



Autumn Term (14 weeks)	Spring Term (12 weeks)	Summer Term ( 13 weeks)
<p><b>Themes covered: Component 1 – Human Lifespan Development</b></p> <p><b>Key content:</b> Learning outcome A: understand human growth and development across life stages and the factors that affect it.</p> <p><b>Lifestages,</b> infancy, early adulthood, early childhood, adolescence, early adulthood, middle adulthood and later adulthood.</p> <p>Physical, intellectual, emotional and social classifications</p> <p>Factors which impact individuals growth and development, inherited conditions, experiences of illness and disease, physical ill health, sensory impairments, nutrition, physical activity, smoking, alcohol, substance misuse,</p> <p><b>Factors</b></p> <p>Fear, anxiety and worry, upset and sadness, grief and bereavement, happiness, contentment, security and attachment, social inclusion and exclusion, bullying, discrimination, religion, gender roles, gender identity, sexual orientation, community participation, race, housing needs, location, home environment, exposure to pollution, employment situation, financial resources.</p> <p><b>Learning outcome A: understand human growth and development across life stages and the factors that affect it.</b></p> <p>Health and wellbeing, accidents and injury, relationships changes, marriages, divorce, life circumstances such as redundancy and retirement. Traits on how people can cope, resilience, dispositions, sources of support, types of support.</p> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>Group work/Collaboration / independent practice. Research skills, Public speaking, Empathy. Sports leaders opportunities with younger students.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Bi-weekly homework tasks set to content covered</li> <li>Scaffolded tasks</li> <li>Research tasks to aid Pearson set assignments</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>Research tasks</li> <li>In class questions</li> <li>Regular interleaving tasks during lessons</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Homework tasks</li> <li>Assignment practice under timed conditions</li> </ul> <p><b>Literacy Foci:</b></p> <ul style="list-style-type: none"> <li>Topic specific Key Vocabulary and definitions</li> </ul>	<p><b>Themes covered: Component 1 Human Lifespan Development</b></p> <p><b>Key content:</b> Learning Aim B: Understand how individuals deal with life events Health and wellbeing, accidents and injury, relationships changes, marriages, divorce, life circumstances such as redundancy and retirement. Traits on how people can cope, resilience, dispositions, sources of support, types of support.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>End of topic exam style questions</li> <li>Seneca tasks</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>In class Quiz tasks</li> <li>Regular interleaving tasks during lessons</li> <li>Exam Pearson assignments</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li><b>PPE mock exams</b></li> <li>Exam HMWK Questions</li> <li>End of topic Exam based topic 3</li> </ul> <p><b>Literacy Foci:</b></p> <ul style="list-style-type: none"> <li>Topic specific Key Vocabulary and definitions</li> <li>Key exam command words</li> <li>AO1, AO2, AO3 extended writing questions</li> </ul>	<p><b>Themes covered: Component 2</b></p> <p><b>Key Content:</b> Learning aim A: understand the different types of health and social care services and barriers to access them</p> <p>Health conditions such as arthritis and dementia, respiratory conditions, asthma and COPD, additional needs, physical impairments and learning disabilities, health services, primary care, secondary care, tertiary care, allied health professions, multi-disciplinary teams working together.</p> <p><b>Social Care services</b></p> <p>Social care, services for young people, adults, those with specific needs or the elderly, informal care, voluntary care.</p> <p><b>Barriers to accessing services</b></p> <p>Definition of Barriers, physical barriers, barriers to people with sensory disabilities, barriers to people with different social and cultural backgrounds, those who speak English as an additional language or with a speech impairment, geographical barriers and financial barriers.</p> <p><b>Enrichment/life and work skills:</b></p> <ul style="list-style-type: none"> <li>Group work/Collaboration / independent practice. Research skills, Public speaking, Empathy. Sports leaders opportunities with younger students.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Bi-weekly homework tasks set to content covered</li> <li>Scaffolded tasks</li> <li>Research tasks to aid Pearson set assignments</li> </ul> <p><b>Revisiting, revising, remembering opportunities</b></p> <ul style="list-style-type: none"> <li>Research tasks</li> <li>In class questions</li> <li>Regular interleaving tasks during lessons</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Homework tasks</li> <li>Assignment practice under timed conditions</li> <li><b>PPE end of year 10 mocks</b></li> </ul> <p><b>Literacy Foci:</b></p> <ul style="list-style-type: none"> <li>Topic specific Key Vocabulary and definitions</li> </ul>



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<p><b>Themes covered: Component 2 – Health and Social Care Services and Values</b>  <b>Key content:</b> Learning outcome B : understand the skills, attributes and values required to give care.</p> <p><u>Skills and attributes of delivering care</u>            Problem solving, observation, dealing with difficult situations, organisation, empathy, patience, trustworthiness, honesty.</p> <p><u>Values in Health and Social Care</u>            6 Cs - Care, compassion, competence, communication, courage, commitment</p> <p><u>The obstacles individuals requiring care may face</u>            Definition of obstacles, potential obstacles and their impact on individuals, emotional psychological, self esteem, time constraints, availability of resources, unachievable targets, lack of support, other factors specific to individual</p> <p><u>The benefits to individual of the skills, attributes and values in health and social care practices</u>            Individuals overcoming personal obstacles, receive person-centered based care. Protected from harm, confidentiality protected</p> <p><u>Enrichment/life and work skills:</u></p> <ul style="list-style-type: none"> <li>Group work/Collaboration / independent practice. Research skills, Public speaking, Empathy. Sports leaders opportunities with younger students.</li> </ul> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Bi-weekly homework tasks set to content covered</li> <li>Scaffolded tasks</li> <li>Research tasks to aid Pearson set assignments</li> </ul> <p><u>Revisiting, revising, remembering opportunities</u></p> <ul style="list-style-type: none"> <li>Research tasks</li> <li>In class questions</li> <li>Regular interleaving tasks during lessons</li> </ul> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>Homework tasks</li> <li>Assignment practice under timed conditions</li> <li><b>Mock PPE exams 1<sup>st</sup> round</b></li> </ul> <p><u>Literacy Foci:</u></p> <ul style="list-style-type: none"> <li>Topic specific Key Vocabulary and definitions</li> </ul>	<p><b>Themes covered: component 3 – health and wellbeing</b>            Key content  <u>Factors which impact individuals growth and development</u>            inherited conditions, experiences of illness and disease, physical ill health, sensory impairments, nutrition, physical activity, smoking, alcohol, substance misuse, fear, anxiety and worry, upset and sadness, grief and bereavement, happiness, contentment, security and attachment, social inclusion and exclusion, bullying, discrimination, religion, gender roles, gender identity, sexual orientation, community participation, race, housing needs, location, home environment, exposure to pollution, employment situation, financial resources.</p> <p><u>Interpreting health indicators</u>            Interpretation of physiological data according to published guidelines, resting HR, blood pressure, BMI, abnormal readings. Interpretation of lifestyle data including nutrition, exercise, smoking, alcohol, substance misuse.</p> <p><u>Person-centred approach to improving health and wellbeing</u>            Needs, wishes and circumstances, importance of a person centered approach, recommendations, advice and treatment, benefits on health and wellbeing when person centered approach taken into account, types of support.</p> <p><u>Barriers and obstacles to following recommendations</u>            Definition of Barriers, physical barriers, barriers to people with sensory disabilities, barriers to people with different social and cultural backgrounds, those who speak English as an additional language or with a speech impairment, geographical barriers and financial barriers.</p> <p><u>Enrichment/life and work skills:</u></p> <ul style="list-style-type: none"> <li>Group work/Collaboration / independent practice. Research skills, Public speaking, Empathy. Sports leaders opportunities with younger students.</li> </ul> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Bi-weekly homework tasks set to content covered</li> <li>Scaffolded tasks</li> <li>Research tasks to aid Pearson set assignments</li> </ul> <p><u>Revisiting, revising, remembering opportunities</u></p> <ul style="list-style-type: none"> <li>Research tasks</li> <li>In class questions</li> <li>Regular interleaving tasks during lessons</li> </ul> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>Homework tasks</li> </ul>	<p><b>Theme covered:</b>            Recap all GCSE content.</p> <p><u>Enrichment/life and work skills:</u></p> <ul style="list-style-type: none"> <li>Group work/Collaboration / independent practice. Research skills, Public speaking, Empathy. Sports leaders opportunities with younger students.</li> </ul> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>Multiple choice questions</li> <li>Bi-weekly homework tasks set to content covered</li> <li>Scaffolded tasks</li> <li>Research tasks to aid Pearson set assignments</li> </ul> <p><u>Revisiting, revising, remembering opportunities</u></p> <ul style="list-style-type: none"> <li>Research tasks</li> <li>In class questions</li> <li>Regular interleaving tasks during lessons</li> </ul> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>Homework tasks</li> <li>Assignment practice under timed conditions</li> <li><b>Revision for all components</b></li> </ul> <p><u>Literacy Foci:</u></p> <ul style="list-style-type: none"> <li>Topic specific Key Vocabulary and definitions</li> <li>AO1, AO2, AO3, A04 questions</li> </ul>