




INTENT

intent of the health and social care curriculum is to prepare students with the comprehensive knowledge, practical skills, and ethical values necessary for effective engagement in the healthcare sector. It aims to instil a deep understanding of health and social care concepts, including health promotion, disease prevention, and the impact of social determinants on health outcomes. By integrating theoretical frameworks with practical applications, the curriculum equips students to deliver compassionate care and make informed decisions in diverse healthcare settings.

Furthermore, the curriculum intends to foster critical thinking, communication skills, and cultural competence among students. It emphasizes the development of empathy, professionalism, and ethical conduct, preparing students to navigate complex ethical dilemmas and uphold patient confidentiality and dignity. Through a blend of classroom learning, hands-on training, and reflective practice, the curriculum aims to produce competent healthcare professionals who can meet the evolving needs of individuals, families, and communities, while promoting the health and well-being of society.

	Prior learning	Learning links to previous understanding cross curricular, of understanding emotional intelligence and interpreting/reflecting on their own experiences in life. The range of developments including each area of development; physical development taught within science and PE, engaging in understanding of puberty, biological understanding of the human body and measuring physiological indicators such as BMI, pulse and blood pressure. Students continue to build upon communication and problem-solving skills as individuals increase in maturity and residence to their studies.
	Conscious curriculum links	Health links to the English KS3 curriculum by developing Oracy, reading and vocabulary skills of students to develop culture as well as social/emotional development across their Life stage. Health to the Maths KS3 curriculum by continuing the use of multiplication and division to be able to determine physiological indicators used to measure health. Health links to the Science KS3 curriculum as students need to be aware of the basics relating to anatomy and physiology of the human body. Health links to the Geography KS3 curriculum by building on knowledge of environmental impacts to determine the long- and short-term link to wellbeing.
	Extra-curricular	To develop knowledge doing the CORE curriculum in First aid and healthy body and relationships. To engage in career opportunities to visit Health and Social care workplaces and post 16 pathways to encourage a career within the sector.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	A1 Human growth and development across life stages To include: <input type="checkbox"/> Life stages and their expected key characteristics in each of the PIES <input type="checkbox"/> infancy (birth to 2 years) <input type="checkbox"/> early childhood (3–8 years) <input type="checkbox"/> adolescence (9–18 years) <input type="checkbox"/> early adulthood (19–45 years) <input type="checkbox"/> middle adulthood (46–65 years) <input type="checkbox"/> later adulthood (65+ years):	A2 Factors affecting growth and development To include: <input type="checkbox"/> Physical factors <input type="checkbox"/> Lifestyle factors <input type="checkbox"/> Emotional factors <input type="checkbox"/> Social factors <input type="checkbox"/> Cultural factors <input type="checkbox"/> Environmental factors <input type="checkbox"/> Economic factors	B1 Different types of life event To include: <input type="checkbox"/> Health and wellbeing <input type="checkbox"/> Relationship changes <input type="checkbox"/> Life circumstances	B2 Coping with change caused by life events To include: <input type="checkbox"/> The character traits that influence how individuals cope <input type="checkbox"/> The sources of support that can help individuals adapt <input type="checkbox"/> The types of support that can help individuals adapt	PSA – Component 1 / April – May / 10 hours A1 Healthcare services To include: <input type="checkbox"/> Health conditions <input type="checkbox"/> Health services available	A2 Social care services To include: <input type="checkbox"/> Social care services <input type="checkbox"/> Additional care A3 Barriers to accessing services To include: <input type="checkbox"/> Types of barrier and how they can be overcome by the service providers or users:
SKILLS	To select relevant evidence to examine and interpret, to create clear and logical discussions about growth and development. How to describe information with clarity to create logical discussion. To source appropriate evidence and research that will inform discussions clearly and allow for progressive analysis. How to explain ideas and the effect this could have on an individual's life span. How to clearly compare factors and ranking the effect of factors from greatest to least to examine overall development, cause and effect. Develop self-awareness and self-improvement skills to support employment within the sector. Consider relevant factors and how their impact changes over time. Assess and interpret the effect of individuals decisions and outcomes within each life stage					
ASSESSMENT	PSA – Component 1 Task 1 PSA Mock	PSA – Component 1 Task 2 PSA Mock	PSA – Component 1 Task 3 PSA Mock	PSA – Component 1 Task 4 and 5 PSA Mock	PSA – Component 1 / April – May / 10 hours Max Formal External Assessment Window	PSA – Component 2 Task 1 PSA Mock
VOCAB	Growth, Development Life stage, Language, Bonding, Attachment, Factor, Economic ,Physical, Intellectual, Emotional, Social.		Physical events, relationship change, circumstances, redundancy, adaptation, change, financial, support, Specialist, reassurance, occupational therapists, faith based, organisations		Service, Primary care, Secondary care, tertiary care, Doctor, Nurse, Dentist, Optician, Pharmacist, Cardiologist, Neurologist, Psychologist, Physiotherapist, Podiatrist, Odonatologist, Orthoptist, Orthopaedics, Dermatology, Orthopaedics, Palliative care, Psychiatry, Haematology, Geneticist, Art therapist, Counsellor, Dietician, Social worker, Asthma, Diabetes Type 2, Dementia	

CAREERS LINKS
Health and social care training equips individuals with practical skills such as first aid, personal care, and the use of medical equipment, which can be invaluable in everyday life and emergency situations. This education also encourages reflective practice, ethical decision-making, and cultural competence, further contributing to personal and professional development. Overall, involvement in health and social care nurtures a well-rounded, compassionate, and knowledgeable individual capable of making positive contributions to society and improving their own quality of life.

READING SKILLS
Learners will be supported to become careful readers in Health and Social Care by being pre-taught key terminology to develop a clearer understanding of prefixes and subject specific words related to Health and Social care and key topics. Staff will also use modelling to support spellings and oracy for syllable breakdowns to ensure understanding of words and key text. This is shown by students understanding why they are reading and how this links to the curriculum, by reading slowly and carefully to annotate and unpick case studies to show how this links to other content matters and to use highlighters and note taking tools to pick out key facts and support them retaining information.




CORE
Health and social care play a significant role in personal development, providing individuals with essential skills and knowledge that enhance their professional and personal lives. Engaging in health and social care education fosters empathy, communication, and critical thinking skills, which are vital for personal growth and effective interpersonal relationships. By learning about human development, health promotion, and the social determinants of health, individuals gain a deeper understanding of themselves and others, promoting self-awareness.

SUPPORTING STUDENTS AT HOME
Students will be set a variety of tasks on a weekly basis to support wider reading within the subject and offer the opportunity to complete independent practice to apply skills and knowledge which has been taught within lessons. This will be a mixture of videos, worksheets, research and external examination practice.

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	Prior learning	Learning links to previous understanding cross curricular, of understanding emotional intelligence and interpreting/reflecting on their own experiences in life. The range of developments including each area of development; physical development taught within science and PE, engaging in understanding of puberty, biological understanding of the human body and measuring physiological indicators such as BMI, pulse and blood pressure. Students continue to build upon communication and problem-solving skills as individuals increase in maturity and residence to their studies.
	Conscious curriculum links	Health links to the English KS3 curriculum by developing Oracy, reading and vocabulary skills of students to develop culture as well as social/emotional development across their Life stage. Health to the Maths KS3 curriculum by continuing the use of multiplication and division to be able to determine physiological indicators used to measure health. Health links to the Science KS3 curriculum as students need to be aware of the basics relating to anatomy and physiology of the human body. Health links to the Geography KS3 curriculum by building on knowledge of environmental impacts to determine the long- and short-term link to wellbeing.
	Extra-curricular	To develop knowledge doing the CORE curriculum in First aid and healthy body and relationships. To engage in career opportunities to visit Health and Social care workplaces and post 16 pathways to encourage a career within the sector.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	B1 Skills and attributes in health and social care B2 Values in health and social care B3 The obstacles individuals requiring care may face To include; <ul style="list-style-type: none">Emotional/psychologicalTime constraints,Availability of resources ,Lack of supportability/disability	B4 The benefits to individuals of the skills, attributes and values in health and social care practice Individuals will: <ul style="list-style-type: none">To be supported to overcome their own personal obstaclesreceive high quality carereceive person-centred care based on individual wishesbe empowered and have independence o be involved in care decisions o be protected from harmfeel comfortable to raise complaints o have their dignity and privacy protected	A1 Factors affecting health and wellbeing <ul style="list-style-type: none">To include: physical, lifestyle, social, cultural, economic and environmental B1 Physiological indicators <ul style="list-style-type: none">To include: pulse, BMI, resting heart rate and Peak flow.	B2 Lifestyle indicators <ul style="list-style-type: none">To include; Nutrition, physical activity, smoking, alcohol and substance misuse C1 Person-centred approach <ul style="list-style-type: none">To include; needs, wishes and circumstances of individuals C2 Recommendations include ways to improve health and wellbeing <ul style="list-style-type: none">To include; Established recommendations for helping to improve health and wellbeing and support available when following recommendations to improve health and wellbeing:	C3 Barriers and obstacles to following recommendations. <ul style="list-style-type: none">To include; physical barriers, barriers to people with sensory disability , barriers to people with different social and cultural backgrounds, barriers to people that speak English as an additional language or those who have language or speech impairment, geographical barriers , resource barriers for service provider, financial barriers.
SKILLS	Consider relevant factors and how their impact changes over time. Assess and interpret the effect of individuals decisions and outcomes within each life stage Use knowledge and evidence from the case study to justify their discussions based on the individual. Assess the constituent factors and how that can have a changing impact with both long and short term effects. To show initiative and enterprise for working with vulnerable individuals. To identify factors within an individual's life. To use previous understanding of a range of factors and apply information within new contexts and make connections to specific case studies. To explore a range of career options and pathways for future aspirations Analyse new information and create links between previous knowledge about factors and how this impacts health and wellbeing Interpret information and create cohesive discussions. High level of detailed understanding applied for a specific individual to support the development of skills for employment within the sector.				
ASSESSMENT	PSA – Component 2 Task 1 and 2 PSA Mock	PSA – Component 2 Task 3, 4 and 5 PSA Mock	PSA – Component 2 / January/ 10 hours Formal External Assessment Window	Mock exam week and in class assessment proactive	Formal External Assessment Window for Component 3 exam
VOCAB	Service, Primary care, Secondary care, tertiary care, Doctor, Nurse, Dentist, Optician, Pharmacist, Cardiologist, Neurologist, Psychologist, Physiotherapist, Podiatrist, Odonatologist, Orthoptist, Orthopaedics, Dementia, High Blood Pressure, Autism, Hearing Impairment, Speech Impairment, Mobility, Skin Conditions, Gum Disease, Incontinent		Empowerment, independence, personal choices, confidentiality, dignity, respect, effective communication, safeguarding, duty of care, safe environments, promoting anti-discriminatory practice, Acute, Chronic, Short term, Long term, Monitor, Nicotine, Addiction, Wealth, Social class,		Material possessions, Income, Pollution, self-esteem, Substance misuse, hygiene, interactions, pollution, unachievable, circumstances, genetic inheritance, acute illness, chronic illness, environmental challenges, physiological indicators, interpretation of data, peak flow, blood pressure, motivation, self-esteem, self-image, improvement plans, short term health impacts, long term health impacts

READING SKILLS

Learners will be supported to become careful readers in Health and Social Care by being pre-taught key terminology to develop a clearer understanding of prefixes and subject specific words related to Health and Social care and key topics, Staff will also use modelling to support spellings and oracy for syllable breakdowns to ensure understanding of words and key text. This is shown by students understanding why they are reading and how this links to the curriculum, by reading slowly and carefully to annotate and unpick case studies to show how this links to other content matters and to use highlighters and note taking tools to pick out key facts and support them retaining information.

CAREERS LINKS

Moreover, health and social care training equips individuals with practical skills such as first aid, personal care, and the use of medical equipment, which can be invaluable in everyday life and emergency situations. This education also encourages reflective practice, ethical decision-making, and cultural competence, further contributing to personal and professional development. Overall, involvement in health and social care nurtures a well-rounded, compassionate, and knowledgeable individual capable of making positive contributions to society and improving their own quality of life.

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SUPPORTING STUDENTS AT HOME

Students will be set a variety of tasks on a weekly basis to support wider reading within the subject and offer the opportunity to complete independent practice to apply skills and knowledge which has been taught within lessons. This will be a mixture of videos, worksheets, research and external examination practice. Students will also use their independent practice examination booklet where they will have a variety of exam questions linked to the exam topics covered each terms which they will practice inside and outside the classroom to perfect their skills.

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	Prior learning	Learners will build upon prior knowledge of human development to understand the basic features of human development and how a variety of influences can determine lifestyle outcomes. This is a direct expansion of knowledge from level 2 Health and Social Care. It also builds upon KS4 Science and PE knowledge to gain a more in-depth awareness of key factors which influence physical, intellectual, emotional and social growth of individuals. This course also provides a foundation of understanding for preparations in future education or employment by increasing key skills required within the industry such as empathy, compassion, organisational and problem-solving skills to dissect the impact this has on real life scenarios.				
	Conscious curriculum links	Health links to the English KS4 curriculum by developing Oracy, reading and vocabulary skills of students to develop culture as well as social/emotional development across their life stage. Health to the Maths KS4 curriculum by continuing the use of multiplication and division to be able to determine physiological indicators used to measure health. Health links to the Science KS4 curriculum as students need to be aware of the basics relating to anatomy and physiology of the human body. Health links to the Geography KS4 curriculum by building on knowledge of environmental impacts to determine the long- and short-term link to wellbeing.				
	Extra-curricular	To develop knowledge participating in the CORE curriculum in first aid, healthy body and relationships, domestic violence and life skills to raise employability and understanding of the working world. To engage in career opportunities to visit Health and Social care workplaces and post 16 pathways to encourage a career within the sector. Students will visit Health pathway days at university and develop teambuilding skills by working with a range of professionals to develop understanding of the working world. This is further supported by learners completing work experience in year 12.				
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	Summer 2
TOPIC/KNOWLEDGE	<p>Unit 1 Learning Aim A Human growth and development through the life stages</p> <p>Unit 12 Learning Aim A – Examine reasons why individuals may experience additional need</p> <p>Unit 7 - Learning Aim A: Examine how a duty of care contributes to safe practice in health and social care settings</p> <p>Unit 14 - A: Investigate the causes and effects of physiological disorders</p> <p>AAQ – To be confirmed</p>	<p>Unit 1 Learning Aim B – Factor which impact human growth and development</p> <p>Unit 12 Learning Aim A – Examine reasons why individuals may experience additional need</p> <p>Unit 7 - Learning Aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings</p> <p>Unit 14 - A: Investigate the causes and effects of physiological disorders</p> <p>AAQ – To be confirmed</p>	<p>Unit 1 Learning Aim C – Discuss the effects of ageing of individuals in later adulthood</p> <p>Unit 12 Learning Aim B - Examine how to overcome the challenges to daily living faced by people with additional needs</p> <p>Unit 7 - Learning Aim C: Investigate the influence of health and safety legislation and policies in health and social care settings</p> <p>Unit 14 - B: Examine the investigation and diagnosis of physiological disorders</p> <p>AAQ – To be confirmed</p>	<p>Unit 1 – Exam preparation session, walking taking mocks and revision</p> <p>Unit 12 Learning Aim B/C – Investigate current practice with respect to provision for individuals with additional needs</p> <p>Unit 7 - Learning Aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings.</p> <p>Unit 14 - C:. Examine treatment and support for service users with physiological disorders</p> <p>AAQ – To be confirmed</p>	<p>Exam preparations and revision time for exams</p> <p>Official exam to be sat in May</p> <p>Unit 2 Learning aim A – Roles and responsibilities of HSC workers</p> <p>Unit 12 Learning Aim C – Investigate current practice with respect to provision for individuals with additional needs</p> <p>Unit 14 - Learning Aim D - Develop a treatment plan for service users with physiological disorders to meet their needs</p> <p>AAQ – To be confirmed</p>	<p>Unit 2 Learning Aim A – Roles and responsibilities of HSC workers</p> <p>Unit 8 – introduction where students begin to research the origin of public health and how this shaped the healthcare system which is the NHS.</p> <p>Unit 4 – introduction where students will develop an understanding of the research methodologies used within the sector and the importance of these when evaluating health.</p> <p>AAQ – To be confirmed</p>
SKILLS	To be able to describe different factors that makes links to how this influences development. Students to be able to research into different features and explain how they may interlink to cause an individual's life to change. Students will draw together their understanding of strategies that can be used to overcome the challenges faced by individuals in real life settings to support career roles. To analyse the long- and short-term impacts of a mixture of factors have on an individual's develop and lifespan. To be able to make links to theoretical perspectives to explain the factors affecting development. Students must consider the different approaches used by professionals when communicating with individuals with care needs and make reasoned judgements about the success of the communication techniques used to develop personal skills for employability. To be able to select and organise information using appropriate knowledge and concepts on investigative and diagnostic procedures for two different physiological disorders, making suitable judgements. To be able to use research with relevance to given situations including using data sources on local health and social care settings and provision of treatment and support, and types of carers and care settings available for two service users with different physiological disorders					
ASSESSMENT	Students to complete mock exams and preparation of assignment 1 in internal assessment units. See course Assessment plan for specific dates.	Students to complete formal and informal mock exams and completion of assignment 1 in internal assessment units. See course Assessment plan for specific dates.	Students to complete formal and informal mock exams and preparation of assignment 2 in internal assessment units. See course Assessment plan for specific dates.	Students to complete formal and informal mock exams and completion of assignment 2 in internal assessment units. See course Assessment plan for specific dates.	Formal examination for unit 1 external assessment to be completed in May. Moderation window to Standards verification to begin and work to be sent off by May.	
VOCAB	Growth is variable, Gross/fine motor skills, Mile stones, Primary/ secondary , Sexual characteristics, Sexual maturity, Infancy, early childhood, Adolescence, Early adulthood, Middle adulthood, Later adulthood, Physical, emotional, social, intellectual, Egocentrism, Self-esteem, Self-image, Stages of play, Piaget, Bowlby, Chomsky, Bowlby, Bandura		Profound, parameters, causation, severity, stability, bereavement, isolation, detrimental, marginalisation, stereotyping, legislation, compassion, diagnostics, dyslexia, dyspraxia, hyperactivity, autism, paraplegia, sensory, syndrome, physiotherapist, Makaton, common assessment framework, personal health budget, equity		Deficiency, pollution, disorientation, procedures based, anti inflammatory drugs, rehabilitation, complementary, cessation, primary care, secondary care, tertiary care, validity, reliability, endocrine, diabetes, hyperthyroidism, hypothyroidism, nervous system, Parkinson's disease, Alzheimer's disease, Musculo skeletal system, rheumatoid arthritis, osteoporosis, respiratory, asthma, chronic obstructive pulmonary disease, coronary heart disease, leukaemia, sickle cell anaemia, myalgic encephalomyelitis	

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SUPPORTING STUDENT'S AT HOME
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TOPIC/KNOWLEDGE	<p>Unit 2 Learning Aim B – To understand the role of organisations in HSC sectors</p> <p>Unit 5 Learning Aim A Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>Unit 8 - A: Examine strategies for developing public health policy to improve the health of individuals and the population</p> <p>Unit 4 - A: Types of issues where research is carried out in the health and social care sector</p> <p>Unit 11 Learning aim A: Examine how psychological perspectives contribute to the understanding of human development and behaviour</p>	<p>Unit 2 Learning Aim C – Working with people who have specific needs in HSC</p> <p>Unit 5 Learning Aim A/B Examine principles and ethical issues</p> <p>Unit 8 - B: Examine the factors affecting health and the impact of addressing these factors to improve public health</p> <p>Unit 4 - A: Types of issues where research is carried out in the health and social care sector and B: Research methods in health and social care</p> <p>Unit 11 Learning aim B Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p> <p>Unit 18 Learning aim A Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years</p>	<p>Unit 2 – Exam prep sessions and revision Official exam</p> <p>Unit 5 Learning Aim B Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>Unit 8 - C: Investigate how health is promoted to improve the health of the population</p> <p>Unit 4 - B: Research methods in health and social care</p> <p>Unit 11 Learning aim c Examine how psychological perspectives are applied in health and social care settings</p> <p>Unit 18 Learning aim B Examine factors that may impact on children's growth and development</p>	<p>Resit revision – Unit 1 and Unit 2</p> <p>Unit 5 Learning Aim B/C Examine the ethical issues and investigate the principles</p> <p>Unit 8 - D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</p> <p>Unit 4 - C: Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</p> <p>Unit 6 Learning aim A: Examine the benefits of work experience in health and social care for own learning and development Learning aim B: Develop a work experience plan to support own learning and development</p> <p>Unit 18 Learning aim c Explore how assessment is used to identify children's stages of growth and development and their support needs</p>	<p>Resit revision - Unit 1 and Unit 2 Official exam resits</p> <p>Unit 5 Learning Aim D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p>External assessment preparation and revision time. Official exam</p> <p>Unit 4 – External assessment preparation / revision Official exam</p> <p>Unit 6 Learning aim C: Carry out work experience tasks to meet set objectives. Learning aim D: Reflect on how work experience influences own personal and professional development</p>
SKILLS	<p>To describe the many roles and responsibilities of health and social care professionals and be able to explain how this may meet the needs of service users with a variety of needs, To be able to demonstrate analytical and evaluative skills in order to judge the effectiveness of research in context and recognise the implications for future practice and provision. To be able to evaluate which professionals are best trained to meet specific needs of service users giving justifications as to why their responsibilities are best matched. To form conclusions linked to the implications of research for future provision/practice in the sector (and justify and articulate them professionally). To be able to apply secondary research techniques and review the success of techniques and skills in the context of current research into issues in health and social care, referencing validity and reliability. To be able to apply their knowledge and understanding from across their learning to explore feasible ethical solutions to further research into key areas in the sector. To be able to demonstrate analytical and evaluative skills in order to judge the effectiveness of research in context and recognise the implications for future practice and provision.</p>				
ASSESSMENT	Students to complete mock exams and preparation of assignment 1 in internal assessment units. See course Assessment plan for specific dates.	Students to complete formal and informal mock exams and completion of assignment 1 in internal assessment units. See course Assessment plan for specific dates	Students to complete mock exams and preparation of assignment 2 in internal assessment units. See course Assessment plan for specific dates.	Students to complete formal and informal mock exams and completion of assignment 2 in internal assessment units. See course Assessment plan for specific dates	<p>Formal examination for unit 2 and 4 external assessment to be completed in May.</p> <p>Moderation window to Standards verification to begin and work to be sent off by May.</p>
VOCAB	Doctors, nurses, midwives, health care assistants, social workers, occupational therapists, care managers, support workers, legislation, rehabilitation, empowerment, dignity, human rights, conflict, domiciliary care, risks assessments, safeguarding, codes of practice, professional conduct.		Article, ethical issue, health and social care practice, health and social care service, issue, literature review, primary research, quantitative research, qualitative research, research methods, secondary research, outcome, provision, rationale, confidentiality, consent, misconduct, disclosure, triangulation, implications, provision, wellbeing, validity, reliability		Gross motor skills, fine motor skills, abstract concepts, attachment, typical development, global delay, behaviourism, prenatal factors, transitions, enhanced development, formative, summative, ethical issues, interventions

READING SKILLS

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CAREERS LINKS

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SUPPORTING STUDENT'S AT HOME

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