



2021-22 CURRICULUM MAP

BTEC Health and Social Care- Year 10

Year 10 Health and Social Care

HALF TERM 1: Component 1

LA A - Understand human growth and development across life stages and the factors that affect it.

KQ1 - What are the main life stages, including the age ranges and developmental process for each and what are the areas of growth and development.

What happens at each life stage. Age groups and associated life stage.

- 0-2 years – infancy
- 3-8 years early childhood
- 9-18 years adolescence
- 19-45 early adulthood
- 46-65 middle adulthood
- 66+ later adulthood

The developmental progress at each life stage.

Areas of growth and development. The 4 main areas.

Physical, Intellectual, Emotional and Social (PIES)

- Physical growth and development across the life stages. Including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of motor ability, muscle tone/strength and skin elasticity.
- Intellectual/cognitive development. Language development, problem solving, abstract and creative thinking, development/loss of memory.
- Emotional development. Including bonding and attachment, independence and self-esteem, security, contentment, self-image.
- Social development. Formation of relationships with others and socialisation process.

KQ2 – What are the different Physical Developments which occur in each life stage. – types

- How we develop - gross motor development, fine motor development.
- Early stages of development (top to toe and inner to outer). Same patterns different rates.
- Physical development in infancy and early childhood.
- Development of physical skills throughout the life stage.
- Physical development during Adolescence:
 - Puberty in males and females, primary and secondary sexual characteristics.
- Physical development in middle and later adulthood, including menopause in women, physical appearance and motor skills.

KQ3 - What is intellectual development in each life stage.

- Intellectual/cognitive development across the life stages: problem solving, abstract and creative thinking, development/loss of memory and recall.
- Intellectual/cognitive development across the life stages:
- Language development

Learning aim B: Investigate how individuals deal with life events

KQ1- What is an expected and unexpected life event?

Identifying life events and whether it is expected or unexpected for the average person e.g.

- Starting school
- Marriage
- Going to prison
- Death of a family member
- Car accident

Categorised into 3 different groups: **Physical, relationship change and life circumstance**

- Possible positive and negative effects of these life events on a person.

KQ2 – What are physical life events and how can they impact our PIES development?

- Accidents
- injury and ill health.

How each life event impacts on PIES development.

How illness may affect people differently in the different life stages (infancy etc).



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How they could impact on growth and development.

KQ3 – What are relationship change life events and how can they impact our PIES development?

- Marriage
- Bereavement
- New partner
- Birth
- Divorce

How relationships might change.

How this might affect a person's PIES development.

KQ4 – What are life circumstance life events and how can they impact our PIES development?

- Redundancy
- Moving house
- Exclusion
- Starting/moving school
- Imprisonment
- Retirement

Possible positive and negatives effects of life circumstances.

Link to PIES

HALF TERM 2: Component 1

Learning Aim A:

KQ1 – What is the emotional development of humans during the different life stages.

- Emotional development in infancy and early childhood: bonding and attachment, security and independence.
- Emotional development in adolescence and adulthood: independence and self-esteem, security, contentment and self-image.

KQ2 - KQ1 – What is the social development of humans during the different life stages.

- Social development in infancy and early childhood: the formation of relationships with others and the socialisation process.
- Social development in adolescence and adulthood: the formation of relationships and the socialisation process.

Learning Aim B- Dealing with life events:

KQ1 – How do different people react to certain life events?

Factors that may affect how people cope with life events

- Disposition
- Self esteem
- Resilience
- Age
- Support
- Any other life events that are happening to them at the same time.

Positive and negative events and how people may react to them.

KQ2- How do different people adapt to certain life events?

- Resilience
- Understanding change
- Accepting change
- Giving time.

KQ3 – What effective support is available to people going through different life events?

What is effective support?

Different types of support:

- Emotional support
- Information and advice
 - Where to go for help
 - Choices available
 - How to make healthy choices
- Practical help
 - Financial



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- Childcare
- Transport

HALF TERM 3: Component 1

Learning Aim A:

KQ1 - What are the physical factors that can affect growth and development.

- Physical factors: genetic inheritance and experience of illness and disease.
- Different types of diseases and the effects they have on the body.

KQ2 – What is the impact of lifestyle choices and appearance on humans during the different life stages.

Physical factors: diet and lifestyle choices, and appearance and how these can have a positive and/or negative effect on growth and development.

KQ2 - What are social and cultural factors and how might these impact development.

- Community involvement.
- Gender roles and how they can have a positive or negative influence on development
- Educational experiences and the effects this can have on your future experiences.

Learning Aim B - types of support:

KQ1 – What informal support is available?

- Reassurance
- Encouragement
- Advice
- Security
- Someone to talk to
- Practical help

How could each of these help people cope? How would they affect the person's PIES?

KQ2 – What professional sources of support are available?

- Health specialists
- Social workers
- Occupational therapists
- Counsellors
- Teachers
- Career advisors

How professional support can help with the three different categories of life events.

What would each support system do to help the person affected?

KQ3 – What voluntary sources of support are available?

- Charities (volunteers)
- Community support
- Faith-based organisations

How could each support network help the person affected?

What support do they provide?

How do they impact on PIES?

HALF TERM 4: Component 1

KQ1 - How could relationships, isolation and economic factors impact on humans development.

- Personal relationships, intimate relations, positive and negatives within a relationship.
- Social and cultural factors: culture and educational experiences
- Social and cultural factors: the influence of role models, the influence of social isolation and personal relationships with friends and family.
- Economic factors: income/wealth and material possessions.



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HALF TERM 5: Component 2

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

Different types of care providers:

KQ1 –What is primary care and who provides it?

Primary care services are the first point of contact (NHS)

- Pharmacist
- Doctor/GP
- Walk in centre
- A&E
- Dentist
- Optician

Location and services provided by the above

Exploring online health systems

KQ2 - What is secondary care and who provides it?

Secondary care – seeing a specialist for further tests or treatment.

- Cardiology
- Gynaecology
- Urology
- Respiratory
- Dermatology
- Neurology
- Psychiatry

What they specialise in and what support they offer.

KQ3 - What is Tertiary care and who can provide it?

Tertiary care – advanced specialist treatment over a prolonged period of time.

- Rehabilitation
- Palliative and end of life care
- Hospice at Home

How Primary, secondary and tertiary care work together

Learning Aim B – Values of health and social care. Effective health and social care.

KQ1 – What are good care values?

- Empowering and promoting independence
- Respecting others
- Preserving dignity
- Effective communication
- Promoting anti-discriminatory practice
- Safeguarding and duty of care
- Maintaining confidentiality

KQ2 – How can we empower and promote independence in a health and social care service?

Empowerment:

Identifying groups who may need help with empowerment:

- Children and young people
- Children and adults with specific needs
- Individuals with learning disabilities
- Individuals with physical disabilities
- Older people

Why is empowerment important for these groups?

Independence:



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Causes of loss of independence e.g.

- Death of someone close
- Lack of money
- Dementia
- Pain
- Accidents

Caring for those that lose independence.

KQ3 – Why is respect for others important in the health and social care industry?

- Tolerance and acceptance
- Respecting privacy
- Respecting mental health needs
- Respecting older people
- Respecting adolescents

KQ4 – Why is maintaining confidentiality important? What should remain confidential?

- Confidentiality and rights
- Breaches of confidentiality
- Social media and breaches of confidentiality
- Keeping information private

HALF TERM 6: Component 2

Learning Aim A – Services and providers:

KQ1 - What health professionals are available and what are their roles?

Allied health professionals – helping patients through all stages of care e.g.

- Paramedic
- OT
- Physio
- Speech and language therapist
- Dietician

Roles they play in diagnosis to recovery and the qualifications needed.

Role of clinical support staff such as:

- Phlebotomist
- Prosthetic technician
- Donor carer
- Health care assistant

KQ2 - What informal social care is available?

Volunteer carers such as:

- Spouse or partner
- Son or daughter
- Friends
- Neighbours.

Support they can provide.

The future of informal care (on the decline due to varying factors)

Learning Aim B – Values of health and social care. Effective health and social care.

KQ1 – How can carers preserve dignity?

- What is dignity and why is it important?
- Preserving an individual's dignity
- Why an individual might lose their dignity
- How carers can demonstrate dignity

KQ2 – Why is communication so important in the health and social care industry?

Why we communicate. (use of electronic communications)

Who needs help with communication?

Examples of good communication and how to show you value a person through listening.

KQ3 – How can we safeguard vulnerable people?

Why we need to safeguard.

Types of abuse e.g.

- Physical
- Emotional
- Neglect



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- Sexual
- Financial
- Domestic violence
 - Signs that a person is being abused.
 - Safeguarding individuals and what to do if you suspect someone is being abused.
 - Duty of care