Curriculum Overview

BE KIND
WORK HARD
AIM HIGH

Health and Social Care Level 1 and 2 BTEC Pearson

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our Health and Social Care curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of Health and Social Care. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below

Assessment: components 1 and 2 are assessed as through a Pearson Set Assignment (PSA) and component 3 is externally assessed.						
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
10	Component 1-Human Lifespan Development Peasrson Controlled Assignment • Pupils will understand human growth and development across life stages and the factors that affect it. • Pupils will understand how individuals deal with life events. Pearson BTEC Health and Social Care Component 1, "Human Lifespan Development," provides a foundational understanding of how individuals grow and change from birth to old age. It explores physical, intellectual, emotional, and social development across the lifespan, examining how various internal and external factors like genetics, lifestyle, social influences,		Component 2-Health and Social Care Services and Values Pearson Controlled Assignment • Pupils will understand the different types of health and social care services and barriers to accessing them. • Pupils will understand the skills, attributes and values required to give care. Pearson BTEC Health and Social Care Component 2, "Health and Social Care Services and Values," is an internally assessed unit that dives into the diverse world of health and social care services and the ethical values that underpin them. You'll explore different types of care, understand why people need support, and identify barriers to accessing services. A key focus is on the essential skills, attributes, and values care professionals need, such as empathy, respect, and safeguarding, and how applying these positively impacts individuals receiving care. Ultimately, this		Component 3- Health and Wellbeing **Essential content A**: builds upon knowledge from Component 1 Learning Outcome A on the factors that affect health and wellbeing and Component 1 Learning outcome B on life events.

	and economic circumstances impact this process. The unit also covers the effects of significant life events such as illness, bereavement, or career changes, and identifies the formal and informal support systems available to help individuals navigate these challenges, with assessment typically through internal coursework.		component helps you grasp the intricate nature of care provision and the importance of person-centred, ethical practice.			
11	Component 3- Health and Wellbeing **Essential content B:** introduces new concepts such as physiological and lifestyle indicators that can be used to measure and determine health. Whilst physiological and lifestyle indicators are new concepts, learners will understand the rationale for their use in health and social care as they have knowledge of lifestyle factors affecting health and wellbeing from Component 1 Learning outcome A and they have developed an understanding of a variety of health conditions and the needs individuals have because of these in Component 2 Learning outcome A.	Component 3- Health and Wellbeing **Essential content C:** focuses on using person-centred approaches to recommend actions to improve health and wellbeing, whilst keeping in mind potential barriers and Obstacles.	Component 3- Health and Wellbeing Learners will have knowledge of a wide variety of potential barriers to accessing services from Component 2 Learning outcome A. Similarly, they will understand the importance of using a person-centred approach to help individuals improve their health and wellbeing, as they will have a thorough understanding of the skills, attributes and values required when giving care from Component 2 Learning outcome B. This will be supported by their knowledge on sources and types of support from Component 1 Learning outcome B.	**External Examination Component 3**		

Examples of on-going assessment and feedback in lessons
● Verbal feedback by the teacher to the whole class which students act on in the lesson; this is often evidenced using green pen. ● Pupils self-assess or peer-assess work with a clear framework guiding them through this. ● Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently ● Pupils may complete mini quizzes or retrieval r activities that revisit prior learning and receive verbal feedback ● Use of tailored questioning by the teacher