

Mulberry Academy Woodside

Health and Social Care

Curriculum Overview

Curriculum intent statement:

Our Health and Social Care curriculum is driven by **ambition** and the pursuit of **academic excellence** for all students. We provide a **challenging, inclusive, and knowledge-rich** learning experience that inspires curiosity and develops a deep understanding of biology, chemistry, and physics. Students are **empowered** to think critically, apply scientific principles to real-world contexts, and appreciate the role of science in society. Through practical skills, problem-solving, and analytical thinking, we prepare all learners to **achieve** their full **potential** and progress confidently to further study and STEM careers.

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 10	KNOWLEDGE	<p>Component 1 LAA1</p> <p>Life stages and their expected key characteristics in each of the PIES classifications:</p> <ul style="list-style-type: none"> • infancy • early childhood • adolescence • early adulthood • middle adulthood • late adulthood 	<p>Component 1 LAA2</p> <p>Factors affecting growth and development; their impact:</p> <ul style="list-style-type: none"> • physical • lifestyle • emotional • social • cultural • economic • environmental 	<p>Component 1 LAB1/ LAB2</p> <p>Expected and unexpected life events; their impact on growth and development across the life stages:</p> <ul style="list-style-type: none"> • health events • relationship changes • life circumstances <p>Coping with change caused by life events. The role of:</p> <ul style="list-style-type: none"> • resilience • self-esteem • emotional intelligence • disposition <p>Sources of support:</p> <ul style="list-style-type: none"> • formal • informal • voluntary <p>Types of support:</p> <ul style="list-style-type: none"> • advice • emotional • practical 	<p>Component 1</p> <p>PSA assignment</p>	<p>Component 2 LAA1/ LAA2</p> <p>Understand the different types of services:</p> <ul style="list-style-type: none"> • health care (primary, secondary, tertiary, allied) • social care • additional care <p>Barriers to accessing care; ways of overcoming them:</p> <ul style="list-style-type: none"> • physical • sensory disability • cultural • social • language • geographical • financial 	<p>Component 2 LAB3</p> <p>Personal obstacles that individuals may face when receiving care</p> <ul style="list-style-type: none"> • emotional/ psychological • time constraints • availability of resources • unachievable targets • lack of support • other factors specific to individual

	SKILLS	<p>To explore</p> <ul style="list-style-type: none"> growth and development across two life stages compare the PIES across two life stages <p>Disciplinary literacy:</p> <ul style="list-style-type: none"> subject specific terminology to describe the milestones in growth and development <p>Numeracy:</p> <ul style="list-style-type: none"> interpret graphs and charts to make developed statements 	<p>To explore</p> <ul style="list-style-type: none"> cause and effect: how a chosen factor can impact individuals across two life stages similarities and differences in the impact of a factor across two life stages; reasons for variations <p>Disciplinary literacy:</p> <ul style="list-style-type: none"> meaning and usage of words that are central to understanding key concepts <p>Numeracy:</p> <ul style="list-style-type: none"> interpret quantitative information to identify trends and differences 	<p>To apply</p> <ul style="list-style-type: none"> understanding of the impact of life changes in realistic contexts understanding of coping strategies & support when helping individuals to manage the aftermath of these changes effectively <p>Disciplinary literacy:</p> <ul style="list-style-type: none"> meaning and usage of words that are central to understanding key concepts in writing 	<p>To articulate well-developed points that show a clear understanding of the task.</p> <p>To construct coherent explanations linking learnt theory to case studies.</p> <p>To use time management skills strategically to complete tasks thoroughly and on schedule.</p> <p>To reflect on feedback and make improvements for resubmission.</p>	<p>To apply</p> <ul style="list-style-type: none"> knowledge of the differences between types of services and their roles in supporting individuals in realistic contexts understanding of barriers to care and to propose effective, person-centred solutions <p>Disciplinary literacy:</p> <ul style="list-style-type: none"> meaning and usage of words that are central to understanding key concepts in writing 	<p>To apply</p> <ul style="list-style-type: none"> understanding of obstacles when receiving care to a real-life scenario, and to propose effective, person-centred solutions <p>Disciplinary literacy:</p> <ul style="list-style-type: none"> meaning and usage of words that are central to understanding key concepts in writing
YEAR 11	KNOWLEDGE	<p>Component 2 LAB3</p> <p>Skills, attributes and values required to give care:</p> <ul style="list-style-type: none"> problem solving observation dealing with difficult situations empathy patience trustworthiness honesty the 6 Cs <p>The benefits to individuals of the skills, attributes and values in health and social care practice.</p>	<p>Component 2</p> <p>PSA assignment</p>	<p>Component 3 LAB1/ LAB2/ LAC2</p> <p>Lifestyle choices and their impact on physical health.</p> <p>Interpretation of physiological data to measure health</p> <ul style="list-style-type: none"> resting heart rate (pulse) heart rate (pulse) recovery after exercise blood pressure body mass index (BMI) <p>The potential significance of abnormal readings to short- and long-term health.</p> <p>Recommendations and actions that are aimed at improving health. Support available.</p>	<p>Component 3 LAA1</p> <p>Factors affecting an individual's current health and wellbeing</p> <ul style="list-style-type: none"> physical lifestyle (recap) social cultural economic environmental <p>Impact of life events on an individual's health and wellbeing.</p> <ul style="list-style-type: none"> physical events relationship changes life circumstances <p>Exam practice</p>	<p>Component 3</p> <p>Exam practice</p>	

	<p>SKILLS</p>	<p>To apply</p> <ul style="list-style-type: none"> understanding of skills, attributes and values when receiving care to a real-life scenario, and to propose effective, person-centred solutions 	<p>To construct well-developed points that show a clear understanding of the task.</p> <p>To articulate coherent explanations linking learnt theory to case studies.</p> <p>To use time strategically to complete tasks thoroughly and on schedule.</p> <p>To reflect on feedback and make improvements for resubmission</p>	<p>To explain:</p> <ul style="list-style-type: none"> cause-and-effect: how lifestyle factors lead to health conditions: diabetes, high blood pressure, risk of stroke/ heart attack <p>Disciplinary literacy:</p> <ul style="list-style-type: none"> apply accurate, subject-specific language when addressing substance use and alcohol-related issues, ensuring communication is objective and professional to convey meaning using PEE format <p>Numeracy:</p> <ul style="list-style-type: none"> interpret physiological data used to measure health (calculation of BMI, blood pressure graphs) 	<p>To explain:</p> <ul style="list-style-type: none"> cause-and-effect: how factors impact individual's PIES in an exam format (PEE) <p>To articulate points confidently and provide accurate explanations to demonstrate knowledge and comprehension.</p>	<p>To articulate points confidently and provide accurate explanations to demonstrate knowledge and comprehension.</p>	
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