








# St Paul's Academy

## Health and Social Care Curriculum Overview

<p><b>Why we teach Health and Social Care at St Paul's Academy.</b></p> <p>At St Paul's we teach Health and Social Care to help students develop essential knowledge and skills for both personal growth and potential future careers, while also fostering a deeper understanding of societal needs and responsibilities. It helps students understand how to maintain their physical and mental well-being, both for themselves and others. This knowledge encourages healthy lifestyles and awareness of the importance of well-being. The subject encourages students to think critically about issues like healthcare policy, ethical concerns in care, and the social determinants of health. These discussions can lead to informed opinions on important societal matters.</p>	<b>Disciplinary Knowledge/Big Ideas</b>		<b>Substantive Knowledge/Big Ideas</b>	
	<b>Develop</b>	Our curriculum ensures that students develop an awareness of what learning is required which unfold them into knowledgeable, ethical and compassionate professionals.	<b>Physical development</b>	 <p>Physical development involves the growth and changes in the body over time. These changes include growth (height, weight), the development of motor skills, and bodily changes like puberty. Physical development happens differently at each life stage.</p>
	<b>Explore</b>	Students explore concepts through deep thinking e.g., learning, experiencing, reflecting and connecting to the real world. Our curriculum equips them to build empathy, problem solve and professional skills that make a real impact	<b>Intellectual development</b>	
	<b>Reflect</b>	Reflecting on own learning, performance and areas for development. Identifying gaps in knowledge, understand own strengths and weaknesses and looking for ways of how to do better in future.	<b>Emotional development</b>	 <p>Intellectual development is a lifelong process that starts with basic sensory learning in infancy and develops into complex reasoning and problem-solving in adulthood. In Health and Social Care, it's important to understand how people think and learn differently at different ages, so the right support can be given to help individuals thrive intellectually.</p>
<b>Apply</b>	Student apply knowledge to assessments designed to test their understanding. Key terms are used e.g., giving real life examples, using scenarios in question to refer to a person.	<b>Social development</b>		
<p><b>School values/Careers Links</b></p> <p>In context, Health and social care education, values and career links play an important role in shaping both the academic environment and professional pathways for students. A variety of career opportunities are available in the health and social care sector, and schools often provide students with the tools, skills, and pathways to pursue them. Some common career paths include:</p>		 <p>Emotional development is shaped by life experiences, relationships, and how people are supported at each stage. understanding emotional needs helps carers and professionals provide the right support for individuals to feel valued, confident, and understood.</p>	 <p>This is how people learn to build relationships, communicate, and interact with others throughout their lives. It is a key for understanding how to support individuals at different life stages.</p>	

St Paul's Academy School  
Health and Social Care Key Stage 4 Curriculum Map – Topics by Term

<i>SK themes and colours</i>		Physical development	Intellectual development	Emotional development	Social development												
<i>DK Big Ideas and Colours</i>		Develop	Explore	Reflect	Apply												
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2										
Year 10	<p style="text-align: center;"><b><u>Component 1:</u></b></p> <p>-Human growth and development across life stages.</p> <p>-Main life stages:</p> <p>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).</p> <p>-Factors affecting growth and development.</p> <p>-Different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. Explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</p>	<p style="text-align: center;"><b><u>Component 1:</u></b></p> <p>-Different types of life event.</p> <p>-Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <p>-Coping with change caused by life events</p> <p>-Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.</p> <p style="text-align: center;"><b>Practice assignment for component 1 (PSA)</b></p>	<p style="text-align: center;"><b><u>Component 1:</u></b></p> <p><b>-Complete component 1 of coursework</b> which will involve learners applying their knowledge and understanding for learning aims A and B (comp 1).</p> <p>-Write a report to illustrate how people change over different life stages.</p> <p>-Choose an individual, e.g. a well-known person, and carry out independent research to find out how they have changed over the course of three life stages (the life stages chosen by learners) and then use this to write a report.</p> <p>-Choose two people who have experienced the same event (e.g. marriage, redundancy, an and investigate how it affected them.</p>	<p style="text-align: center;"><b><u>Component 2:</u></b></p> <p>-Health and Social care services.</p> <p>-Explore the health and social care services that are available and why individuals may need to use them.</p> <p>-Different health care services and how they meet service user needs.</p> <p>-Different social care services and how they meet service user needs.</p> <p>-Barriers to accessing services</p> <p>-Explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>	<p style="text-align: center;"><b><u>Component 2:</u></b></p> <p>-Care values Empowering and promoting Independence Respect Confidentiality Dignity Communication Safeguarding and duty of care Communication Promoting anti discriminatory practice</p>	<p style="text-align: center;"><b><u>Component 2:</u></b></p> <p>-Care values.</p> <p>-Explore and practice applying the different care values that are key to the delivery of effective health and social care services.</p> <p>-Reviewing application of care values.</p> <p>Identifying strengths and areas of improvement.</p> <p style="text-align: center;"><b>Practice assignment for component (PSA)</b></p>											
	SK																
	DK																

Year 11	<p><b><u>Component 2:</u></b></p> <p><b>Complete component 2 of coursework</b> which will involve learners applying their knowledge and understanding for learning aims A and B (comp 2).</p> <p>Carry out a review into health and social care services available in the area.</p> <p>Case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances.</p> <p>Demonstrate care values in one or more simulated or real situations.</p>	<p><b><u>Component 3</u></b></p> <p>-Factors affecting health and wellbeing positively or negatively (LINKS to component 1).</p> <p>-Definition of health and wellbeing, genetic inheritance, including inherited conditions and predisposition to other conditions.</p> <p>-Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing.</p> <p>-Economic factors that can have positive or negative effects on health and wellbeing.</p> <p>-Environmental factors that can have positive or negative effects on health and wellbeing.</p> <p>The impact of life events relating to relationship changes and changes in life circumstances.</p>	<p><b><u>Component 3</u></b></p> <p>-Physiological indicators Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <p>-Physiological indicators that are used to measure health</p> <p>-Lifestyle indicators</p> <p>-Interpretation of lifestyle data, specifically risks to physical health associated with: Smoking, alcohol consumption and inactive lifestyles.</p>	<p><b><u>Component 3</u></b></p> <p>-Health and wellbeing improvement plans</p> <p>-Explore the features of health and wellbeing improvement plans (LINKS to Component 2).</p> <p>-Care values for a person-centred approach.</p> <p>-The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p> <p>-Potential obstacles, emotional/psychological</p> <p>-lack of motivation, time constraints – work and family commitments.</p> <p>-Availability of resources – financial, physical.</p>	<p>Exams Revision</p> <ul style="list-style-type: none"> <li>- Understanding the exam questions with a focus on command words.</li> <li>- Application of information.</li> <li>- Developing assessment objectives.</li> <li>- Practice exam questions and understanding the mark schemes.</li> </ul> <p>Structured revision lessons focusing on skills and re-capping content.</p>	<p>GCSE Exams</p>
	SK					
	DK					