

## KS4 Curriculum Overview (Health Studies)

### ENRICHMENT

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Human Lifespan Development</b>  <b>Understand human growth and development across life stages and the factors that affect each area of our development:</b>  <u><b>Factors affecting growth and development</b></u>            Students will explore the different factors that can affect an individual's growth and development.            Different factors will impact different aspects of growth and development.</p> <p><u><b>Social and cultural factors, to include:</b></u></p> <ul style="list-style-type: none"> <li>• Types of families</li> <li>• Personal relationships with friends and family – Friendships and how they develop</li> <li>• Marriage and Relationships (including marriages between different cultures)</li> <li>• The influence of role models</li> </ul> <p><u><b>Physical factors, to include:</b></u></p> <ul style="list-style-type: none"> <li>• Genetic inheritance</li> <li>• Appearance</li> <li>• Diet and lifestyle choices</li> </ul> <p><u><b>Emotional Factors; Self-concept:</b></u></p> <ul style="list-style-type: none"> <li>• Understanding emotional impact of factors on self-concept (Self-esteem and Self-image)</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation</li> <li>• Planning</li> <li>• Teamwork/ collaboration</li> <li>• Communication</li> <li>• Leadership</li> <li>• Creativity</li> <li>• Time management</li> <li>• Emotional intelligence/ empathy</li> <li>• Research</li> <li>• Independence</li> <li>• Problem solving</li> <li>• Active listening</li> <li>• Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>• Health and social care</li> <li>• Physical Education</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 encouraged to build on their confidence and take responsibility for their learning. Personal preferences relating to diet and lifestyle choices.  <b>Tolerance of those of Different Faiths and Beliefs</b>            Cultural factors affecting development across the life stages. Importance of family and different values relating to it.</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>Human Lifespan Development</b>  <b>How individuals deal with life events</b>  <u><b>Different types of life event</b></u>            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.  <u>• Physical events, to include:</u></p> <ul style="list-style-type: none"> <li>• accident/injury</li> <li>• ill health.</li> </ul> <p><u>• Relationship changes, to include:</u></p> <ul style="list-style-type: none"> <li>• entering into relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Leadership</li> <li>▪ Creativity</li> <li>▪ Time management</li> <li>▪ Emotional intelligence/ empathy</li> <li>▪ Critical thinking</li> <li>▪ Research</li> <li>▪ Independence</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.</p>

<ul style="list-style-type: none"> <li>marriage</li> <li>divorce</li> <li>parenthood</li> <li>bereavement.</li> </ul> <p>• <u>Life circumstances, to include:</u></p> <ul style="list-style-type: none"> <li>Social Class &amp; Housing, including moving house, school or job, possible exclusion from education.</li> <li>Work, Wealth &amp; Health including impacts of redundancy, retirement and Imprisonment.</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Active listening</li> <li>Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Physical Education</li> </ul>	<p>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.</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></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 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Health and Social Care Values</b></p> <p><b>Demonstrate and understand the main care values in Health and Social Care</b></p> <p><u>Care values</u></p> <p>Students will learn and apply the different care values that are key to the delivery of effective health and social care services.</p> <p>• <u>Care values:</u></p> <ul style="list-style-type: none"> <li>Dignity and the importance of displaying this for service users, preserving the dignity of individuals to help them maintain privacy and self-respect</li> <li>Maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</li> <li>Respect for the individual by respecting service users' needs, beliefs and identity</li> <li>Person centred care by empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered. Effective communication that displays empathy and warmth</li> <li>Safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</li> </ul>	<ul style="list-style-type: none"> <li>Organisation</li> <li>Planning</li> <li>Teamwork/ collaboration</li> <li>Communication</li> <li>Time management</li> <li>Emotional intelligence/ empathy</li> <li>Critical thinking</li> <li>Research</li> <li>Independence</li> <li>Problem solving</li> <li>Active listening</li> <li>Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Children's play. Learning and development.</li> </ul>	<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</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. Person Centred care throughout the life stages. Promoting choices in care in the NHS</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Confidentiality, Duty of care in Health and Social</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>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 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Health and Social Care Services</b>  <b>Understand the different types of health and social care services and barriers to accessing them.</b>  <b><u>Health and social care services</u></b>  Students will learn the health and social care services that are available and why individuals may need to use them.  <b><u>Different health care services and how they meet service user needs:</u></b></p> <ul style="list-style-type: none"> <li>• primary care, e.g. GPs, dental care, optometry, community health care</li> <li>• secondary and tertiary care, e.g. specialist medical care</li> <li>• allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> <p><b><u>Different social care services and how they meet service user needs:</u></b></p> <ul style="list-style-type: none"> <li>• services for children and young people, e.g. foster care, residential care, youth work</li> <li>• services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care</li> <li>• services for older adults, e.g. residential care, domiciliary care</li> <li>• the role of informal social care provided by relatives, friends and neighbours.</li> </ul> <p><b><u>Barriers to accessing services</u></b>  Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome.  <b><u>Types of barrier and how they can be overcome by the service providers or users:</u></b></p> <ul style="list-style-type: none"> <li>• physical barriers, e.g. issues getting into and around the facilities</li> <li>• sensory barriers, e.g. hearing and visual difficulties</li> <li>• social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Leadership</li> <li>▪ Creativity</li> <li>▪ Time management</li> <li>▪ Emotional intelligence/ empathy</li> <li>▪ Critical thinking</li> <li>▪ Research</li> <li>▪ Independence</li> <li>▪ Problem solving</li> <li>▪ Active listening</li> <li>▪ Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ PSHE</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. 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.  <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  Tolerance of those of Different Faiths and Beliefs  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>

<ul style="list-style-type: none"> <li>language barriers, e.g. differing first language, language impairments</li> <li>geographical barriers, e.g. distance of service provider, poor transport links</li> <li>intellectual barriers, e.g. learning difficulties</li> <li>resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</li> <li>financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</li> </ul>		
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Health and Wellbeing</b>  <b>Demonstrate knowledge and understanding of factors that affect health and wellbeing.</b>  <b><u>Factors affecting health and wellbeing:</u></b>  Students will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events (Recap)  <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.  <u>Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:</u>  genetic inheritance, including inherited conditions and predisposition to other conditions.  <u>Physiological indicators</u>  Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.  <u>Physiological indicators that are used to measure health:</u></p> <ul style="list-style-type: none"> <li>pulse (resting and recovery rate after exercise)</li> <li>blood pressure</li> <li>peak flow</li> <li>body mass index (BMI).</li> </ul> <p><b><u>Lifestyle indicators</u></b>  Learners will interpret lifestyle data in relation to risks posed to physical health. To interpret lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> <li>smoking</li> <li>alcohol consumption</li> <li>inactive lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Organisation</li> <li>Planning</li> <li>Teamwork/ collaboration</li> <li>Communication</li> <li>Leadership</li> <li>Creativity</li> <li>Time management</li> <li>Emotional intelligence/ empathy</li> <li>Critical thinking</li> <li>Research</li> <li>Independence</li> <li>Problem solving</li> <li>Active listening</li> <li>Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>Health and social care</li> <li>Physical Education</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  <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 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Design a person-centered health and wellbeing improvement plan for a celebrity who has suffered ill health due to lifestyle choices.</b></p> <p><b><u>Health and wellbeing improvement plans</u></b></p> <p>Students will discover the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding over the past year in particular support services and also care values in terms of the need for a person-centered approach.</p> <p><b><u>The importance of a person centered approach that takes into account an individual's needs, wishes and circumstances.</u></b></p> <p><b><u>Information to be included in plan:</u></b></p> <ul style="list-style-type: none"> <li>• recommended actions to improve health and wellbeing</li> <li>• short-term (less than six months) and long-term targets</li> <li>• appropriate sources of support (formal and/or informal).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Leadership</li> <li>▪ Creativity</li> <li>▪ Time management</li> <li>▪ Emotional intelligence/ empathy</li> <li>▪ Critical thinking</li> <li>▪ Research</li> <li>▪ Independence</li> <li>▪ Problem solving</li> <li>▪ Active listening</li> <li>▪ Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Physical Education</li> <li>▪ PSHE</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. 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 lifestyle choices on health and well being. Care Values- Person Centered 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. Health and well being-Personal preferences relating to lifestyle choices.</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p>Care values and empowering individuals by taking personal preferences into account. Health and well being- Religion, lifestyle and dietary choices</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>