

**BTEC Tech Award in Health and Social Care**

Year 10-11	TOPIC	Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect	Social	Moral	Cultural	Spiritual	School Ethos areas of focus.
AUT 1 Human Lifespan Development	The areas of growth and development that contribute to a whole person, including physical, intellectual, emotional and social will be explored. Students will have the opportunity to reflect on physical, social and economic factors that are part of everyone's life and how they can impact on growth and development.	✓	✓	✓	✓	✓	✓	✓	✓	✓	Mercy, Integrity, Care and compassion, Humility, Achievement, Equality, Leadership Service
AUT 2 Human Lifespan Development	As people progress through life they will encounter life events that can have a positive or negative effect on development. At this point they may need to access different sources of support.	✓	✓	✓	✓	✓	✓	✓	✓	✓	Mercy, Integrity, Care and compassion, Humility, Achievement, Equality, Leadership Service
SPR 1 Health and well-being	This unit will involve students assessing and developing an individual's health and well-being improvement plan. The professional will be expected to identify any difficulties the individual might face when trying to make changes that are suggested and due care and attention will be given to thinking about ways to overcome them.	✓		✓	✓		✓		✓	✓	Mercy, Integrity, Care and compassion, Humility, Achievement, Equality, Leadership Service
SPR 2 Health and Well-Being	When undertaking a health and well-being plan, the professional will be expected to identify any difficulties the individual might face when trying to make changes that are suggested and due care and attention will be given to thinking about ways to overcome them.	✓		✓	✓	✓	✓	✓	✓	✓	Mercy, Integrity, Care and compassion, Humility, Achievement, Equality, Leadership Service
SUM Health and Social Care services and values.	Students will learn about the range of health and social care services and any barriers that individuals might face in accessing them and how they may be overcome. A set of values will exist and caring behaviour will need to be maintained at all times.	✓	✓	✓	✓	✓	✓	✓		✓	Mercy, Integrity, Care and compassion, Humility, Achievement, Equality, Leadership Service

Topic	BRITISH VALUES	SMSC
<b>Human Lifespan and Development</b>	<p style="text-align: center;"><b>Tolerance and mutual respect</b></p> <p>Students will be aware of protected characteristics as part of the Equality Act 2010 and will learn the importance of tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics.</p> <p>Health and Social Care professionals should also be aware of the need to ensure that no-one in protected groups is discriminated against. Wherever possible staff should promote diverse attitudes and challenge stereotypes. The curriculum will allow opportunities to be taught about similarities and differences between themselves and others and among families, faiths, communities. Along the way they will be taught to celebrate cultures and traditions wherever possible.</p> <p>The consequences for professionals who allow discrimination to take place will be explored and the outcomes will regularly be acknowledged to highlight the severity of such intolerant actions. Those who work in the careers of health and social care should seek to work in or towards environments that have an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and has the potential to reach out to wider communities.</p>	<p style="text-align: center;"><b>Spiritual Education</b></p> <p>Spiritual education in Health &amp; Social Care involves students having the opportunity to consider and discuss questions relating to all aspects of their own growth and development and the development of those they may care for in the future. Students are encouraged to apply their own beliefs to a range of areas of development (physical, intellectual, emotional and social) and factors that can influence these areas. They are encouraged to hear other students' and stories of life events that that can cause phenomenal changes and result in individuals needing a great deal of informal and formal support. When students explore human lifespan and developmental areas alongside life changing events, they will be encouraged to develop a range of balanced opinions and view -points through assessed discursive activities that can lead to exploring some of life's fundamental questions.</p>
<b>Health and Well-Being</b>	<p style="text-align: center;"><b>Individual liberty</b></p> <p>Within this topic there will be a focus on the principle of individual liberty through the knowledge of helping individuals in areas of self-confidence and self-awareness when developing health and well-being plans. Students will be taught that they should seek to help those who access the service to develop a positive sense of themselves and wherever possible those who work with them can provide opportunities in developing their self-knowledge, self-esteem and in increasing their confidence in their own abilities while developing targets and short/long term plans. Within health and social care staff will come across a range of individuals who will need SMART targets set in relation to areas of health and well-being. The individuals whom targets are set for are living in a country where they have been free to have a range of thoughts, wishes, experiences, feelings and opinions, that should be reflected upon, considered and implemented within any decisions made .</p>	<p style="text-align: center;"><b>Cultural education</b></p> <p>Cultural education in Health &amp; Social care involves students studying patients' needs across different cultures. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing. This is enveloped across all units and such differences are considered when evaluating Health and Social Care provision and the barriers that individuals may have when accessing services. .</p>
<b>Health and Social Care Services and Values</b>	<p style="text-align: center;"><b>Democracy and rule of law</b></p> <p>Students will be taught about the Equality Act 2010 and preventing discrimination against those with protected characteristics:</p> <ul style="list-style-type: none"> <li>• age • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation</li> </ul> <p>Legislation which directly impacts on health and social care services will be explored with the aim of providing an opportunity to discuss how these laws have come about through the democratic system and as a result of the use of the democratic system to achieve change.</p> <p style="text-align: center;">Examples for this might be:</p> <ul style="list-style-type: none"> <li>• Trade union pressure to introduce health and safety laws and employment protection laws.</li> <li>• Politicians pressure which often comes from constituents contacting them about issues</li> <li>• Public pressure such as demonstrations and letter writing campaigns and petitions</li> <li>• Newspaper, TV, radio and social media campaigns to introduce new laws and social affairs relating to the variety of health and social care careers.</li> </ul>	<p style="text-align: center;"><b>Social education</b></p> <p>Social education in Health &amp; Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures in relation to health and Social Care services. They will learn to respect and understand the differences that may occur between individuals in main stages of life and in areas of growth and development relating to physical, intellectual, emotional and social development. Throughout Health &amp; Social Care students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team developing an inclusive ethos</p> <p style="text-align: center;"><b>Moral Education</b></p> <p>Moral education in Health &amp; Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this within health and social care services. They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings. Moral education spans across many areas of study in Health &amp; Social Care with ethical issues being discussed and applied in particular when developing an individual's health and well-being plan, or when exploring any Health Promotion Campaigns throughout the course.</p>