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| Icon  Description automatically generated**Year** | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **10** | Component One: Human Lifespan Development | | | | | Component One Assignment Task | Component Two: Health and Social Care Services and Values | |
| **Assessment Method** | Mock assignments  Verbal feedback  Written feedback | | | | | Internal assessment of assignment  External moderation | Mock assignments  Verbal feedback  Written feedback | |
| Icon  Description automatically generated  **Opportunities** | **CEIAG –** Impact of life events on working practicesworking in the health and social care sectors – primary, secondary, tertiary and allied professional services.  **SMSC –** Care values, supporting others, cultural capital, character education, spiritual development.  **ENRICHMENT –** Visiting speakers, links with Suffolk University, work experience placements.  **BRITISH VALUES –** Respect and tolerance, duty of law | | | | | | | |
| **11** | Component Two: Health and Social Care Services and Values  (revision) | | Component Two Assignment Task | | Component Three: Health and Wellbeing  *Exam May 2024* | | | |
| **Assessment Method** | Mock assignments  Verbal feedback  Written feedback | | Internal assessment of assignment  External moderation | | Mock exam  Exam questions  External exam | | | |
| Icon  Description automatically generated  **Opportunities** | **CEIAG –** Understanding health data, working in the health and social care sectors.  **SMSC –** Care values, supporting others, Cultural capital, character education, spiritual development.  **ENRICHMENT –** Visiting speakers, links with Suffolk University.  **BRITISH VALUES –** Respect and tolerance, duty of law | | | | | | | |
| **E-Safety** | **Use of secure websites**  **No use of personal details**  **Internet used as research tool**  **Use of computers in line with school policy** | | | | | | | |

**Where does ‘Respect, Inspire and Achieve’ feature in our curriculum?**

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others.  To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

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| **RESPECT** | **Politeness, honour, and care shown towards someone or something that is considered important (OED)**  **Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment…** |
| 10 | Conditions and circumstances and changes throughout lifespan development. |
| 11 | The work and conditions of health and social care professionals in the different sectors for different patients and conditions. |
| **INSPIRE** | **The desire, confidence, or enthusiasm to do something well (OED)**  **Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals…** |
| 10 | The support services within the health and social care sector to support life events across lifespan development. |
| 11 | Future careers in the health and social care sector.  Working practices and processes of professionals in the health and social care sector. |
| **ACHIEVE** | **To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time**  **Consider: Achieve targets, improving work/ grades…** |
| 10 | Personal reflection and building on resilience and perseverance to achieve higher standards.  Use of exemplar work and modelled examples to achieve a standard aligned with this. |
| 11 | Independently working to achieve the goals as set out in the brief provided by the exam board.  Improvement and refinement of worked answers in an exam.  Target setting to improve written work. |