

Subject Group	Subject HSC
	Set N/A

Year 9	Unit Title	Term	Aut 1/2	Unit	Component 1	Term	Spr 1	Unit	Component 1	Term	Spr 2	Unit	Component 1	Term	Sum 1	Unit	Component 1	Term	Sum 1	Unit	Component 1			
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage		
	Life stages - PIES	Human development					Factors affecting development					Application/coursework					Application/coursework							
Knowledge / Skills	Physical development, intellectual development, emotional development and social development. How the different PIES are influenced at each life stage and the factors that could affect them. Students will be applying this knowledge to case studies.	Students learn how to apply the PIES and life stages to the different aspects of human development. How physical, intellectual, emotional and social development enables individuals to develop certain characteristics. I.e. self-esteem.					Learn how genetic, biological, environmental, socio-economic and lifestyle factors and how they can affect the development through PIES. Students will be applying this knowledge to case studies.					Learners complete coursework (factors) associated with the first half-terms material. Learners to use double lesson to complete coursework and single lesson to recap on material and skills.					Learners proof-read and complete all pieces of coursework for the academic year. This gets handed in with a final grade before they leave for summer holidays.							
Lit / Num	Analysing text. Reading and applying knowledge to relevant case studies.	Analysing text. Reading and applying knowledge to relevant case studies.					Analysing text. Reading and applying knowledge to relevant case studies.					Essay writing practice. Targeted questioning.					Essay writing practice. Targeted questioning.							
Enrichment	Relevant case studies to their chosen career sectors.	Relevant case studies to their chosen career sectors.					Relevant case studies to their chosen career sectors.					Relevant case study questions, related to different HSC career sectors.					Relevant case study questions, related to different HSC career sectors.							
British Vals	Democracy in choice for their chosen placements. Equality, mutual respect and the integration of individual rights within the curriculum.	Democracy in choice for their chosen placements. Equality, mutual respect and the integration of individual rights within the curriculum.					Democracy in choice for their chosen placements. Equality, mutual respect and the integration of individual rights within the curriculum.					Equality, mutual respect and the integration of individual rights within the curriculum.					Equality, mutual respect and the integration of individual rights within the curriculum.							
Character	Building upon independent research skills	Building upon independent research skills					Building upon independent research skills					Building upon independent research skills, meeting deadlines and proofreading. Invaluable experience for university.					Building upon independent research skills, meeting deadlines and proofreading. Invaluable experience for university.							
Careers	Exploring the different roles in HSC. Particular focus on roles learners within the class are interested in. I.e. learners are given suitable application questions using midwifery scenarios.	Exploring the different roles in HSC. Particular focus on roles learners within the class are interested in. I.e. learners are given suitable application questions using midwifery scenarios.					Exploring the different roles in HSC. Particular focus on roles learners within the class are interested in. I.e. learners are given suitable application questions using midwifery scenarios.					Exploring the different roles in HSC. Particular focus on roles learners within the class are interested in. I.e. learners are given suitable application questions using midwifery scenarios.					Exploring the different roles in HSC. Particular focus on roles learners within the class are interested in. I.e. learners are given suitable application questions using midwifery scenarios.							

Year 10	Unit Title	Term	Aut 1	Unit	Component 2	Term	Spr 1	Unit	Component 2	Term	Spr 2	Unit	Component 2	Term	Sum 1	Unit	Component 2	Term	Sum 2	Unit	Component 2			
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage		
	Different types of life events	Health and social care services					Barriers to accessing services					Care values					Review own application of care values/ Mop-up of coursework							
Knowledge / Skills	Students learn about different life events and how they can affect individuals through the PIES. Students learn about the differences between expected and unexpected life events. Including physical events, relationship changes and life circumstances. They apply these to case studies and scenarios.	Learners will explore the different healthcare services and how they are used by society. E.g. primary, secondary and allied health professionals. Learners will also explore different social services and how they meet service needs. E.g. the role of informal care.					Learners will explore barriers that make it difficult to access services and how these barriers can be overcome. For example language barriers. These will be applied to case studies and scenarios.					Learners will explore and practice applying different care values that are key to delivering effective health and social care. For example, empowering and promoting independence in involving the patients in contributing to how their care is delivered.					Ensuring all coursework is completed to a high standard ensuring all aspects of the assignment brief has been addressed. Key aspects of the review: Identifying own strengths and areas of improvement. Receiving feedback and responding to the feedback.							
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Year 11	Unit Title	Term	Aut 1	Unit	Component 3	Term	Spr 1	Unit	Component 3	Term	Spr 2	Unit	Component 3	Term	Sum 1	Unit	Component 3	Term	Sum 2	Unit	Component 3			
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage		
	Factors affecting health and wellbeing	Physiological indicators					Health and wellbeing improvement plans					Obstacles to implementing plans					Revision/past papers/skills							
Knowledge / Skills	Learners will explore how factors affect individuals positively and negatively. Physical and lifestyle factors, social, emotional and cultural factors, economic factors and environmental factors.	Pulse, blood pressure, peak flow and BMI. Learners use specific equipment for each and are able to accurately record readings for each.					Learners will learn about the importance of a person-centred approach and taking into account the patient's needs. They will also learn about recommended actions and short/long-term targets. They will need to create their own improvement plan for a case scenario.					Learners will explore the obstacles that individuals can face when implementing improvement plans. For example, time restraints.					Learners will prepare for their final exam through revision techniques, past papers and application skills.							
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Year 12	Unit Title	Term	Aut 1/2	Units	1,2,10	Term	Spr 1/2	Units	2,11,23	Term	Spr 1/2	Unit	2,11,26	Term	Sum 1	Unit	26,5	Term	Sum 2	Unit	6			
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage		
	Human lifespan development/Working in HSC/Sociological perspectives	Work experience in HSC/Psychological perspectives/Understanding mental wellbeing					Work experience in HSC/Psychological perspectives/Health psychology					Health psychology/Meeting individual care and support needs					Completion of coursework							
Knowledge / Skills	Human lifespan development - Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing. Working in HSC - Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.	Learners go on a 3 week block placement in this time where they learn the skills required to work in a HSC setting. Psychological perspectives - Learners explore key theoretical perspectives that have been put forward on psychological/physical development and how they are applied in different health and social care settings.					Understanding mental wellbeing - Learners explore the nature of and strategies to promote mental wellbeing and mental health, and the impact of mental ill health on individuals.					Meeting individual care and support needs - Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.					Learners use this time to mop-up on coursework and ensure they complete all re-submissions to the best of their ability.							
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		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage		
	Anatomy and physiology for HSC/Principles of safe practice in HSC	Promoting public health/Infection prevention and control					Infection prevention and control/Nutritional health					Nutritional health/Synoptic preparation					Synoptic/coursework							
Knowledge / Skills	Anatomy and physiology for HSC - Learners cover the structure, organisation and function of the human body, and anatomical and physiological systems and medical research related to disorders affecting these systems.	Promoting public health - Learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.					Infection prevention and control - Learners explore the causes and transmission of infections and the procedures that workers in health and social care settings follow to prevent and control infection.					Nutritional health - Learners explore concepts of nutritional health and influences on dietary intake, and learn how to assess and improve health through nutrition plans for individuals.					Synoptic - Learners explore the methodologies of contemporary research and investigate the implications for health and social care practice and services.							
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