

	Autumn	Spring	Summer
Y10 HSC	<u>Component 1: Human Lifespan Development</u>	<u>Pearson Set Assignment</u> <u>Component 1: Human Lifespan Development</u>	<u>Component 2: Health and Social Care Services and Values</u>
Curriculum content	Students learn about life stages and their expected key characteristics in each of the PIES classifications. They will also explore different factors that can affect an individual's growth and development. They will explore life events that can occur during an individual's lifespan and how these different events that can impact on people's PIES development. Finally, students will learn about how individuals can adapt or be supported through changes caused by life events and they will explore how people may react very differently to the same type of event	Externally Set Assignment materials are set by Pearson and are released to the students at a specified time at the beginning of the assessment window. Students are given a vocational context to produce a report on PIES growth and development to include: <ul style="list-style-type: none"> - Life Stages - Factors - Life Events - Adaptions 	Students learn about a range of healthcare conditions and how they can be managed by an individual They will explore the different healthcare services that are available and how they can support individuals. They will learn about a range of social care needs and how these can be met by different social care services. In addition, they will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome. Students will learn about the skills, attributes and values that are required when delivering care and the impact these will have on an individual requiring care. Finally, they will explore obstacle individuals may face when requiring care and how the skills, attributes and values show by the health and social care worker can aid their recovery.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Formal external PSA assessment set via exam board .		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y11 HSC	<u>Pearson Set Assignment</u> <u>Component 2: Health and Social Care Services and Values</u>	<u>Component 3: Health and Wellbeing</u>	<u>Component 3: Synoptic External Exam</u>
Curriculum content	<p>Externally Set Assignment materials are set by Pearson and are released to the students at a specified time at the beginning of the assessment window. Students are given a vocational context to produce a report on health and social care services to explore how they:</p> <ul style="list-style-type: none"> - Support individuals - Work together - Meet individual needs - Assess barriers - Demonstrate, skills, attributes and values. 	<p>Students will learn a synoptic specification with a focus on health and wellbeing. They will explore how factors can affect an individual's health and wellbeing positively or negatively. To include: lifestyle, social, cultural, economic and environmental factors and how individual can be support to minimise the negative impact of these factors. They will explore how physiological indicators used to measure health to include: physiological and how these are used to measure health alongside lifestyle factors that can determine physical health. In addition, they will learn about the use of a person-centred approach in different health and social care settings and how this will support an individuals . Finally, they will explore recommended actions to improve health and wellbeing and analyse established methods and support available to support health.</p>	<p>2 hour exam that bring together all three components of the course.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Formal external PSA assessment set via exam board in addition to a formal 2 hour traditional synoptic exam.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		

	Autumn	Spring	Summer
Y12 HSC	<u>Unit 1: Human Lifespan Development</u>	<u>Unit 1: External exam</u>	<u>Unit 5: Meeting Individual Care and Support Needs</u>
Curriculum content	Students will explore familiar applications physical, intellectual, emotional and social development across the human lifespan. They will consider the relevance of related theory and the relevance this has to human growth and development. They will consider the factors affecting development and the effects of ageing, exploring the physiological, societal and physiological impact and changes. Finally they will consider major life events and the effect this has on development and the relevance of theory to support individual to adapt.	One and a half hour exam that focuses solely on human lifespan development	The students will learn about the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines. They will examine principles, values and skills which underpin meeting and supporting the needs of individuals. They will consider the ethical principles and issues involved when providing care and they will explore the relevant theories that underpin them. In addition they will explore the legislation and guidance that practitioners are governed by when meeting individual care and support needs. Finally, they will explore person-centred care and the roles and responsibilities of professionals when working together to support individuals .
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Formal external assessment via an exam and a piece of set coursework.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y13 HSC	<u>Unit 2 : Working in Health and Social Care.</u>	<u>Unit 2: External exam</u>	<u>Unit 12: Supporting Individual with Additional Needs.</u>
Curriculum content	<p>Students will learn about what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. They will explore the roles and responsibilities of those that work in the sector and how multidisciplinary working can support individuals who require care. In addition, they will explore the roles and responsibilities of organisations that govern the health and social care sector and how they regulate practices. Finally, they will explore the specific needs that individuals may need and how the sector can support this,</p>	<p>One and a half hour exam that focuses solely on working in health and social care</p>	<p>Students will learn about the role of health and social care services in providing care and support to individuals with additional needs. They will examine reasons why individuals may experience additional needs to include the diagnosing of additional needs and professionals involved. They will consider how individuals can overcome the challenges to daily living and both short-term and long-term impact of their additional need. Finally, they will investigate current practice with respect to provision for individuals with additional needs and consider the adaptations they may need and the statutory provision that is available to support them.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Formal external assessment via exam and a piece of set coursework.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		

	Autumn	Spring	Summer
Y12 T-Levels Education and Early Years	Element 1 – 6 are core components that provide the foundation knowledge relevant to education and early years.	Element 7-8 are additional core components that enhances the foundation knowledge relevant to education and early years.	Employer Set Project (ESP)
Curriculum content	Students will learn about different elements of education and early years to include: The wider context of education, where students explore different educational provision and legislation. In supporting education students consider different pedagogical approaches and curriculums and the theoretical approaches that underpin them. Students explore safeguarding and health and safety in the context of education where they consider relevant legislation and statutory guidance that inform policy. In addition, they will explore why children may be ‘at risk’ and how this can be identified and supported. They investigate behaviour and explore factors that may contribute to poor behaviour and relevant supporting theory. Finally, they assess the importance of working with parents and families and multi-disciplinary working and how this supports children in their care.	Additional elements they will explore include child development. Students explore milestones of development, factors that impact on development, learning through play and how this can be supported through exploring relevant theory. Students will assess observation and assessment in and educational context investigating the purpose and types of assessment and the need for a more formative approach in the early years. When exploring reflective practice studies learn about key concept and models of reflective practice. They investigate the need for ongoing continual professional development and how feedback can support practice. In addition they consider equality and diversity and the legal requirements and organisations policies relevant to this and they investigate special educational needs where their understanding of SEND provision, guidance and legislation is explored. Finally, they learn about English as an additional language to include the characteristics to acquiring an additional language and a range of strategies practitioners can use to support EAL children.	During the ESP students are given a vocational context case study relevant to early years education. They have the opportunity to apply core knowledge and skills from their placement experience to develop a piece of work in response to the contextual brief. Students explore how they can support then learning and development of the child within scenario. They are expected to draw upon their practical experience and develop and action lesson plans to move the child’s forward. In addition, they apply reflective practice to improve their own CPD.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. Formal external assessment via 2 x exams and the written ESP project. Student’s undergo 2 day per week in an early years placement setting to develop their core skills and knowledge relevant to working the early years sector.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

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Y13 T-Levels Education and Early Years	Early years Educator occupational specialism Performance 1-3	Early Years Educator occupational specialism Performance outcomes 4-5	
Curriculum content	<p>Performance outcomes links the students knowledge with their practical performance. Students explore expected patterns of development that is linked to their ability to apply pedagogical strategies when planning educational activities. They investigate different factors that impact on development linked to demonstrations of their ability to be flexible and differentiate learning when needed. Students explore the statutory requirements of the EYFS linked to their ability to stimulate activities through play and extend the child's learning experience. Student further explore attachment linked to developing professional relationships and they explore the effects of transitions linked to their ability to alleviate anxiety, and support a child's self regulation. In addition, students must recognise behaviour signs that a child may display linked to their ability behaviour strategies and to being fair and consistent in the setting. Finally, they need to understand the purpose of observation linked to their ability to identify the needs, interests and ability and the stages of development of children in their care.</p>	<p>In further performance outcomes students need to understand the key principals of safeguarding linked to their ability to act upon and own responsibility in relation to health and safety, security, confidentiality, safeguarding and promoting the welfare of the child. They assess different types of abuse linked to their ability to follow policies and procedures relevant to safeguarding. The students investigate the health and wellbeing of babies and children linked to their ability to recognise causes of concern in children. In addition they explore a range of strategies to support children to develop self-care skills linked to their ability to develop and carry out routines that promote a health lifestyle. Students develop knowledge of the observable signs of common childhood illnesses and the associated symptoms linked to their ability to respond appropriately in emergencies. Finally, they explore positive working partnerships linked to their ability contribute, develop and maintain professional relationships with parents, carers and other professionals. Students explore a range of family contexts that may impact on parenting linked to their ability signpost appropriate resources and sources of support available for parents.</p>	
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Formal external assessment via 3 x controlled assessment and placement observation to assess core skills.</p> <p>Student's continue with their 2 days per week placement in an early years setting to develop their core skills and knowledge relevant to working the early years sector.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		