture, e.g. community involvement, religion, gender roles and expectations
	- educational experiences
	- the influence of role models
	–the influence of social isolation
	- personal relationships with friends and family.
	• Economic factors, to include:
	  -income/wealth
	  -material possessions.
	
	Learning Aim B –Investigate how individuals deal with life events
	
	B1 Different types of life event
	
	• Physical events, to include:
	-accident/injury
	- ill health.
		Learning Aim A – Understand the different types of H&SC services and barriers to accessing them.
		A1 Health and social care services
		• Different health care services and how they meet service user needs:
		- primary care, e.g. GPs, dental care, optometry, community health care
		- secondary and tertiary care, e.g. specialist medical care
		- allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.
		• Different social care services and how they meet service user needs:
		- services for children and young people, e.g. foster care, residential care, youth work
		- services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care
		- services for older adults, e.g. residential care, domiciliary care
		- the role of informal social care provided by relatives, friends and neighbours
		
		A2 Barriers to accessing services
		• Types of barrier and how they can be overcome by the service providers or users:
		- physical barriers, e.g. issues getting into and around the facilities
		- sensory barriers, e.g. hearing and visual difficulties
		- social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
		- language barriers, e.g. differing first language, language impairments
		- geographical barriers, e.g. distance of service provider, poor transport links
		- intellectual barriers, e.g. learning difficulties
		- resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
		- financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services
		
		Learning Aim B – Demonstrate care values and review own practice
		B1 Care values
		• Care values:
		- empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered
		- respect for the individual by respecting service users' needs, beliefs and identity
		- maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)
		- preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth
		- safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm
		- promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour
		
		B2 Reviewing own application of care values
		• Key aspects of a review:
		- identifying own strengths and areas for improvement against the care values
			Learning aim A- Factors that affect health and wellbeing
			A1 Factors affecting health and wellbeing
			Links to, and extends, knowledge and understanding of life events covered in Component 1.
			• Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
			• Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:
			- genetic inheritance, including inherited conditions and predisposition to other conditions
			- ill health (acute and chronic) o diet (balance, quality and amount)
			- amount of exercise
			- substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.
			• Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
			- social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
			- stress, e.g. work-related
			- willingness to seek help or access services, e.g. influenced by culture, gender, education.
			• Economic factors that can have positive or negative effects on health and wellbeing:
			- financial resources.
			• Environmental factors that can have positive or negative effects on health and wellbeing:
			- environmental conditions, e.g. levels of pollution, noise
			- housing, e.g. conditions, location.
			• The impact of life events relating to relationship changes and changes in life circumstances
			Learning aim B Interpreting health indicators
			B1 Physiological indicators
			• Physiological indicators that are used to measure health:
			- pulse (resting and recovery rate after exercise)
			- blood pressure
			- peak flow
			- body mass index (BMI).
			• Using published guidance to interpret data relating to these physiological indicators.
			• The potential significance of abnormal readings: risks to physical health.
			B2 Lifestyle indicators
			• Interpretation of lifestyle data, specifically risks to physical health associated with:
			- smoking
			- alcohol consumption
			- inactive lifestyles.
			Learning Aim- C Person-centred health and wellbeing improvement plans
			C1 Health and wellbeing improvement plans

	• Relationship changes, to include: -entering into relationships -marriage -divorce -parenthood o bereavement. • Life circumstances, to include: -moving house, school or job -exclusion from education -redundancy o imprisonment -retirement. **B2 Coping with change caused by life events** • How individuals adapt to these changes. • Sources of support: -family, friends, partners -professional carers and services o community groups, voluntary and faith-based organisations. -Types of support: -emotional o information and advice -practical help, e.g. financial assistance, childcare, transport.	- receiving feedback from teacher or service user about own performance - responding to feedback and identifying ways to improve own performance	It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach. • The importance of a person-centred approach that considers an individual's needs, wishes and circumstances. • Information to be included in plan: - recommended actions to improve health and wellbeing - short-term (less than six months) and long-term targets - appropriate sources of support (formal and/or informal). **C2 Obstacles to implementing plans** • Potential obstacles: - emotional/psychological – lack of motivation, low self-esteem, acceptance of current state - time constraints – work and family commitments o availability of resources – financial, physical, e.g. equipment - unachievable targets – unachievable for the individual or unrealistic timescale - lack of support, e.g. from family and friends o other factors specific to individual – ability/disability, addiction - barriers to accessing identified services.

Key Words	**Tier 2 words** https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf Pages 56 and 57 **Tier 3 words can include** Characteristic Life Stage Growth Classification Development Infancy Lifestyle Menopause Contentment Self-image Self-esteem Low self-esteem Genetic inheritance Gender role Role model Material possessions Life events Expected Unexpected Bereavement Physical event Relationship changes Life circumstances adapt Respite care Professional	**Tier 2 Words** https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf Pages 56 and 57 **Tier 3 words can include** Secondary Care Tertiary Care Physiotherapy Neurological Identity Sensory Impairment Respite Care Domiciliary Care Care Quality commission Informal care Stigma Confidentiality Burnout Barriers Self-respect Person-centred approach Dignity Empathy	<mark>Tier 2 words typically used in assessment</mark> https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf Page 34 **Tier 3 words can include** Acute Chronic Addiction Short term long term Wealth Monitor Nicotine Social class Material Possessions Income Pollution Self-esteem Physiological Cardiovascular system Targets Collaboratively Empathy Goal Norm Formal Support Informal support Psychological Stigma Arteries Potential significance
Homework	Independent Research Assignment preparation	Independent Research Assignment preparation	Independent research Preparation and revision for assessment opportunities
Career link (Unifrog)	Teacher Pharmacist Social worker Residential Care worker Classroom assistant Nurse Child psychologist Doctor Youth support worker Chemotherapist Family support worker Physiotherapist Early years educator Psychologist Baby room leader Radiographer Nursery Nurse Childminder	Teacher Pharmacist Social worker Residential Care worker Classroom assistant Nurse Child psychologist Doctor Youth support worker Chemotherapist Family support worker Physiotherapist Early years educator Psychologist Baby room leader Radiographer Nursery Nurse Childminder Residential child care worker	Teacher Pharmacist Social worker Residential Care worker Classroom assistant Nurse Child psychologist Doctor Youth support worker Chemotherapist Family support worker Physiotherapist Early years educator Psychologist Baby room leader Radiographer Nursery Nurse Childminder Residential child care worker

	Residential child care worker Wrap around care assistant https://www.healthcareers.nhs.uk/explore-roles	Wrap around care assistant https://www.healthcareers.nhs.uk/explore-roles	Wrap around care assistant https://www.healthcareers.nhs.uk/explore-roles
Employability skills **(Highlight applicable)**	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Assessment	Coursework based P1, P2, P3, P4 M1, M2, D1, D2	Coursework based P1, P2, P3, P4 M1, M2, D1, D2	External Exam
Notes / developments / standardisation comments	Internal assessment External standardisation March/April 2023	Internal assessment External standardisation March/April 2023	Eternal synoptic Eternal examination - May 2023
Common misconceptions	Command verbs Correct use of terminology Do not always assess the changing impact of different factors on the individual's growth and development across three life stages in enough detail and there is not enough evidence	Command verbs Correct use of terminology Analysing the extent to which health and social care services meet the needs of individuals in a given scenario in enough depth. Assessing the suitability of health and social care services for individuals in a given scenario, with enough justifications and suggestions for how barriers for one service can be overcome. Understanding of quotations and referencing.	Command verbs Correct use of terminology Read the question carefully Revise adequately for assessment