

Scheme of work – R033 Supporting individuals through life events

About this scheme of work

Our redeveloped Cambridge National in Health and Social Care J835 is for first teaching from September 2022.

This qualification provides lots of flexibility, allowing you to find the best route to suit your centre's needs. Our Curriculum planner shows you at a high level how you could teach the course over two or three years. Our schemes of work provide examples for how you could deliver each unit, integrating the knowledge and understanding learned in the externally assessed unit.

All schemes of work should provide an opportunity for integrating the knowledge and understanding learned from the externally assessed unit content alongside the NEA assessment content. This scheme of work provides one example for delivery of this unit. You may find that a different approach would work better in your centre. We have provided a blank template should you wish to create your own or adapt one of the approaches provided.

You've given us lots of feedback on what you need from a scheme of work, so we've made sure this resource features:

- a **unit-specific** and **lesson by lesson** approach
- **simple** and **editable** Word format – or you can use our [blank template](#) to create your own version
- links to our [curriculum planner's](#) first model which is one teacher teaching the qualification over two years, broken down into half terms
- each lesson's **key words**
- **ideas** for teaching and learning with useful **links**
- some 'warm up' teaching ideas if you're teaching over three years.



Our redeveloped Cambridge Nationals can be tailored to suit your needs – so this scheme of work and the lesson ideas are only suggestions.

Units and guided learning hours

Here is a reminder of the units in the redeveloped Cambridge National in **Health and Social Care (J835)**

| Unit | Unit title | Guided learning hours (GLH) | How are they assessed? | Mandatory or optional? |
|-------------|----------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------|------------------------|
| R032 | Principles of care in health and social care | 48 GLH | Examination: 1 hour 15 minutes 70 marks | Mandatory |
| R033 | Supporting individuals through life events | 36 GLH | OCR-set assignment Internally marked and externally moderated by OCR. Approx. 10-12 hours 60 marks | Mandatory |
| R034 | Creative and therapeutic activities | 36 GLH | OCR-set assignment Centre-assessed and external moderated by OCR. Approx. 10-12 hours 60 marks | Optional |
| R035 | Health promotion campaigns | 36 GLH | OCR-set assignment Centre-assessed and external moderated by OCR. Approx. 10-12 hours 60 marks | Optional |

Assumptions

- You will adapt the SOW and lesson content to match your own timetabling arrangements and will choose how to spread the 36 GLH over the two years as best fits your needs. We have worked on the basis that the average lesson time is around 45 minutes; please adapt to your centre's needs.
- Students can access some resources outside of lessons for any online homework or extension tasks.
- You will refer to the [specification](#) as the key document for detailed insight into the qualification's content and assessment requirements.

Half-term 1

Summary of what you will cover from the curriculum planner:

1.1 Life stages and development

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
|------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1 | 1.1 Life Stages and Development Life stages and key milestones of growth and development for age groups | <p>You could introduce this unit by asking students to identify individuals they personally know who fit into each life stage (separate paper into 4 squares or a table of 4 columns). Discussion in small groups on what skills are found within each group.</p> <p>This could then lead on to defining growth and development.</p> <p>You could then pose the following question -</p> <p>What milestones would you expect to be reached in each life stage? Why?</p> <p>You could then bring this to a whole group discussion drawing out the key milestones of growth and development by recognising similarities and differences. Students should also begin to recognise that while there are life stages and expected milestones, no individual is the same. Posing question 'why is this?' 'what, specifically, makes us grow and develop differently?' to lead onto future lessons.</p> | <p>Childhood (4-10 yrs)</p> <p>Adolescence (11-18 yrs)</p> <p>Adulthood (19 – 65 yrs)</p> <p>Older Adulthood (65+ yrs)</p> | <p>Identify life stages of an individual.</p> <p>Give generic examples of milestones at each life stage and begin to recognise everyone is different.</p> | <p>BBC Bitesize <i>Ignore stages 1 and 2 for this unit</i></p> | <p>R035 Students will recognise individual abilities</p> |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| | | You could task students to create a mind map of the life stages including potential milestones. | | | | |
| 2 / 3 | 1.1 Life Stages and Development PIES development across the life stages | <p>You could place 4 sheets of paper around the room - each one labelled with an area of PIES (physical / intellectual / social / emotional aspects of development). Students then move around the room making notes on each piece of paper in response to 'What do each of these words mean to you? Can you give any examples (can be positive or negative) of each area of development?</p> <p>You could bring this together as a group discussion pulling out the key points of each area of development.</p> <p>You could then encourage students to use themselves as an example (or an individual of their choice). They could create a poster / table / PowerPoint.</p> <p>Posing the following questions and giving students chance to answer them.</p> <p>'What subjects are you good at?'</p> <p>'What are your weaker subjects?'</p> <p>'Are there any sports / recreational activities you take part in?'</p> <p>'What skills / fitness requirements do you need to be good at this?'</p> <p>'Do you have any hobbies? What? What skills do you have to be good at this?'</p> | Physical Intellectual Social Emotional | Identify PIES; recognise similarities and differences individuals across the same life stage. | Cambridge Nationals Textbook | R034 / 35 Students will identify the terms physical, intellectual, emotional and social |

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| | | <p>'What do you do in your free time?' 'Who are you close to?' 'Are you independent? What activities do you like to / can do on your own?' 'Do you work? Where? What skills and qualities do you need to be good here?' This list is not exhaustive – you can add and adapt according to the needs of your group.</p> <p>Now get students to identify (in a different colour), which could relate to physical, intellectual, emotional and social.</p> <p>You could then draw out key PIES developments as a class discussion looking at similarities.</p> <p>If time allows, you could always get students to consider themselves in ten years – and ask appropriate questions. You could also get them to complete this activity for a family member at a different life stage. Students can begin to see while some PIES are similar across life stages, there are differences too. Students could then share their information with a partner.</p> | | | | |
| 4 | 1.1 Life Stages and Development Factors affecting growth and development | <p>Images of the following are placed around the room or on a PowerPoint:</p> <ul style="list-style-type: none"> Well balanced meal V takeaway food. An individual watching TV V an individual exercising. | Physical Social / Emotional Economic | Explain factors that could affect an individual's growth and development. | NHS Child Development | R034 Students will be able to explain factors influencing health and wellbeing; also the |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| | across the life stages | <ul style="list-style-type: none"> A house in a city V a house in the county. A car or good transport system V no transport links. A male V a female (bear in mind this could be sensitive issue for some) A pile of money V a much smaller pile of money An individual coughing (chronic asthma) V an individual relaxing in the sunshine <p>Ask students how the subject in the image could affect an individual's growth and development link these to PIES and try to include both negative and positive answers.</p> <p>Discuss and clarify physical / social and emotional and economic factors.</p> <p>Using information from the last lesson, or by creating a case study for all students to use, pose questions such as 'what is your diet like?' 'How could this affect your growth and development?' 'Why?' 'Where do you live?' 'How could this affect your growth and development?' 'Why?' And so on.</p> <p>Alternatively, students could create their own case study rather than reflecting on themselves.</p> | | | | <p>importance of impact of leading a healthy lifestyle.</p> <p>R034 / 35 Students will identify the terms physical, intellectual, emotional and social</p> |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| | | You could remember 'What? How? Why?' when posing questioning to draw out factors affecting growth and development. | | | | |
| 5 / 6 | Work on OCR-set assignments | Students are introduced to the OCR-set assignment and begin to complete tasks from it. | | Tasks completed | Students to use their own information gathered from previous lessons. | |

| Half-term 2 | | | | | | |
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| Summary of what you will cover from the curriculum planner: | | 1.1 Life stages and development 2.1 Life events and their impacts on individuals | | | | |
| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| 1 and 2 | 1.1 Life stages and development Factors affecting growth and development (PIES) across the life stages | <p>Students are provided a case study of a child (or various case studies) which includes information related to PIES development and expected milestones.</p> <p>Students then research expected milestones for each area of PIES deciding whether their case study met that milestone or not. Reasons must be given for their answers. Information could be presented in a table format, information booklet, PowerPoint or poster.</p> <p>You could then encourage students to present their information to the class so individuals can collate it ready for their OCR-set assignment tasks.</p> <p>You could finish with a class discussion on what can affect a child's growth and development, using the factors from 1.1.</p> | PIES Factors | Explain factors that affect the growth and development of an individual; compare individuals. | CDC Developmental milestones NHS Baby's health and development reviews | R032 Students will be able to communicate verbally and non verbally with others to give and obtain information. R034 / 35 Students will identify the terms physical, intellectual, emotional and social |
| 3 and 4 | Work on OCR-set assignments | Students are to complete work on OCR-set assignments. | | Tasks completed | Students to use their own information gathered from previous lessons | |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| 5 and 6 | 2.1 Life events and their impacts on Individuals Expected and unexpected life events and the impact on individuals | <p>Give a list of life events to students and they discuss with a partner whether it is expected or unexpected.</p> <p>You could focus on physical events in this lesson – expected and unexpected.</p> <p>Students discuss what physical, intellectual, emotional, social and financial impacts these life events could have on an individual, considering both positive and negative impacts.</p> <p>In pairs, give students different case studies (they could be someone well-known) – discuss what life events the individuals have experience (taken from the case studies) and how these events could affect the individuals in the case studies both positively and negatively.</p> <p>Students can then produce information ready to report back to the group.</p> | <p>Expected life event</p> <p>Unexpected life event</p> <p>Physical Events</p> | Students should be able to explain the impact of physical events on PIES with examples. | <p>Human lifecycle</p> <p>Individuals who have been in the media could be used including:-</p> <ul style="list-style-type: none"> • <i>Jessy Nelson</i> – mental health issues and part of abuse when in Little Mix. 'Odd One Out' on BBC iPlayer is a good documentary • <i>Abbie Quinnen</i> – fire accident • <i>Tiger Woods</i> – back injuries and marriage ending • <i>Lady Gaga</i> - PTSD • <i>Britney Spears</i> – child star; breakdown conservatorship • <i>Zara McDermott</i> – experience of 'revenge porn'. BBC iPlayer has a good documentary named Zara McDermott – Revenge Porn. • <i>Gemma Collins</i> – rise to fame through TOWIE • <i>Michelle Heaton</i> – alcohol addiction | R034 / 35 Students will identify the terms physical, intellectual, emotional and social |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| | | | | | <ul style="list-style-type: none"> • <i>Kate Middleton</i> – married into the Royal family • <i>Harvey Price</i> – in the spotlight with having mum Katie Price. Born with Septo-optic Dysplasia, autism and Prader-Willi syndrome and starting college. Good documentary on BBC iPlayer ‘Harvey and Me’ • <i>Daisy Mae Demetre</i> – double amputee and fashion model • <i>Katie Piper</i> – acid attack <p><i>To use individuals having experienced a physical event if separating lessons into physical events, relationship changes and life circumstances.</i></p> | |

Half-term 3

Summary of what you will cover from the curriculum planner:

2.1 Life events and their impacts on individuals

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resource | How does this link to other units? |
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| 1 and 2 | <p>2.1 Life events and their impact on individuals</p> <p>Expected and unexpected life events and the impact on individuals</p> | <p>You could focus on relationship changes in this lesson – expected and unexpected.</p> <p>Using the examples from the specification (starting / ending relationships, divorce, separation, parenthood and bereavement), you could discuss with students the physical, intellectual, emotional, social and financial impact (positive and negative) this can have on individuals.</p> <p><i>This could be a sensitive topic should students draw on their own experiences.</i></p> <p>Students can then research an individual and consider the impact of the life event they have experienced; then report back to the class.</p> <p>As before students could give a PowerPoint presentation.</p> | <p>Expected life event</p> <p>Unexpected life event</p> <p>Relationship changes</p> | Students should be able to explain the impact of Relationship changes on PIES with examples. | <p>Individuals who have been in the media could be used including:-</p> <ul style="list-style-type: none"> • <i>Jessy Nelson</i> – mental health issues and part of abuse when in Little Mix. 'Odd One Out' on BBC iPlayer is a good documentary • <i>Abbie Quinnen</i> – fire accident • <i>Tiger Woods</i> – back injuries and marriage ending • <i>Lady Gaga</i> - PTSD • <i>Britney Spears</i> – child star; breakdown conservatorship • <i>Zara McDermott</i> – experience of 'revenge porn'. BBC iPlayer has a good documentary named Zara McDermott – Revenge Porn. | R034 / 35 Students will identify the terms physical, intellectual, emotional and social |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resource | How does this link to other units? |
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| | | | | | <ul style="list-style-type: none"> • <i>Gemma Collins</i> – rise to fame through TOWIE • <i>Michelle Heaton</i> – alcohol addiction • <i>Kate Middleton</i> – married into the Royal family • <i>Harvey Price</i> – in the spotlight with having mum Katie Price. Born with Septo-optic Dysplasia, autism and Prader-Willi syndrome and starting college. Good documentary on BBC iPlayer ‘Harvey and Me’ • <i>Daisy Mae Demetre</i> – double amputee and fashion model • <i>Katie Piper</i> – acid attack <p><i>To use people who experienced a physical event when separating lessons into physical events, relationship changes and life circumstances.</i></p> | |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resource | How does this link to other units? |
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| 3 and 4 | 2.1 Life events and their impact on individuals Expected and unexpected and the impact on individuals | <p>You could focus on relationship changes in this lesson – expected and unexpected.</p> <p>You could place life circumstances on different tables around the room – starting primary school, starting secondary school, college, university, starting a new job, retirement, imprisonment, redundancy, bankruptcy and so on. Students could then jot down how these experiences could affect an individual physically, intellectually, socially, emotionally and financially (both positive and negative).</p> <p>You could bring discuss key points and students make notes.</p> <p>You could then get students to research individuals or draw on their own experiences focusing on <u>one</u> life experience and explaining the physical, intellectual, emotional, social and financial impact on them, both positive and negative. If time allows, it could be reported back to the class.</p> | <p>Expected life event</p> <p>Unexpected life event</p> <p>Life Circumstances</p> | Students should be able to explain the impact of physical events on PIES with examples. | <p>Individuals who have been in the media could be used including:-</p> <ul style="list-style-type: none"> • <i>Jessy Nelson</i> – mental health issues and part of abuse when in Little Mix. 'Odd One Out' on BBC iPlayer is a good documentary • <i>Abbie Quinnen</i> – fire accident • <i>Tiger Woods</i> – back injuries and marriage ending • <i>Lady Gaga</i> - PTSD • <i>Britney Spears</i> – child star; breakdown conservatorship • <i>Zara McDermott</i> – experience of 'revenge porn'. BBC iPlayer has a good documentary named Zara McDermott – Revenge Porn. • <i>Gemma Collins</i> – rise to fame through TOWIE • <i>Michelle Heaton</i> – alcohol addiction | R034 / 35 Students will identify the terms physical, intellectual, emotional and social |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resource | How does this link to other units? |
|------------|-----------------------------|----------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| | | | | | <ul style="list-style-type: none"> • <i>Kate Middleton</i> – married into the Royal family • <i>Harvey Price</i> – in the spotlight with having mum Katie Price. Born with Septo-optic Dysplasia, autism and Prader-Willi syndrome and starting college. Good documentary on BBC iPlayer ‘Harvey and Me’ • <i>Daisy Mae Demetre</i> – double amputee and fashion model • <i>Katie Piper</i> – acid attack <p><i>To use people who experienced a physical event relationship changes when separating lessons into physical events, relationship changes and life circumstances.</i></p> | |
| 5 and 6 | Work on OCR-set assignments | Students are introduced to the OCR-set assignment and begin to complete tasks from it. | | Tasks completed | Students to use their own information gathered from previous lessons | |

Half-term 4

Summary of what you will cover from the curriculum planner:

3.1 Sources of support to meet individual needs

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 and 2 | 3.1 Sources of support that meet individual needs Sources of support | You could start by asking students what support they have in their life. Who supports you with your schoolwork? What if you had a medical issue? What if you were upset? You could complete this as a class and then identify and discuss formal, informal and charities. Look at each individually – formal / informal / charities – what are they, examples, who might benefit from those sources of support. Students could go online and research what sources of support are available in the local area – who might benefit from the support and why. | Formal Informal Charities | Students should be able to explain different sources of support giving examples of each. | Using the local area, look online at the local hospital / health centre / day care centre / surgeries and so on. | R035 Students could use creative and therapeutic activities as sources of support for an individual. |
| 3 and 4 | 3.1 Sources of support that meet individual needs The role of practitioners in providing support and how they meet individual needs | You could give each student or pair of students a different practitioner to research and find information to be able to answer the following questions: What do they do in their role? How can they support an individual? Can you give specific examples? The class could create a display of the different roles they have researched and the information they have found. Students could | Practitioner Individual Needs | Students should be able to identify different practitioners and explain what individuals might benefit from their support and why. | Using the local area, look online at the local hospital / health centre / day care centre / surgeries and so on. It might be useful to invite different practitioners in to the classroom to talk to the students. | R032 Students to know examples of practitioners from health and social care. R032 Students will be able to recognise the benefits to |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| | | be encouraged to ask questions of each other about the roles. | | | | individuals when practitioners maintain their rights R035 Students could use creative and therapeutic activities as sources of support for an individual |
| 5 and 6 | Work on OCR-set assignments | Students are introduced to the OCR-set assignment and begin to complete tasks from it. | | Tasks completed | Students to use their own information gathered from previous lessons | |

Half-term 5

Summary of what you will cover from the curriculum planner:

3.1 Sources of support to meet individual needs

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
|------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1 and 2 | 3.1 Sources of support that meet individual needs The roles of informal care givers in providing support | You could get students to discuss, in pairs, what support their family, friends, religion and culture gives them. Bring to a whole class discussion 'think tank'. Giving each student a life event (from 2.1) they have to research specific sources of support giving reasons as to why an individual might benefit from that type of support. They could then feed back to the class. Encourage students to ask questions. You could start to bring in why individual support should be person centred and therefore it would be different for us all. | Family Friends Religion / Culture | Students should be able to explain what support family, friends, culture and religion is given to an individual. | | R035 Students could use creative and therapeutic activities as sources of support for an individual |
| 3 and 4 | 3.1 Sources of support that meet individual needs Research and recommend personalised support based on individual needs | You could give each student a different health or social care need and get them to research the support that is available in the local area – formal / informal and charities. This could then lead to students making choices for the individual to ensure their care is person centred. They can offer reasons for their decisions. | Coordinated care and treatment Choice Person Centred Values | Students should be able to explain what various sources of support they would suggest for a specific individual to ensure person centred care is upheld | Using the local area, look online at the local hospital / health centre / day care centre / surgeries and so on. Social care institute for excellence Good for explanations and videos. | R032 Students will be able to apply person centred values to an individual and explain the benefits of this R034 |

| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
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| | | | | | | <p>Students could use their knowledge of obtaining information by asking questions, using questionnaires and witness testimony when researching.</p> <p>R035 Students could use creative and therapeutic activities as sources of support for an individual.</p> |
| 5 and 6 | Work on OCR-set assignments | Students are introduced to the OCR-set assignment and begin to complete tasks from it. | | Tasks completed | Students to use their own information gathered from previous lessons | |

| Half-term 6 | | | | | | |
|-------------------------------------------------------------|-----------------------------|--------------------------------------------------|------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------|
| Summary of what you will cover from the curriculum planner: | | 1.1 Life Stages and Development | | | | |
| | | 2.1 Life Events and their Impacts on Individuals | | | | |
| | | 3.1 Sources of Support to Meet Individual Needs | | | | |
| Lesson no. | Topic areas/sub topic areas | Lesson ideas and activities | Lesson key words | Lesson outcome(s) At the end of the lesson, students will be able to: | Useful links/resources | How does this link to other units? |
| 1 to 6 | Work on OCR-set assignments | Finalising OCR-set assignments. | | Tasks completed | Students to use their own information gathered from previous lessons | Work on OCR-set assignments |

Teaching over three years

| Topic area | Warm up / introductory activities | Length of time activity may take | Useful resources |
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| <p>TA1 : Life Stages</p> <p>1.1 Life Stages and Development</p> | <p>Students could become familiar with the 4 life stages and their growth and development. You could explore individuals known to a student or create case studies for them to use.</p> <p>For each life stage, students can familiarise themselves with PIES and consider what could affect their growth and development. They could create a poster, for example, describing the key physical, intellectual, emotional and social characteristics of each life stage.</p> | 4 – 5 hours (looking at each life stage) with time to create posters, PowerPoint or information booklets | <p>Students could speak to each other / friends / family members about their development.</p> <p>Students could look at their personal child health record (little red book).</p> |
| <p>TA2 : Impacts of life events</p> <p>2.1 Life Events and their impacts on individuals</p> | <p>Using examples of life events from the specification, students could produce mind maps of how these events could affect an individual physically, intellectually, socially, emotionally and financially.</p> <p>Students could then apply this to a specific individual, for example a chosen celebrity and explain the impact physically, intellectually, socially, emotionally and financially. These could be both positive and negative. They could then be presented to the class.</p> | 4 – 5 hours | <p>There are so many 'celebrities' that could be considered here. For example, ones that have been in the public eye include:-</p> <p>Jessy Nelson Abbie Quinnen Tiger Woods Lady Gaga Britney Spears Zara McDermott Gemma Collins Michelle Heaton Megan Grone Kate Middleton Harvey Price Daisy Mae Demetre Katie Piper.</p> <p>It would be useful to ensure a variety of expected and unexpected life events are used.</p> |

| Topic area | Warm up / introductory activities | Length of time activity may take | Useful resources |
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| <p>TA3 : Sources of Support</p> <p>3.1 Sources of Support that meet individual needs</p> | <p>Students could spend time researching different charities, what they are for and how they support individual needs. They could create posters demonstrating this.</p> <p>Students could then be given a case study of a specific individual to research what support they could be given and why. Try to give each student a different individual. This work could then be presented to the class by posters or PowerPoints to enable students to begin to recognise different sources of support and how people might use them differently.</p> <p>If this needed extending, you could consider case studies at each life stage and ask students to present it differently each time</p> | 4 – 5 hours | Charities including Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities all have websites. |

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