

**YEAR 1**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 1: Human Lifespan Development</b>  <b>LA .A - Understand human growth and development across life stages and the factors that affect it</b>  A1 Human growth and development across life stages  Students will learn different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.  <u>Main life stages:</u>  o infants (birth to 2 years)  o early childhood (3–8 years)  o adolescence (9–18 years)  o early adulthood (19–45 years)  o middle adulthood (46–65 years)  o later adulthood (65+ years).  <u>PIES growth and development in the main life stages:</u>  o physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity  o intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall  o emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self image  o social development across the life stages</p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Understanding key features of growth and development</li> <li>❖ Developing their research skills through use of IT</li> <li>❖ Communication skills, research and investigative ability will start to be developed.</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment  <b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Building self-confidence and self-esteem throughout the life stages.  <b>Tolerance of those of Different Faiths and Beliefs</b>  Cultural factors affecting development across the life stages</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 1: Human Lifespan Development</b>  <b>LA .A - Understand human growth and development across life stages and the factors that affect it</b>  <u>A2 Factors affecting growth and development</u>  Students will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.  <u>• Physical factors, to include:</u>  o genetic inheritance  o experience of illness and disease  o diet and lifestyle choices  o appearance.  <u>• Social and cultural factors, to include:</u>  o culture, e.g. community involvement, religion, gender  roles and expectations  o educational experiences</p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Emotional Intelligence</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development throughout the life stages  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment  <b>Individual Liberty</b> - Throughout the course the students are</p>

<ul style="list-style-type: none"> <li>o the influence of role models</li> <li>o the influence of social isolation</li> <li>o personal relationships with friends and family.</li> </ul> <p>• <u>Economic factors, to include:</u></p> <ul style="list-style-type: none"> <li>o income/wealth</li> <li>o material possessions.</li> </ul>		<p>encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Personal preferences relating to diet</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p>Cultural factors affecting development across the life stages</p> <p><b>Career Links</b></p> <p><a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 1: Human Lifespan Development</b></p> <p><b>LA.B Investigate how individuals deal with life events</b></p> <p><u>B1 Different types of life event</u></p> <p>Life events are expected or unexpected events that occur in an individual's life. Students will evaluate the different events that can impact on people's physical, intellectual, emotional and social development.</p> <p>• <u>Physical events, to include:</u></p> <ul style="list-style-type: none"> <li>o accident/injury</li> <li>o ill health.</li> </ul> <p>• <u>Relationship changes, to include:</u></p> <ul style="list-style-type: none"> <li>o entering into relationships</li> <li>o marriage</li> <li>o divorce</li> <li>o parenthood</li> <li>o bereavement.</li> </ul> <p>• <u>Life circumstances, to include:</u></p> <ul style="list-style-type: none"> <li>o moving house, school or job</li> <li>o exclusion from education</li> <li>o redundancy</li> <li>o imprisonment</li> <li>o retirement.</li> </ul>	<p><b>PSA Component 1</b></p> <p><b>Tasks 1-2 (February-April)</b></p> <ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> <li>❖ Planning</li> <li>❖ Problem Solving</li> <li>❖ Emotional Intelligence</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.</p> <p><b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Expected and unexpected life events and how not following rules and guideline can impact on these</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p>Importance of family and different values relating to it</p> <p><b>Career Links</b></p> <p><a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>

TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 1: Human Lifespan Development</b>  <b>LA.B Investigate how individuals deal with life events</b>  <u>B2 Coping with change caused by life events</u>  Students will research and 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.  <b>• How individuals adapt to these changes.</b>  <b>• Sources of support:</b>  o family, friends, partners  o professional carers and services  o community groups, voluntary and faith-based organisations.  <b>• Types of support:</b>  o emotional  o information and advice  o practical help, e.g. financial assistance, childcare, transport.</p>	<p><b>PSA Component 1</b>  <b>Tasks 3-5 (February-April)</b></p> <ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> <li>❖ Planning</li> <li>❖ Problem Solving</li> <li>❖ Emotional Intelligence</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Responsibility when communicating with others.  <b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework  <b>Tolerance of those of Different Faiths and Beliefs</b>  Impact of community on individuals development</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 2: Health and Social Care Services and Values</b>  <b>Learning aim A: Understand the different types of health and social care services and barriers to accessing them</b>  <u>A1 Health and social care services</u>  Students will learn the health and social care services that are available and why individuals may need to use them.  <b>• Different health care services and how they meet service user needs:</b>  o primary care, e.g. GPs, dental care, optometry, community health care  o secondary and tertiary care, e.g. specialist medical care  o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.  <b>• Different social care services and how they meet service user needs:</b>  o services for children and young people, e.g. foster care, residential care, youth work</p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Planning</li> <li>❖ Emotional Intelligence</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions. Care Values - Person Centred care throughout the life stages respected.  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Implications of ineffective care on individuals.  <b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework</p>

<p>o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care</p> <p>o services for older adults, e.g. residential care, domiciliary care</p> <p>o the role of informal social care provided by relatives, friends and neighbours.</p>		<p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p>Importance of interaction and appreciation with others in a multi-cultural society</p> <p><b>Career Links</b></p> <p><a href="#">Childcare &amp; Education Careers - Youth Employment UK</a></p> <p><a href="#">Working in social care   Health Careers</a></p> <p><a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 2: Health and Social Care Services and Values</b></p> <p><b>Learning aim A: Understand the different types of health and social care services and barriers to accessing them</b></p> <p><u>A2 Barriers to accessing services</u></p> <p>Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <p>• <u>Types of barrier and how they can be overcome by the service providers or users:</u></p> <p>o physical barriers, e.g. issues getting into and around the facilities</p> <p>o sensory barriers, e.g. hearing and visual difficulties</p> <p>o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence</p> <p>o language barriers, e.g. differing first language, language impairments</p> <p>o geographical barriers, e.g. distance of service provider, poor transport links</p> <p>o intellectual barriers, e.g. learning difficulties</p> <p>o resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</p> <p>o financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.</p> <p><b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Duty of care in Health and Social, Positive codes and working practice in a range of health care settings. Implications of ineffective care on individuals.</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework</p> <p>Tolerance of those of Different Faiths and Beliefs</p> <p>Care values and empowering individuals by taking personal preferences into account</p> <p><b>Career Links</b></p> <p><a href="#">Childcare &amp; Education Careers - Youth Employment UK</a></p> <p><a href="#">Working in social care   Health Careers</a></p> <p><a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>

**YEAR 2**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 2: Health and Social Care Services and Values</b>  <b>LA.B - Demonstrate care values and review own practice.</b>  <u>B1 Care values</u>                      Students will practise applying the different care values that are key to the delivery of effective health and social care services.  <u>• Care values:</u>                      o empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered                      o respect for the individual by respecting service users' needs, beliefs and identity                      o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)                      o preserving the dignity of individuals to help them maintain privacy and self-respect                      o effective communication that displays empathy and warmth                      o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm                      o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p> <p><u><b>B2 Reviewing own application of care values</b></u>                      Students will reflect on own application of care values, including using teacher or service-user feedback.  <u>• Key aspects of a review:</u>                      o identifying own strengths and areas for improvement against the care values                      o receiving feedback from teacher or service user about own performance                      o responding to feedback and identifying ways to improve own performance.</p>	<p><b>PSA Component 2</b>  <b>Tasks 1-5</b></p> <ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> <li>❖ Planning</li> <li>❖ Problem Solving</li> </ul> <p>Emotional Intelligence</p>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turns in discussions. The impact on bullying on self-esteem. The impact of stereotyping groups of people. Dealing with peer pressure in adolescence. The influence of role models. Impact of community on individuals development  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Person Centred care throughout the life stages. Promoting choices in care in the NHS  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Confidentiality, Duty of care in Health and Social  <b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework  <b>Tolerance of those of Different Faiths and Beliefs</b>                      Care values and empowering individuals by taking personal preferences into account</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 3: Health and Wellbeing</b>  <b>LA.A - Demonstrate knowledge and understanding of factors that affect health and wellbeing</b>  <u>A1 Factors affecting health and wellbeing</u>                      Students will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and</p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions</p>

<p>understanding of life events covered in Component 1, but here the focus is on health and wellbeing</p> <ul style="list-style-type: none"> <li>• <u>Definition of health and wellbeing</u>: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>• <u>Physical and lifestyle factors that can have positive or negative effects on health and wellbeing</u>: <ul style="list-style-type: none"> <li>o genetic inheritance, including inherited conditions and predisposition to other conditions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> </ul>	<p>respected. Social, cultural and emotional factors that affect development throughout the life stages.</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Expected and unexpected life events and how not following rules and guideline can impact on these.</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Economic influences on physical, social, emotional and intellectual development.</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 3: Health and Wellbeing</b>  <b>LA.B - Interpret health indicators</b>  <u>B1 Physiological indicators</u>  Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>• <u>Physiological indicators that are used to measure health</u>: <ul style="list-style-type: none"> <li>o pulse (resting and recovery rate after exercise)</li> <li>o blood pressure</li> <li>o peak flow</li> <li>o body mass index (BMI).</li> </ul> </li> <li>• <u>Using published guidance to interpret data relating to these physiological indicators.</u></li> <li>• <u>The potential significance of abnormal readings: risks to physical health.</u></li> </ul> <p><b>B2 Lifestyle indicators</b>  Learners will interpret lifestyle data in relation to risks posed to physical health. • Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> <li>o smoking</li> <li>o alcohol consumption</li> <li>o inactive lifestyles.</li> </ul> </p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> <li>❖ Problem Solving</li> <li>❖ Emotional Intelligence</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.</p> <p><b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a></p>



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TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Component 3: Health and Wellbeing</b>  <b>LA.C - Design a person centred health and wellbeing improvement plan</b>  <u>C1 Health and wellbeing improvement plans</u>  Students will discover the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.  • <u>The importance of a person centred approach that takes into account an individual's needs, wishes and circumstances.</u>  • <u>Information to be included in plan:</u>  o recommended actions to improve health and wellbeing  o short-term (less than six months) and long-term targets  o appropriate sources of support (formal and/or informal).</p> <p><b>C2 Obstacles to implementing plans</b>  Students will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.  • <u>Potential obstacles:</u>  o emotional/psychological –lack of motivation, low self esteem, acceptance of current state  o time constraints – work and family commitments  o availability of resources – financial, physical, e.g. equipment  o unachievable targets – unachievable for the individual or unrealistic timescale  o lack of support, e.g. from family and friends  o other factors specific to individual – ability</p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> <li>❖ Planning</li> <li>❖ Problem Solving</li> <li>❖ Emotional Intelligence</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions. Working and communicating effectively with others on a 1-1 and group basis. Using age appropriate language and empathy.</p> <p><b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions. The impact of nutrition on health and well being. Components of a balanced diet and freedom of choice relating to eating habits</p> <p>Health and well being- Components of a balanced diet and freedom of choice relating to eating habits respected. Care Values- Person Centred care throughout the life stages</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Health and well being-Personal preferences relating to diet</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b>  Care values and empowering individuals by taking personal preferences into account. Health and well being- Religion and dietary choices</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>

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<p><b>Component 3: Health and Wellbeing</b>  <u>A1, B1, C1, C2 Revision</u>            Students will focus on revision and spend time looking back at all Component 3 topics before sitting the exam  <u>• Definition of health and wellbeing</u>  <u>• Physical and lifestyle factors that can have positive or negative effects on health and wellbeing</u>  <u>• Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing</u>  <u>• Economic factors that can have positive or negative effects on health and wellbeing</u>  <u>• Environmental factors that can have positive or negative effects on health and wellbeing</u></p> <p><b>Component 3 exam- mid May</b></p>	<ul style="list-style-type: none"> <li>❖ Applying basic English Language and Literature key skills to their writing and notes.</li> <li>❖ Critical thinking</li> <li>❖ Research skills</li> <li>❖ Working independently</li> <li>❖ Working collaboratively</li> <li>❖ Communication</li> <li>❖ Organisation</li> <li>❖ Time management</li> <li>❖ Planning</li> <li>❖ Problem Solving</li> </ul>	
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV