Cornwallis Academy
Ambitions for All

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SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 10 Health and Social Care

Component 1 – Health Lifespan Development

Learning Objectives

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

What previous knowledge is required?

Students are beginning their course for the first time have no prior knowledge at this time.

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 3 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in December. The full qualification is made up of 3 components and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

A1 Human growth and development across life stages

Life stages and their expected key characteristics in each of the PIES classifications:

o infancy (birth to 2 years):

– physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates

– intellectual: rapid development of language and thinking skills such as memory/recall

– emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment

– social: strong dependence on adults/carers, socialisation through family, engage in solitary play

o early childhood (3–8 years):

– physical: continued growth of weight and height, mastery of gross and fine motor skills

– intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall

– emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment

– social: social circle widens and close friendships are formed, socialisation continues through family and also friends/carers, social play develops o adolescence (9–18 years):

– physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics

– intellectual: complex and abstract thinking develops

– emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment

– social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed

o early adulthood (19–45 years):

– physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile

– intellectual: mastery of abstract and creative thinking, careers become important, may return to education

– emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment

– social: intimate and long-lasting relationships are formed

A2 Factors affecting growth and development

● Physical factors: o inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease
- o experience of illness and disease
- o mental ill health – anxiety, stress
- o physical ill health – cardiovascular disease, obesity, type 2 diabetes
- o disabilities
- o sensory impairments.

● Lifestyle factors:
- o nutrition o physical activity
- o smoking
- o alcohol
- o substance misuse.

● Emotional factors:
- o fear
- o anxiety/worry
- o upset/sadness
- o grief/bereavement
- o happiness/contentment
- o security
- o attachment.

Specification - Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care 2022 Issue 2 – Pages 17 - 28

Component 1 – Health Lifespan Development

Learning Objectives

Learning outcome A: Understand human growth and development across life stages and the factors that affect it
Learning outcome B: Understand how individuals deal with life events

What previous knowledge is required?

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 3 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in December. The full qualification is made up of 3 components and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

A2 Factors affecting growth and development – continued

- Social factors:

o supportive and unsupportive relationships with others – friends, family, peers and colleagues
o social inclusion and exclusion
o bullying
o discrimination.

● Cultural factors:
o religion
o gender roles and expectations
o gender identity
o sexual orientation
o community participation
o race.

● Environmental factors:
o housing needs, conditions, location
o home environment – living with a high level of parental conflict, experiences of abuse and neglect
o exposure to pollution – air, noise and light.

● Economic factors:
o employment situation
o financial resources – income, inheritance, savings.

B1 Different types of life event
● Health and wellbeing:
o accident/injury
o physical illness
o mental and emotional health and wellbeing.

● Relationship changes:
o entering into relationships
o marriage, civil partnership, long-term relationship
o divorce, separation for non-married couples
o parenthood
o bereavement.

● Life circumstances:
o moving house, school or job
o exclusion from education
o redundancy
o imprisonment
o changes to standards of living
o retirement.

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Component 1 – Health Lifespan Development

Learning Objectives

Learning outcome B: Understand how individuals deal with life events

What previous knowledge is required?

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 3 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in December. The full qualification is made up of 3 components and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Learning outcome B: Understand how individuals deal with life events

B2 Coping with change caused by life events

● The character traits that influence how individuals cope:
o resilience
o self-esteem
o emotional intelligence
o disposition – a person's character traits, e.g. positive, negative.

● The sources of support that can help individuals adapt:
o family, friends, neighbours, partners
o professional carers and services
o community groups, voluntary and faith-based organisations
o multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system
o multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.

● The types of support that can help individuals adapt:
o emotional support
o information, advice, endorsed apps
o practical help – financial assistance, support with childcare, domestic chores, transport.

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Component 2 – Health and Social Care Services and Values

Learning Objectives

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

What previous knowledge is required?

Component 1 Human Life Development

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 2 of Year 11 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in October 2024. The full qualification is made up of 3 components and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Component 2
Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

A1 Healthcare services
● Health conditions:
o arthritis
o cardiovascular conditions – coronary heart disease, cerebral vascular accident
o diabetes (type 2)
o dementia
o obesity
o respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)

o additional needs – sensory impairments, physical impairments, learning disability.

● *Specification - Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care 2022 Issue 2 – Pages 29 – 45*

Component 2 – Health and Social Care Services and Values

Learning Objectives

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

What previous knowledge is required?

Component 1 Human Life Development

Term 5 learning on Healthcare services

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 2 of Year 11 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in October 2024. The full qualification is made up of 3 component and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

A1 Healthcare services (cont)

- Health services available:

o primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments
o secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology
o tertiary care – specialist medical care to include oncology, transplant services
o allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics
o multidisciplinary team working – how services work together, including referrals between services.

A2 Social care services

● Social care – help with day-to-day living because of illness, vulnerability or disability.

● Social care services:
o services for children and young people – foster care, residential care, youth work
o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care
o services for older adults – residential care, domiciliary care.

● Additional care:
o informal care – given by relatives, friends, neighbours, partners
o voluntary care – community groups and faith-based organisations, charities

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