



# YEAR 10 Spring Term

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – R033: Supporting Individuals Through Life Events

<b>Curriculum Intent</b>	<p>This topic spans all of the Spring term and will be shared between teachers (if more than one teacher is assigned to the course).</p>
<b>Skills/National Curriculum Links</b>	<p><b>Why do we teach this to students?</b> An independent exploration and analysis of how life events impact health and wellbeing of individuals</p> <p><b>Why do we teach this now?</b> The terminal assessment rule states that all NEAs must be completed before sitting the exam This module has the most crossover with the Year 11 R032 examined topic, making it a nice introduction to the concepts discussed in more depth at a later date.</p> <p>Topic 1: Life Stages Topic 2: Impacts of Life Events Topic 3: Sources of Support</p>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> understanding the best way to support a diverse population (including; different ages, genders, cultures and religions) in health and social care services</p> <p><b>British Values:</b></p> <p><b>Literacy:</b> Extensive research and analytical writing in the NEA</p> <p><b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Health and Social Care student you will develop an in-depth understanding of factors impacting the health and wellbeing of yourself and others. This leads to the understanding and empathy needed to work closely with a diverse population of people in any setting.</p> <p><b>Careers/Employability:</b> As well as the above personal skills leading to employability, Health and Social Care delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. More specifically, this subject provides the core knowledge needed to work within the Health and Social Care industry e.g., as a nurse, midwife, social worker or teacher.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By Intervention:</b> by providing different levels of supervision and support, drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p>Collaborative, detailed and thorough curriculum planning lies at the heart of this department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focused on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.</p>
<b>Learning Outcomes (Knowledge)</b>	<p>In Health and Social Care we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice.</p>

### Unit R033 – Topic Area 1: Life stages

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<b>Brief</b> description of growth and development of the individual through the life stage, using PIES.	<b>Sound</b> description of growth and development of the individual through the life stage, using PIES.	<b>Comprehensive</b> description of growth and development of the individual through the life stage using PIES.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<b>Limited</b> explanation of how the growth and development of the individual has been affected by <b>two</b> of each of the specified factors.	<b>Adequate</b> explanation of how the growth and development of the individual has been affected by <b>two</b> of each of the specified factors.	<b>Comprehensive</b> explanation of how the growth and development of the individual has been affected by <b>two</b> of each of the specified factors.

### Unit R033 – Topic Area 2: Impacts of life events

MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<b>Brief</b> description of <b>two</b> life events and the life stage they occurred in for the individual chosen.	<b>Sound</b> description of <b>two</b> life events and the life stage they occurred in for the individual chosen.	<b>Comprehensive</b> description of <b>two</b> life events and the life stage they occurred in for the individual chosen.
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<b>Limited</b> explanation of the impacts of the life event on: <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual</li> <li>• emotional</li> <li>• social</li> <li>• financial.</li> </ul>	<b>Adequate</b> explanation of the impacts of the life event on: <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual</li> <li>• emotional</li> <li>• social</li> <li>• financial.</li> </ul>	<b>Comprehensive</b> explanation of the impacts of the life event on: <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual</li> <li>• emotional</li> <li>• social</li> <li>• financial.</li> </ul>
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<b>Limited</b> explanation of the needs of the individual, based on the impacts of the life event.	<b>Adequate</b> explanation of the needs of the individual, based on the impacts of the life event.	<b>Comprehensive</b> explanation of the needs of the individual, based on the impacts of the life event.

Unit R033 – Topic Area 3: Sources of support			
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks	
<p><b>Brief</b> information, based on research, provided about the support available for the following sources:</p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• charities.</li> </ul>	<p><b>Sound</b> information, based on research, provided about the support available for the following sources:</p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• charities.</li> </ul>	<p><b>Comprehensive</b> information, based on research, provided about the support available for the following sources:</p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• charities.</li> </ul>	
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks	
<p><b>Basic</b> justification of how support will meet the needs of the individual.</p> <p><b>Basic</b> application of the person-centred values in recommending personalised support.</p>	<p><b>Sound</b> justification of how support will meet the needs of the individual.</p> <p><b>Sound</b> application of the person-centred values in recommending personalised support.</p>	<p><b>Comprehensive</b> justification of how support will meet the needs of the individual.</p> <p><b>Effective</b> application of the person-centred values in recommending personalised support.</p>	
<b>Current learning to be developed in the future within:</b>	This unit provides a nice introduction to some key concepts in the R032 examined unit, including; life stages, life events, health and wellbeing, sources of support and person centred values.		
<b>Assessment</b>	The NEA is assessed ready for the May moderation deadline.		
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.		