

## Curriculum Overview – Physical Education (Health and Social care)

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
10	By the end of the year, students will understand how people grow and develop over the course of their lives. They will have knowledge of the different factors that may affect them and how individual’s development can be affected by major life events. Students will learn how people can adapt to these changes, as well as the support that can help them and the barriers to accessing them. They will have developed transferable written and communication skills.	<p><b>Component 1: Human Life Span Development</b> <b>Learning Aim A: understanding human growth and development across life stages and the factors that effect it.</b></p> <p>Students study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional, and social development, and the different factors that may affect them including major life events, such as marriage, parenthood or moving house. They will learn about how people adapt to these changes, as well as the types and sources of support that can help them.</p> <p>A1 - Human growth and development across life stages A2 - Factors affecting growth and development</p>	<p><b>Component 1: Human Life Span Development</b> <b>Learning Aim B: Investigate how individuals deal with life events.</b></p> <p>Student will apply theory to real life case studies, developing an understanding of expected and unexpected life events.</p> <p>Students will investigate expected or unexpected events that occur in an individual’s life. They will explore the different events that can affect people’s physical, intellectual, emotional, and social development.</p> <p>B1 - Different types of life event B2 - Coping with change caused by life events</p>	<p><b>Component 1: Human Life Span Development</b> <b>Learning Aim B: Investigate how individuals deal with life events.</b></p> <p>Student will apply theory to real life case studies, developing an understanding of expected and unexpected life events.</p> <p>Students will investigate expected or unexpected events that occur in an individual’s life. They will explore the different events that can affect people’s physical, intellectual, emotional, and social development.</p> <p>B1 - Different types of life event B2 - Coping with change caused by life events</p>	<p><b>Component 2: Health and Social Care services and values</b> <b>Learning Aim A: Understand different types of health and social care services and barriers to accessing them.</b></p> <p>Students explore services available and why individuals may need them. Students will gain knowledge of Primary, Secondary and Tertiary Health Services and an understanding of Allied Health Professionals and Social Care Services. Students will explore services and consider how each one will support the needs of individual service users: Applying their research findings to case studies, highlighting the distinction between Health and Social Care Services.</p> <p>A1 - Health and social care services A2 - Barriers to accessing services</p> <p><b>Learning aim B: Demonstrate care values and review own practice.</b> Students will explore and apply the different care values that are key to delivering effective services. B1 - Care values B2 - Reviewing own application of care values</p>	<p><b>Component 2: Health and Social Care services and values</b> <b>Learning Aim A: Understand different types of health and social care services and barriers to accessing them.</b></p> <p>Students explore services available and why individuals may need them. Students will gain knowledge of Primary, Secondary and Tertiary Health Services and an understanding of Allied Health Professionals and Social Care Services. Students will explore services and consider how each one will support the needs of individual service users: Applying their research findings to case studies, highlighting the distinction between Health and Social Care Services.</p> <p>A1 - Health and social care services A2 - Barriers to accessing services</p> <p><b>Learning aim B: Demonstrate care values and review own practice.</b> Students will explore and apply the different care values that are key to delivering effective services. B1 - Care values B2 - Reviewing own application of care values</p>	<p><b>Intervention</b> Students have access to weekly after school intervention, led by their teacher. Intervention will support with knowledge gaps and the completion of assessed work.</p> <p><b>Exam board materials</b></p> <ul style="list-style-type: none"> <li>Pearson Active Learn Textbook and worksheets - differentiation and revision for Component 3.</li> <li>Past Exam Papers and Scenario Sample Assessments</li> </ul> <p><b>Online Resources</b></p> <ul style="list-style-type: none"> <li>Seneca – genetic diseases (Components 1 and 3)</li> <li>BBC iPlayer – Ambulance, One Born Every Minute, Elizabeth is Missing</li> <li>Channel 4- Help Documentary, 999 What’s Your Emergency, Born to be Different, Still Alice, The Upside.</li> <li>YouTube Videos: <ul style="list-style-type: none"> <li>Ross Kemp: Living with Dementia</li> <li>Professor Green: Living in Poverty</li> <li>Poor House Rich House</li> <li>You Are What You Eat</li> </ul> </li> </ul>	
								<p>Assessment – Internally assessed / Externally moderated</p> <p>PSA Component 1- Task 1,2,3a,3b (Feb-May Window) Weighting: 60 marks 12 marks Task 1,2,3a / 24 marks Task 3b</p>
11	By the end of the year, Students will understand the importance of ‘care values’ - why they are required when providing good health and social care services, and the importance of demonstrating them to safeguard people from harm and abuse. Students will develop an understanding of positive or negative influences on a person’s health and wellbeing. They will interpret physiological and lifestyle indicators and design an appropriate plan for improving someone’s health and wellbeing, including short and long-term targets. Students will understand difficulties an individual faces when trying to make changes. They will have developed skills in analysing information and communicating for a specific purpose.	<p><b>Component 3: Health and Wellbeing</b></p> <p>In this component, students explore the factors that can have a positive or negative influence on a person’s health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone’s state of health. They will learn how to use this information to design an appropriate plan for improving someone’s health and wellbeing. Additionally, they will explore the difficulties an individual may face when trying to make changes.</p> <p><b>Component 3 Essential Content:</b> A - Factors that affect health and wellbeing B - Interpreting health indicators C - Person-centred health and wellbeing improvement plans</p>						<p><b>Intervention</b> Students have access to weekly after school intervention, led by their teacher. Intervention will support with knowledge gaps and the completion of assessed work.</p> <p><b>Exam board materials</b></p> <ul style="list-style-type: none"> <li>Pearson Active Learn Textbook and worksheets - differentiation and revision for Component 3.</li> <li>Past Exam Papers and Scenario Sample Assessments</li> </ul> <p><b>Online Resources</b></p> <ul style="list-style-type: none"> <li>Seneca – genetic diseases (Components 1 and 3)</li> <li>BBC iPlayer – Ambulance, One Born Every Minute, Elizabeth is Missing</li> <li>Channel 4- Help Documentary, 999 What’s Your Emergency, Born to be Different, Still Alice, The Upside.</li> <li>YouTube Videos: <ul style="list-style-type: none"> <li>Ross Kemp: Living with Dementia</li> <li>Professor Green: Living in Poverty</li> <li>Poor House Rich House</li> <li>You Are What You Eat</li> </ul> </li> </ul>
<p>Assessment – Externally assessed (2hour exam / Marked out of 60) A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled. The date for this assessment will be confirmed.</p>								