

# Year 13 Double, Health and Social Care, Miss Elvin, 2023-24



Half Term 1: 4 <sup>th</sup> Sept - 20 <sup>st</sup> Oct (7 weeks)							October Half-Term Holiday	Half Term 2	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 - LC1		Week 8	Week 9
Unit 5: Meeting individual care and support needs (assignment 1)								Unit 5: Meeting individual care and support needs (assignment 1)	
Half Term 2: 30 <sup>th</sup> Oct - 22 <sup>nd</sup> Dec (8 weeks)						Christmas Holiday	Half Term 3		
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15 - LC2		Week 16	Week 17	
Unit 5: Meeting individual care and support needs (assignment 1)	Type unit 5 assignment 1 first submission				Type unit 5 assignment 1 resubmission		Type unit 5 assignment 1 resubmission	Unit 5: Meeting individual care and support needs (assignment 2)	
Half Term 3: 8 <sup>th</sup> Jan - 9 <sup>th</sup> Feb (5 weeks)				February Half-Term Holiday	Half Term 4: 19 <sup>th</sup> Feb - 29 <sup>th</sup> March (6 weeks)				
Week 18	Week 19	Week 20	Week 21		Week 22	Week 23	Week 24	Week 25	Week 26
Unit 5: Meeting individual care and support needs (assignment 2)				Unit 5: Meeting individual care and support needs (assignment 2)	Type unit 5 assignment 2 first submission	Type unit 5 assignment 2 resubmission			
Easter Holiday	Half Term 5: 15 <sup>th</sup> April - 24 <sup>th</sup> May (6 weeks)					Spring Bank Holiday	Half Term 6		
	Week 27	Week 28 - LC3	Week 29	Week 30	Week 31		Week 32	Week 33	
	Unit 6: Work Experience in Health and Social Care (assignment 2)					Type first submission	Type resubmission	Unit 11: Psychological perspectives (assignment 2 LAC)	
Half Term 6: 3 <sup>rd</sup> June - 19 <sup>th</sup> July (7 weeks)						Curriculum intent			
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	<p>Our curriculum is built on the understanding that students will be <b>inspired</b> to work in a sector which has a significant impact on the health and well-being of service users and that their <b>ambition</b> to promote <b>excellence in standards of care</b> will be fostered through <b>exploring</b> and <b>experiencing</b> roles within the health and social care sector.</p> <p>We believe that when students embark on their Health and Social Care studies, their <b>prior knowledge</b> will be informed by core disciplines such as Science, English, Physical Education and Religious Education. Therefore, our curriculum creates <b>time</b> for students to <b>apply</b> subject specific <b>knowledge, skills and concepts</b> to <b>different</b> Health and Social Care <b>contexts</b>.</p> <p>It is essential that students understand the <b>latest industry requirements</b> and have the opportunity to <b>demonstrate work-ready skills</b>. Students will <b>develop holistically</b> to ensure they are <b>adequately equipped</b> with <b>practical, interpersonal</b> and <b>thinking skills</b> leading to their future success in employment and education.</p> <p>By the time students complete their Health and Social Care qualification, their <b>ability to research, extend their writing</b> and <b>meet deadlines</b> will give them the experience needed for higher education. <b>Empathy and compassion</b> will be developed along with a <b>determination</b> to make a difference.</p>			
Unit 11: Psychological perspectives (assignment 2 LAC)	Type first submission	Type resubmission	COURSE COMPLETE						