

Subject area – Year 11 Health & Social

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tonic	Component 3: Health and Well Being: A & B	Component 3: Health and Well Being: C1	Component 3: Health and Well Being: C2	Component 2: Health and social care services and values: Learning aim A	Component 2: Health and social care services and values: Learning aim A	: Revisit Component 3 in Preparation for Resits
Assessment	Factors affecting Health and Well-being and will interpret indicators that can be used to measure physiological health, interpreting data and interpret lifestyle data in relation to risks posed to physical health.	C1: Person-centred health and wellbeing improvement plans	C2: Obstacles to implementing health and well being plans	Explore the health and social care services that are available and why individuals may need to use them	Exploring barriers that can make it difficult to use these services and how these barriers can be overcome.	
H/WK	Assessment: Written assignment, preparing for Assessment using criteria as set and defined by BTEC					
Arts Mark	Discussions regarding how life changes as we pass through each stage	N/A	N/A	Using case studies/ Videos to identify how different health care services meet service user needs	Role playing barriers to provision	N/A
Building on prior learning	Each topic builds on learning from the previous topic: <ul style="list-style-type: none"> - In each topic, students learn about key concepts, form each life stage - They will study how Factors affect an individuals health and well being 					

<p>Enrichment within the Curriculum</p>	<ul style="list-style-type: none"> - Students spend time learning collaboratively, in groups when carrying out discussions, debates, role-plays and presentations or individually, when focusing on core content and completing engaging activities using textbooks, revision guides and revision resources, to consolidate learning.
<p>Extracurricular opportunities</p>	<ul style="list-style-type: none"> - Students attend after school revision or lunch time intervention as and when required.
<p>Positive impacting on personal development (SMSC)</p>	<p>Social development:</p> <ul style="list-style-type: none"> - Students are encouraged to consider the values, attitudes and roles of people in society. <p>Moral development:</p> <ul style="list-style-type: none"> - Students discuss values, attitudes and beliefs relating to a range of ethical, social and controversial issues. <p>Spiritual development:</p> <ul style="list-style-type: none"> - Students have the opportunity to consider and discuss questions relating to all aspects of their development - Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback. - Students are encouraged to apply their own thoughts to a range of life issues, and to hear other students' opinions to develop a range of view points. <p>Cultural development:</p> <ul style="list-style-type: none"> - Students will develop their understanding of and respect for the different influences people have and the effect it may have on their behaviour.
<p>Preparing for the next stage of education</p>	<p>Links are made with Post 16 education and further areas of study such as Child Development and Psychology</p>
<p>Ways to support your child's learning</p>	<p>Praise for effort rather than being 'clever' shows them that by working hard they can always improve</p>
<p>Websites / books / papers / magazines TV documentaries</p>	