

Week 1 Autumn 1 = two staff training days

	Autumn 1 (Sept – Oct Half Term)								Autumn 2 (Nov – Christmas)							Spring 1 (Jan – Feb Half Term)						Spring 2 (End of Feb – Easter)						Summer 1 (After Easter – Whitsun)						Summer 2 (Start of June – End of July)					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
11	<b>Component 3: Health and Wellbeing:</b> <u>Teaching of 3A content:</u> <ul style="list-style-type: none"> <li>Definitions of health and wellbeing</li> <li>Genetic inheritance and predisposition to conditions</li> <li>Ill health</li> <li>Diet</li> <li>Exercise</li> <li>Substance use</li> <li>Personal hygiene</li> <li>Social interactions</li> <li>Stress</li> <li>Willingness to seek help/access services</li> <li>Financial resources</li> <li>Environmental conditions</li> <li>Housing</li> </ul>								<u>Teaching of 3A content (continued):</u> <ul style="list-style-type: none"> <li>The impact of life events relating to relationship changes</li> <li>The impact of life events relating to changes in life circumstances</li> </ul> <u>Teaching of 3B content:</u> <ul style="list-style-type: none"> <li>Health indicators</li> <li>Resting pulse rate and recovery after exercise</li> <li>Blood pressure</li> <li>Peak flow</li> <li>Body mass index</li> <li>Using published guidelines to interpret health indicators</li> <li>Risks to physical health of abnormal readings</li> <li>Interpreting lifestyle data on smoking, alcohol and inactivity</li> </ul> <u>Walking Talking Mock on how students should complete Section A of the exam.</u>							<u>Mock exam Section A feedback.</u>  <u>Teaching of any unfinished Section 3C content.</u>  <u>Section B Mock Exam (on 3C content) and feedback.</u>  <u>Further preparation for first external exam:</u> <ul style="list-style-type: none"> <li>Focus areas for improvement identified and addressed (i.e. specific questions), further revision and exam preparation.</li> <li>First exam (9<sup>th</sup> February 2022).</li> <li>Coursework assignments 1A and 1B to be re-visited once exam is over to upgrade pieces to at least FFT50 standard.</li> </ul>						<b>Component 2B: Demonstrate care values and review own practice:</b> <u>Recap of 2B content from Year 10:</u> <ul style="list-style-type: none"> <li>Care values (empowering and promoting independence, respect for others, maintaining confidentiality, preserving dignity, effective communication, safeguarding, promoting anti-discriminatory practice)</li> <li>Applying care values</li> <li>Making mistakes</li> <li>Reviewing own application of care values</li> <li>Receiving feedback</li> </ul>						<ul style="list-style-type: none"> <li>Send coursework sample to external examiner and receive feedback</li> <li>Revision and preparation for re-sit exam (11<sup>th</sup> May 2022).</li> </ul>						<ul style="list-style-type: none"> <li>Course complete</li> </ul>					
	<u>Section A Mock Exam:</u> <ul style="list-style-type: none"> <li>Students to sit Section A part of most recently published Component 3 exam. (This will be on 3A and 3B content).</li> </ul>								<u>Teaching of 3C content:</u> <ul style="list-style-type: none"> <li>The importance of a person-centred approach</li> <li>Recommended actions to improve health and wellbeing</li> <li>Short and long-term targets</li> <li>Sources of support (formal, informal, voluntary)</li> <li>Potential obstacles to implementing plans</li> </ul>							<ul style="list-style-type: none"> <li>Making mistakes</li> <li>Review own application of care values</li> <li>Receiving feedback</li> </ul>						<u>Assignment 2B:</u> <ul style="list-style-type: none"> <li>Introduction to Assignment 2B</li> <li>Scripting and rehearsing role plays</li> <li>Performing role plays</li> <li>Completing role play performances</li> <li>Staff observation records written</li> <li>Receiving feedback on plays</li> <li>Writing report</li> <li>Finish and submit 2B report</li> </ul>																	

		<ul style="list-style-type: none"> <li>Specific obstacles (emotional/psychological, time constraints, availability of resources, unachievable targets, lack of support, disability and addiction.</li> <li>Barriers to accessing identified services.</li> </ul>		<ul style="list-style-type: none"> <li>Preparation of coursework sample for external examiner</li> <li>Analysis of February exam results and re-sit preparation</li> </ul>		
10	<p><b>Component 1B: How individuals deal with life events:</b></p> <ul style="list-style-type: none"> <li>Recap of first part of 1B teaching content from Year 9.</li> </ul> <p><u>Assignment 1B (Part 1):</u></p> <ul style="list-style-type: none"> <li>Introduce Assignment 1B</li> <li>Students to write Section 1 of assignment.</li> </ul> <p><u>Teaching of second half of 1B content:</u></p> <ul style="list-style-type: none"> <li>Adapting to change</li> <li>Types of support (effective, emotional, information and advice, practical)</li> <li>Informal support</li> <li>Professional support</li> <li>Voluntary support</li> </ul>	<ul style="list-style-type: none"> <li>Complete anything outstanding from second half of 1B content</li> </ul> <p><u>Assignment 1B Parts 2 and 3</u></p> <ul style="list-style-type: none"> <li>Students to write Parts 2 and 3 of Assignment 1B.</li> </ul>	<p><u>Re-visiting, improving and upgrading Assignments 1A and 1B:</u></p> <ul style="list-style-type: none"> <li>Assignment 1A and 1B upgrading to ensure both pieces are fully finished and completed to best of students' ability. This will allow all Component 1 work to be signed off.</li> <li>Introduce Component 2A content in preparation for next half term.</li> </ul>	<p><b>Component 2A: Types of Health and Social Care services and barriers to accessing them:</b></p> <p><u>Teaching of 2A content:</u></p> <ul style="list-style-type: none"> <li>Primary, secondary and tertiary care</li> <li>Allied health professionals</li> <li>Services (for children and young people, people with specific needs, older adults)</li> <li>Informal social care</li> </ul> <p><u>Assignment 2A (Part 1):</u></p> <ul style="list-style-type: none"> <li>Introduce assignment and assignment preparation</li> <li>Research into local health and social care providers</li> <li>Choosing of case study and selecting suitable local services to meet needs</li> <li>Write up Part 1 of assignment</li> </ul>	<p><u>Teaching of second half of 2A content:</u></p> <ul style="list-style-type: none"> <li>Barriers (physical, sensory, social/cultural/psychological, language, geographical, intellectual, financial).</li> <li>Resource barriers for service providers</li> </ul> <p><u>Assignment 2A Parts 2 and 3:</u></p> <ul style="list-style-type: none"> <li>Pupils to write up Parts 2 and 3 of Assignment 2A.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure final 2A coursework piece is completed and submitted</li> </ul> <p><u>Introduction to and preparation for Component 2B (to be re-visited and assessed in Year 11):</u></p> <p><b>Component 2B: Demonstrate care values and review own practice:</b></p> <p><u>Teaching of 2B content:</u></p> <ul style="list-style-type: none"> <li>Care values (empowering and promoting independence, respect for others, maintaining confidentiality, preserving dignity, effective communication, safeguarding, promoting anti-discriminatory practice)</li> <li>Applying care values</li> <li>Making mistakes</li> <li>Review own application of care values</li> <li>Receiving feedback</li> </ul>
9	<p><b>Component 1A: Human growth and development across life stages and the factors that affect it:</b></p> <ul style="list-style-type: none"> <li>Introduction to qualification.</li> </ul>	<p><u>Assignment 1A (Part 1 continued):</u></p> <ul style="list-style-type: none"> <li>Students to complete Part 1 of assignment</li> </ul> <p><u>Teaching of second half of 1A content:</u></p>	<p><u>Assignment 1A (Parts 2 and 3 continued):</u></p>	<p><u>Teaching of first half of 1B content continued:</u></p> <ul style="list-style-type: none"> <li>Life circumstances</li> <li>Dealing with life events</li> </ul>	<p><u>Teaching of second half of 1B content:</u></p> <ul style="list-style-type: none"> <li>Adapting to change</li> <li>Types of support (effective, emotional, information and advice, practical)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment 1A and 1B upgrading to ensure both pieces are fully finished and completed to best of students' ability.</li> </ul>

<p><u>Teaching of first half of 1A content:</u></p> <ul style="list-style-type: none"> <li>• Life stages</li> <li>• Areas of growth and development</li> <li>• Types of physical development</li> <li>• Physical development across the life stages</li> <li>• Intellectual development across the life stages</li> <li>• Language development across the life stages</li> <li>• Emotional development across the life stages</li> <li>• Social development across the life stages</li> </ul> <p><u>Assignment 1A (Part 1):</u></p> <ul style="list-style-type: none"> <li>• Introduce Assignment 1A</li> <li>• Students to begin Part 1 of assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical factors (genetic inheritance, illness and disease, lifestyle choices, appearance)</li> <li>• Social and cultural factors (culture and religion, community involvement, gender roles, educational experiences, relationships and isolation)</li> <li>• Economic factors (income and wealth, material possessions)</li> </ul> <p><u>Assignment 1A (Parts 2 and 3):</u></p> <ul style="list-style-type: none"> <li>• Students to write Part 2 of their assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to finish writing Part 2 of their assignment.</li> <li>• Students to write Part 3 of their assignment.</li> </ul> <p><b>Component 1B: How individuals deal with life events:</b></p> <ul style="list-style-type: none"> <li>• Impact of expected or unexpected life events</li> <li>• Physical events (ill health, accident and injury)</li> <li>• Relationship changes (bereavement, new relationships, marriage, divorce and parenthood)</li> </ul>	<p><u>Assignment 1B Part 1:</u></p> <ul style="list-style-type: none"> <li>• Pupils to be given assignment and complete Part 1 applying what they have been taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal support</li> <li>• Voluntary support</li> <li>• Professional support</li> </ul> <p><u>Assignment 1B Parts 2 and 3:</u></p> <ul style="list-style-type: none"> <li>• Pupils to write Parts 2 and 3 of Assignment 1B.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Component 2A content in preparation for Year 10. Summer work to be set around this for those continuing with course.</li> </ul>
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