HEALTH AND SOCIAL CARE CURRICULUM LONG TERM PLAN

CURRICULUM RATIONALE AND INTENT

Our BTEC Tech Award in Health and Social Care curriculum is firmly rooted in the whole-school vision of "Success for Everyone", ensuring a shared language, purpose, and ambition across the school. The curriculum is designed so that all students, regardless of background or starting point, are supported to develop the knowledge, skills, and confidence needed to succeed academically and progress into further study or employment in the health and social care sector.

The curriculum is underpinned by a clear distinction between substantive knowledge and disciplinary knowledge. Students develop substantive knowledge through a secure understanding of core health and social care concepts, including human lifespan development, health and social care services, care values, and health and wellbeing. Alongside this, students build disciplinary knowledge by learning how to think like health and social care practitioners, applying knowledge to unfamiliar contexts, constructing logical chains of reasoning, and developing the analytical and evaluative skills required to make informed judgements about care provision.

The curriculum aims to equip students with a strong understanding of real-world health and social care concepts, alongside the applied knowledge and skills required to understand how individuals grow and develop, how services meet needs, and how health and wellbeing can be improved. Through their study, students are prepared for further study, including BTEC Level 3 National in Health and Social Care, A Level qualifications, apprenticeships, and a wide range of future employment pathways within the sector.

Emphasis is placed on transferable skills such as problem solving, communication, empathy, analytical thinking, and structured decision making, which are highly valued across the health and social care sector and beyond.

By the end of the curriculum, we intend students to become confident, reflective, and knowledgeable learners who can apply knowledge to unfamiliar contexts, analyse information critically, and justify decisions clearly. Students are encouraged to think like care practitioners, understanding the impact of care provision on individuals and society, and to engage thoughtfully with the health and social care sector.

Inclusion and accessibility are explicitly embedded within the curriculum design. Content is carefully sequenced, key vocabulary is explicitly taught, and structured writing frameworks are used to support all learners, including SEND and disadvantaged students. Scaffolded practice, modelling, retrieval opportunities, and targeted support ensure that every student can access the curriculum, while appropriate challenge enables higher attaining students to deepen their understanding and progress further.

The Health and Social Care curriculum builds effectively on knowledge and skills developed at Key Stage 3, particularly in literacy, numeracy, science, and PSHE. Strong cross-curricular links are made with English (extended writing and communication), Science (biology and health), Mathematics (data interpretation), and PSHE (wellbeing and relationships), reinforcing learning and supporting coherence across the curriculum.

Overall, the Health and Social Care curriculum reflects the school's commitment to Success for Everyone, ensuring that all students are supported to achieve positive outcomes and leave the course well prepared for their next steps.

STUDENTS OF HEALTH AND SOCIAL CARE WOULD BENEFIT FROM HAVING THE FOLLOWING KNOWLEDGE AND SKILLS DEVELOPED ACROSS KS3:

Strong literacy skills, including confident reading comprehension, structured writing, and clear verbal communication; scientific understanding of the human body and biological processes; mathematical skills including data interpretation, percentages, and graph analysis; PSHE knowledge of wellbeing, relationships, and personal development; empathy, communication skills, and the ability to work collaboratively; critical

thinking and problem-solving abilities to ensure readiness for the Pearson BTEC Tech Award in Health and Social Care.

Term	Topic Title	Unit Purpose	Knowledge and Skills
Autumn 1	**Component 1: Human Lifespan Development – Part 1: Life Stages and PIES Development**	To establish strong foundational knowledge of human growth and development across life stages while introducing the key PIES (Physical, Intellectual, Emotional, Social) classification system. This unit enables students to understand how individuals grow and develop from infancy through to later adulthood. Through this topic, students will explore the expected characteristics of	**Substantive Knowledge Students will develop secure understanding of:** • The six life stages: infancy (0–2 years), early childhood (3–8 years), adolescence (9–18 years), early adulthood (19–45 years), middle adulthood (46–65 years), later adulthood (65+ years) • Physical development characteristics at each life stage including rapid growth, gross and fine motor skills development, puberty and sexual maturation, peak physical fitness, menopause, and the ageing process

		development at each life stage and begin to apply their learning to real-world case study contexts, laying the groundwork for analytical skills developed later in the course. By the end of the unit, students will have a secure understanding of: • The six life stages from infancy to later adulthood • The key characteristics of PIES development at each stage • How PIES characteristics change from one life stage to the next • The application of knowledge to case study individuals. This unit provides the foundation upon which later topics in Component 1 are built and supports students in developing confidence with core health	• Intellectual development including rapid language development, memory and recall, curiosity, abstract thinking, complex decision making, and potential cognitive decline • Emotional development including attachment formation, emotional wellbeing based on security and contentment, independence, self-esteem, and self-image concerns • Social development including dependence on carers, socialisation through family, friendship formation, formal and informal relationships, and changes to social circles • How PIES characteristics interconnect and change across life stages. **Disciplinary Knowledge Students will develop core health and social care skills by learning to:** • Use accurate subject terminology confidently (e.g., *PIES, attachment, gross motor skills, fine motor skills, puberty, primary and secondary sexual characteristics, cognitive ability, menopause*) • Apply knowledge to case study individuals showing understanding of age-appropriate development

		and social care terminology and written responses.	• Structure responses using clear, detailed accounts with accurate terminology • Develop cause-and-effect explanations linking life stage to expected development • Build confidence with identification and explanation skills in preparation for more advanced analysis • Students deepen their understanding through regular practice and targeted feedback informed by teacher assessment

Literacy Link: Students develop disciplinary literacy by reading, writing, and communicating like health and social care practitioners.

• **Vocabulary**:

Key terminology such as *physical, intellectual, emotional, social, infancy, adolescence, puberty, attachment, cognitive, gross motor skills, fine motor skills, menopause, primary sexual characteristics, secondary sexual characteristics* is explicitly taught, modelled, and revisited through retrieval practice and application.

• **Reading**: Students engage with case studies to identify key information about individuals at different life stages. They are taught to extract relevant details, interpret meaning, and link evidence to developmental concepts. • Writing: Students develop structured writing skills through practice of detailed account responses, using clear organisation, accurate terminology, and point-by-point consideration of PIES.

• **Oracy**: Students regularly discuss developmental characteristics through structured questioning, think-pair-share, and whole-class feedback. Emphasis is placed on speaking in full sentences using subject-specific vocabulary to explain developmental milestones.			
Numeracy Link: • Students interpret data related to expected developmental milestones and age ranges • Use of comparative data to understand differences in development across life stages • Understanding of age-related numerical information (e.g., life stage age boundaries, typical milestones) • Early links to data interpretation skills that will support Component 3 assessment			
Autumn 2	Component 1: Human Lifespan Development – Part 2: Factors Affecting Growth and Development	To develop students' understanding of how different factors can affect an individual's growth and development positively or negatively. This unit builds on prior learning about life stages and PIES by focusing on the range of physical, lifestyle, emotional, social, cultural, environmental, and economic factors that influence development. Students will learn how these factors impact different aspects of PIES	**Substantive Knowledge Students will develop secure understanding of:** • Physical factors affecting development: inherited conditions (sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome, Huntington's disease), experience of illness and disease, mental ill health (anxiety, stress), physical ill health (cardiovascular disease, obesity, type 2 diabetes), disabilities, sensory impairments • Lifestyle factors: nutrition, physical activity, smoking, substance misuse (alcohol, cannabis, opiates e.g., heroin)

		development and how the same factor may affect individuals differently depending on their life stage. Alongside substantive content, students will develop skills in applying knowledge to specific case study contexts and constructing developed chains of reasoning. By the end of the unit, students will be able to explain how specific factors impact PIES growth and development across different life stages and apply this knowledge to case study individuals with developed reasoning.	• Emotional factors: fear, anxiety/worry, upset/sadness, grief/bereavement, happiness/contentment, security, attachment • Social factors: supportive and unsupportive relationships with friends, family, peers and colleagues; social inclusion and exclusion; bullying; discrimination • Cultural factors: religion, gender roles and expectations, gender identity, sexual orientation, community participation, race • Environmental factors: housing needs, conditions, location; home environment; exposure to pollution (air, noise, light) • Economic factors: employment situation, financial resources (income, inheritance, savings) • How each factor can have both positive and negative effects depending on circumstances. **Disciplinary Knowledge Students will develop applied knowledge and understanding by learning to:** • Use accurate terminology when discussing factors (e.g., *inherited conditions, substance misuse, social*

			exclusion, discrimination, economic factors, environmental factors) • Apply knowledge to case study contexts, making specific links between factors and PIES impacts at different life stages • Develop detailed accounts showing how factors affect different life stages differently • Construct developed reasoning that explains why impacts differ between life stages • Produce responses that are specific to the case study rather than generic • Students deepen their understanding through regular practice and targeted feedback informed by teacher assessment

Literacy Link: Students further develop disciplinary literacy by engaging with increasingly complex health and social care contexts.

• **Vocabulary**: Key terms such as *inherited conditions, sickle cell disease, cystic fibrosis, substance misuse, discrimination, social exclusion, environmental factors, economic factors* are explicitly taught, revisited, and applied in written responses.

• **Reading**: Students interpret case studies exploring how different factors affect individuals' development across life stages. They extract relevant information and identify links between factors and developmental outcomes.

• **Writing**: Students develop structured responses explaining factor impacts, using clear chains of reasoning and ensuring specificity to the case study context rather than generic descriptions.

• **Oracy**: Students discuss and debate how factors might affect individuals differently depending on life stage, using accurate terminology to justify their ideas and reasoning.			
Numeracy Link: • Students interpret data relating to health conditions and lifestyle factors (e.g., statistics on smoking, obesity rates, effects of substance misuse) • Understanding of statistics related to health impacts and their effects on development • Application of numerical reasoning to understand how factors impact individuals differently • Links to KS3 Maths skills in data interpretation and percentage understanding			
Spring 1	**Component 1: Human Lifespan Development – Part 3: Life Events and Their Impact**	To develop students' understanding of the different types of life events that can impact on individuals' PIES development. This unit builds on prior learning by focusing on how expected and unexpected events in health and wellbeing, relationship changes, and life circumstances can affect growth and development. Students will explore how the same type of event can affect different individuals in different	**Substantive Knowledge Students will develop secure understanding of:** • Health and wellbeing life events: accident/injury, physical illness, mental and emotional health and wellbeing • Relationship changes: entering into relationships, marriage/civil partnership/long-term relationship, divorce/separation for non-married couples, parenthood, bereavement • Life circumstances: moving house/school/job, exclusion from education, redundancy, imprisonment, changes to standards of living, retirement

		ways depending on their personal circumstances, character traits, and life stage. Students will also develop comparative skills by analysing how life events impact multiple individuals. By the end of the unit, students will be able to explain how specific life events impact PIES development and apply this knowledge to multiple case study individuals, making clear links between events and developmental outcomes.	• How each type of life event can affect PIES development both positively and negatively • How expected life events (e.g., retirement, parenthood) may be anticipated and prepared for • How unexpected life events (e.g., accident, redundancy) may have different impacts • How the same event may impact different individuals differently based on their circumstances, age, and personal characteristics. **Disciplinary Knowledge Students will develop applied skills by learning to:** • Use accurate life event terminology confidently and precisely • Apply knowledge to multiple case studies, showing understanding of how events affect different individuals • Construct detailed accounts showing the impact of events on PIES with clear links • Make clear connections between the specific event and specific areas of growth and development

			• Begin developing comparative analysis skills between different individuals' experiences of life events • Select relevant information to demonstrate understanding rather than listing all possible impacts • Students consolidate skills through regular practice and targeted feedback informed by teacher assessment

Literacy Link: Students develop disciplinary literacy through application of life event concepts to case study contexts.

• **Vocabulary**: Key terms such as *bereavement, redundancy, parenthood, life circumstances, relationship changes, divorce, separation, imprisonment, exclusion* are explicitly taught and embedded in practice.

• **Reading**: Students interpret multiple case studies to understand varied responses to life events, identifying key information and making connections between events and impacts.

• **Writing**: Students produce detailed accounts of life event impacts, making clear links to PIES and ensuring specificity to individual case study circumstances.

• **Oracy**: Students compare and discuss how different individuals respond to similar events, using accurate terminology and evidence-based reasoning.

Numeracy Link:

• Students interpret data related to life events where applicable (e.g., statistics on divorce rates, retirement ages, unemployment)

• Understanding of numerical information within case study contexts

• Development of skills in using evidence to support written responses			
Spring 2	**Component 1: Human Lifespan Development – Part 4: Coping with Change and Sources of Support**	To develop students' understanding of how individuals cope with and adapt to changes caused by life events. This unit explores the character traits that influence how individuals cope, the sources and types of support available, and how these help individuals adapt to life events. Students will develop skills in comparing how different individuals adapt to their life events and will learn to recommend additional sources of support with justified reasoning. This unit completes Component 1 content and prepares students for the Pearson-set Assignment. By the end of the unit, students will be able to analyse how individuals use different sources and types of support to adapt to life	**Substantive Knowledge Students will develop secure understanding of:** • Character traits that influence how individuals cope: resilience, self-esteem, emotional intelligence, disposition (a person's character traits, e.g., positive, negative) • Sources of support: family, friends, neighbours, partners; professional carers and services; community groups, voluntary and faith-based organisations; multi-agency working (e.g., social services working with mental health trust, children's services working with justice system); multidisciplinary working (e.g., health visitor working with GP, psychiatric nurse with occupational therapist) • Types of support: emotional support; information, advice, endorsed apps; practical help (financial assistance, support with childcare, domestic chores, transport) • How different combinations of character traits and support help individuals adapt differently to life events

		events, compare different individuals' experiences, and justify recommendations for additional support.	• The difference between multi-agency working and multidisciplinary working • How to recommend appropriate additional support based on individual circumstances. **Disciplinary Knowledge Students will develop evaluative and comparative skills by learning to**: • Compare how different individuals adapt to life events, drawing on similarities and differences • Analyse the role that character traits play in how individuals cope • Analyse the role that different sources and types of support play in helping individuals adapt • Recommend additional sources of support with justified reasoning specific to the individual • Construct well-developed responses drawing on all similarities and differences from case studies in a coherent way • Apply logical reasoning to justify recommendations for additional support • Prepare for Pearson-set Assignment through structured practice and application of skills across all Component 1 content

Literacy Link: Students consolidate disciplinary literacy in preparation for Component 1 assessment.

• **Vocabulary**: Key terms such as *resilience, self-esteem, emotional intelligence, disposition, multi-agency working, multidisciplinary working, emotional support, practical help* are explicitly taught and applied.

• **Reading**: Students interpret case studies to identify character traits demonstrated, support accessed, and how individuals adapted to life events.

• **Writing**: Students produce comparative responses drawing on similarities and differences, and justified recommendations supported by logical reasoning.

• **Oracy**: Students discuss and justify support recommendations using evidence-based reasoning, comparing different individuals' experiences of coping with life events.

Numeracy Link:

• Students may interpret data related to support services and outcomes where applicable

• Understanding of how to use evidence systematically to support recommendations

• Time management skills in preparation for timed assessment

Summer 1	**Component 1: Pearson-set Assignment Preparation and Completion**	To prepare students for and complete the Component 1 Pearson-set Assignment under supervised conditions. Students will consolidate learning from across Component 1, revise key concepts, practice applying knowledge to unfamiliar case studies, and complete the	**Substantive Knowledge Students will consolidate understanding of:** • PIES growth and development across all six life stages and how characteristics change between stages • All factors affecting growth and development (physical, lifestyle, emotional, social, cultural,

		formal assessment. This unit focuses on exam technique, time management, and ensuring students can demonstrate their knowledge and understanding across all learning outcomes. Students will complete the assignment over approximately 6 supervised hours. By the end of the unit, students will have completed the Component 1 assessment, demonstrating their knowledge and understanding of human lifespan development, factors affecting development, life events, and how individuals cope with change.	environmental, economic) and their positive/negative impacts • All types of life events (health and wellbeing, relationship changes, life circumstances) and their impact on PIES • Character traits influencing coping (resilience, self-esteem, emotional intelligence, disposition) • Sources and types of support and how they help individuals adapt • Application of all content to case study individuals with specificity and accuracy. **Disciplinary Knowledge Students will apply all developed skills including:** • Producing fully detailed accounts of PIES development through specified life stages • Explaining how PIES characteristics change from one life stage to the next • Explaining factor impacts across life stages with well-developed reasoning and specific links • Analysing life event impacts with clear links between events and PIES

			• Comparing how individuals adapt to life events with developed comparisons drawing on all similarities and differences • Justifying recommendations for additional support with logical reasoning • Managing time effectively across all four tasks • Completing assessment under supervised conditions (approximately 6 hours total)
Literacy Link: • **Vocabulary**: Revision of all Component 1 key terminology through retrieval practice and application to case studies • **Reading**: Practice interpreting unfamiliar case studies under timed conditions, extracting relevant information efficiently • **Writing**: Development of detailed, structured responses across all mark bands, ensuring coherence and specificity to case study contexts • **Oracy**: Discussion of model responses, assessment criteria, and examiner expectations			
Numeracy Link: • Time management across all assessment tasks, allocating appropriate time to each task based on marks available • Interpretation of any numerical information within case studies • Understanding of mark allocation and how to prioritise response development			
Summer 2	**Component 2: Health and Social Care Services and Values –**	To introduce students to Component 2 by developing understanding of healthcare conditions and the healthcare	**Substantive Knowledge Students will develop secure understanding of**: • Health conditions: arthritis, cardiovascular conditions (coronary heart disease, stroke), diabetes

	Part 1: Healthcare Services	services available to meet individuals' needs. This unit explores a range of health conditions, including how they can be managed by individuals and healthcare services. Students will learn about the different levels of healthcare from primary care through to tertiary care and allied health professions, and how services work together through multidisciplinary team working and referrals. By the end of the unit, students will be able to explain how different healthcare services work together to meet the needs of individuals with specific health conditions, demonstrating understanding of the healthcare system and how it responds to patient needs.	(type 2), dementia, obesity, respiratory conditions (asthma, chronic obstructive pulmonary disease/COPD), additional needs (sensory impairments, physical impairments, learning disability) • Primary care services: GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments • Secondary care: specialist medical care including rheumatology, respiratory medicine, cardiology, endocrinology • Tertiary care: specialist medical care including oncology, transplant services • Allied health professions: physiotherapy, speech and language therapy, occupational therapy, dietetics • Multidisciplinary team working: how services work together, including referrals between services • How services at different levels meet different aspects of an individual's healthcare needs. **Disciplinary Knowledge Students will develop applied skills by learning to:** • Use accurate healthcare terminology confidently (e.g., *primary care, secondary care, tertiary care,*

			allied health professions, multidisciplinary team working, referral, rheumatology, cardiology) • Apply knowledge to case study individuals with specific health conditions • Explain how primary care services meet the needs of individuals, with information relevant to age and condition • Explain how secondary care services meet needs, with information relevant to age and condition • Describe how services work together through referrals to meet an individual's needs • Construct detailed accounts making clear links between different services and showing specific ways of working together

Literacy Link: Students develop disciplinary literacy specific to healthcare contexts and terminology.

• Vocabulary: Key terms such as *primary care, secondary care, tertiary care, allied health professions, multidisciplinary team working, referral, rheumatology, cardiology, endocrinology, oncology, physiotherapy, occupational therapy, dietetics* are explicitly taught and applied.

• **Reading**: Students interpret case studies about individuals with health conditions, extracting relevant information about their needs and how services might meet them.

• **Writing**: Students produce detailed accounts of how healthcare services work together, making clear links between services and showing understanding of referral pathways.

• **Oracy**: Students explain healthcare pathways using accurate terminology, discussing how different services contribute to meeting an individual's overall needs.
Numeracy Link: • Students may interpret health-related data and statistics related to conditions (e.g., prevalence rates, risk factors) • Introduction to physiological indicators (building towards Component 3): blood pressure readings, BMI calculations, heart rate measurements • Understanding of numerical information in healthcare contexts and how data informs service provision

Year 11

Term	Topic Title	Unit Purpose	Knowledge and Skills
Autumn 1	**Component 2: Health and Social Care Services and Values – Part 2: Social Care Services and Barriers to Accessing Services**	To develop students' understanding of social care services and the barriers individuals may face when accessing health and social care services. This unit explores services for different client groups including children and young people, adults with specific needs, and older adults. Students will also learn about informal and voluntary care. Additionally, students will explore barriers to accessing services and how these barriers can be	**Substantive Knowledge Students will develop secure understanding of**: • Social care definition: help with day-to-day living because of illness, vulnerability, or disability • Social care services: services for children and young people (foster care, residential care, youth work); services for adults or children with specific needs such as learning disabilities, sensory impairments, long-term health issues (residential care, respite care,

		overcome by service providers or users. By the end of the unit, students will be able to explain how social care services meet the needs of individuals and analyse the barriers individuals may face when accessing services, with justified suggestions for how barriers can be minimised or removed.	domiciliary care); services for older adults (residential care, domiciliary care) • Additional care: informal care (given by relatives, friends, neighbours, partners); voluntary care (community groups, faith-based organisations, charities) • Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service • Types of barriers and how they can be overcome: physical barriers (ramps, wider doorways, accessible facilities); sensory barriers (hearing loops, BSL interpreters, braille, large print); social and cultural barriers (awareness campaigns, choice of provider, collaboration with community groups); language barriers (literature in other languages, interpreters, advocates, longer appointments); geographical barriers (community transport, home visits, telehealth); intellectual barriers (Health Passports, Learning Disability

			Nurses, easy read leaflets, quiet clinics); financial barriers (NHS exemption certificates, Low Income Scheme, Healthcare Travel Costs Scheme). **Disciplinary Knowledge Students will develop applied and evaluative skills by learning to:** • Use accurate social care and barrier terminology confidently • Apply knowledge to case study individuals, explaining how services meet needs relevant to age and circumstances • Distinguish between formal social care, informal care, and voluntary care • Analyse barriers individuals may face with clear links to their circumstances • Develop and justify suggestions for how barriers can be minimised or removed • Construct developed justifications supported by logical reasoning

			• Prepare for Component 2 assessment by applying knowledge systematically

Literacy Link: Students develop disciplinary literacy through social care and barrier terminology.

• **Vocabulary**: Key terms such as *domiciliary care, residential care, respite care, foster care, informal care, voluntary care, barriers, physical barriers, sensory barriers, geographical barriers, financial barriers, advocate, BSL interpreter, telehealth* are explicitly taught and applied.

• **Reading**: Students interpret case studies exploring social care needs and barriers to accessing services.

• **Writing**: Students produce detailed accounts of how services meet needs and developed justifications for how barriers can be overcome.

• **Oracy**: Students discuss and justify how barriers can be minimised or removed, using accurate terminology and logical reasoning.

Numeracy Link:

• Students may interpret data related to social care provision and access

• Understanding of financial barriers and NHS support schemes

• Application of reasoning skills to evaluate barrier solutions

Autumn 2	**Component 2: Health and Social Care Services and Values – Part 3: Skills, Attributes**	To develop students' understanding of the skills, attributes, and values required when delivering care, and how these benefit individuals receiving care. This unit explores the practical skills needed by care	**Substantive Knowledge Students will develop secure understanding of:** • Skills in health and social care: problem solving, observation, dealing with difficult situations, organisation

	and Values in Health and Social Care	professionals, the personal attributes they should demonstrate, and the 6 Cs values framework. Students will also explore the obstacles individuals may face during their care and how professionals can help individuals overcome these obstacles. By the end of the unit, students will be able to explain how health care professionals demonstrate skills, attributes, and values, and justify how these help individuals overcome obstacles during their care.	• Attributes: empathy, patience, trustworthiness, honesty • The 6 Cs values: care (receiving correct and consistent care); compassion (empathy, respect, dignity); competence (skills and knowledge to deliver effective care based on research); communication (involving individuals and/or carers and listening); courage (doing the right thing and speaking up when concerns arise); commitment (to improve care and experience for individuals) • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult • Potential obstacles: emotional/psychological (lack of motivation, low self-esteem, acceptance of current state, anxiety, stress); time constraints (work and family commitments); availability of resources (financial, equipment, amenities); unachievable targets (unachievable for

			individual or unrealistic timescale); lack of support (from family and friends); other factors specific to individual (ability/disability, health conditions, addiction) • Benefits to individuals: supported to overcome obstacles, receive high quality care, receive person-centred care, treated with respect, not discriminated against, empowered with independence, involved in care decisions, protected from harm, comfortable to raise complaints, dignity and privacy protected, confidentiality protected, rights promoted. **Disciplinary Knowledge Students will develop applied and evaluative skills by learning to:** • Use accurate skills, attributes, and values terminology confidently • Explain how professionals demonstrate specific skills when supporting individuals

			• Explain how professionals demonstrate specific attributes appropriate to age and condition • Explain how professionals demonstrate the 6 Cs values in practice • Analyse obstacles individuals may face during their care with clear links to circumstances • Explain how skills, attributes, and values help individuals overcome their obstacles • Justify how professionals could help individuals overcome obstacles with logical reasoning

Literacy Link: Students develop disciplinary literacy through care values terminology and application.

• **Vocabulary**: Key terms such as *problem solving, observation, empathy, patience, trustworthiness, honesty, the 6 Cs, care, compassion, competence, communication, courage, commitment, obstacles, person-centred care, empowerment, confidentiality, dignity* are explicitly taught and applied.

• **Reading**: Students interpret case studies about individuals receiving care and the obstacles they face.

• **Writing**: Students produce detailed accounts of how professionals demonstrate skills, attributes, and values, and justified responses explaining how these help overcome obstacles.

• **Oracy**: Students discuss and evaluate care practice scenarios, using accurate terminology to explain how values benefit individuals.			
Numeracy Link: • Students may interpret data related to care outcomes and satisfaction • Understanding of how evidence supports care improvements • Application of logical reasoning to justify how obstacles can be overcome			
Spring 1	**Component 2: Pearson-set Assignment Preparation and Completion**	To prepare students for and complete the Component 2 Pearson-set Assignment under supervised conditions. Students will consolidate learning from across Component 2, revise key concepts relating to health and social care services, barriers, skills, attributes, and values. Students will practice applying knowledge to unfamiliar case studies and complete the formal assessment. This unit focuses on exam technique, time management, and ensuring students can demonstrate their knowledge and understanding across all Component 2 learning	**Substantive Knowledge Students will consolidate understanding of:** • Healthcare services (primary, secondary, tertiary, allied health professions) and how they work together through multidisciplinary team working • Social care services for different client groups and informal/voluntary care • All types of barriers to accessing services and how they can be overcome • Skills required in health and social care (problem solving, observation, dealing with difficult situations, organisation)

		outcomes. By the end of the unit, students will have completed the Component 2 assessment over approximately 6 supervised hours, demonstrating their knowledge and understanding of health and social care services and the values required to give care.	• Attributes required (empathy, patience, trustworthiness, honesty) • The 6 Cs values and how they are demonstrated in practice • Obstacles individuals may face during care and their impact • Benefits to individuals when skills, attributes, and values are demonstrated • Application of all content to case study individuals with specificity and relevance to age and condition/circumstances. **Disciplinary Knowledge Students will apply all developed skills including:** • Producing fully detailed accounts of how healthcare services work together to meet needs • Explaining how social care services, voluntary care, and informal care meet individuals' needs

			• Analysing barriers with clear links to individual circumstances and justifying how barriers can be overcome • Explaining how professionals demonstrate specific skills, attributes, and values appropriately • Analysing obstacles and their impact on individuals • Justifying how professionals help individuals overcome obstacles with logical reasoning • Managing time effectively across all five tasks • Completing assessment under supervised conditions (approximately 6 hours total)

Literacy Link:

• **Vocabulary**: Revision of all Component 2 key terminology through retrieval practice and application to unfamiliar case studies

• **Reading**: Practice interpreting unfamiliar case studies under timed conditions, extracting relevant information about health conditions, social care needs, barriers, and obstacles

• **Writing**: Development of detailed, structured, and justified responses across all mark bands, ensuring specificity to case study contexts • **Oracy**: Discussion of model responses, assessment criteria, and examiner expectations			
Numeracy Link: • Time management across all assessment tasks, allocating appropriate time based on marks available • Interpretation of any numerical information within case studies • Understanding of mark allocation and prioritisation of response development			
Spring 2	**Component 3: Health and Wellbeing – Part 1: Factors Affecting Health and Wellbeing and Physiological Indicators**	To introduce students to the externally assessed Component 3 by developing understanding of factors affecting health and wellbeing and physiological indicators used to measure health. This unit builds on and extends learning from Components 1 and 2, focusing specifically on current health and wellbeing rather than development over time. Students will learn how physical, lifestyle, social, cultural, economic, and environmental factors affect health and wellbeing, and how to interpret physiological data according to	**Substantive Knowledge Students will develop secure understanding of:** • Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, not just the absence of disease or illness • Physical factors: inherited conditions (sickle cell disease, cystic fibrosis), physical ill health (cardiovascular disease, obesity, type 2 diabetes), mental ill health (anxiety, stress), physical abilities, sensory impairments

		published guidelines. By the end of the unit, students will be able to explain how factors affect an individual's health and wellbeing and interpret physiological indicators to assess current physical health.	• Lifestyle factors: nutrition, physical activity, smoking, substance misuse (alcohol, cannabis, opiates) • Social factors: supportive/unsupportive relationships, social inclusion/exclusion, bullying, discrimination • Cultural factors: religion, gender roles and expectations, gender identity, sexual orientation, community participation • Economic factors: employment situation, financial resources (income, inheritance, savings) • Environmental factors: housing needs/conditions/location, home environment, exposure to pollution (air, noise, light) • Impact of life events on physical, intellectual, emotional, and social health and wellbeing • Physiological indicators and interpretation: resting heart rate/pulse (normal 60–100 bpm); heart rate

			recovery after exercise; blood pressure (low 90/60mmHg or lower, ideal between 90/60 and 120/80, pre-high between 120/80 and 140/90, high 140/90 or higher); BMI (underweight below 18.5, healthy 18.5–24.9, overweight 25–29.9, obese 30–39.9, severely obese 40+) • Potential significance of abnormal readings: short-term risks to current physical health; long-term risks to physical health. **Disciplinary Knowledge Students will develop applied knowledge and exam skills by learning to**: • Use accurate health and wellbeing terminology • Apply knowledge of factors to explain positive and negative effects on health and wellbeing • Interpret physiological data according to published guidelines

			• Explain the significance of abnormal readings in terms of short-term and long-term health risks • Apply knowledge to case study individuals in preparation for external assessment • Develop responses that demonstrate AO1 (knowledge), AO2 (understanding), and AO3 (application)

Literacy Link: Students develop disciplinary literacy for external assessment through health terminology and interpretation skills.

• Vocabulary: Key terms such as *health and wellbeing, physiological indicators, resting heart rate, blood pressure, BMI, cardiovascular, obesity, diabetes, substance misuse, environmental factors* are explicitly taught and applied.

• Reading: Students interpret case study information and physiological data to assess health and wellbeing.

• Writing: Students practice clear, accurate written responses explaining factors and interpreting indicators.

• Oracy: Students discuss health scenarios and explain the significance of physiological readings.

Numeracy Link:

• Students apply and interpret key physiological calculations and ranges (heart rate, blood pressure, BMI)

• Interpretation of numerical health data according to published guidelines

• Understanding of normal ranges and what abnormal readings indicate

• Application of numerical reasoning to assess health status			
Summer 1	**Component 3: Health and Wellbeing – Part 2: Lifestyle Indicators, Person-Centred Approach, and Recommendations**	To develop students' understanding of lifestyle indicators, the person-centred approach, and recommendations to improve health and wellbeing. This unit explores how lifestyle choices determine physical health, the importance of person-centred approaches in health and social care, and established recommendations for improving health. Students will also explore barriers and obstacles individuals may face when following recommendations and how these can be overcome. This unit completes Component 3 content and prepares students for the external examination. By the end of the unit, students will be able to interpret lifestyle data, explain the person-centred approach, and make justified recommendations to improve an individual's health and	**Substantive Knowledge Students will develop secure understanding of:** • Lifestyle indicators and interpretation: nutrition (Eatwell Guide); physical activity (UK Chief Medical Officers' Physical Activity Guidelines); smoking (UK Chief Medical Officers' Smoking Guidelines); alcohol (UK Chief Medical Officers' Alcohol Guidelines); substance misuse • Person-centred approach taking into account: needs (to reduce health risks); wishes (preferences and choices); circumstances (age, ability, location, living conditions, support, physical and emotional health) • Importance of person-centred approach for individuals: more comfortable and confident with recommendations; unique needs met; increased support for vulnerable individuals; improved independence; more likely to follow recommendations;

		wellbeing while considering barriers and obstacles.	more motivated; happier and more positive • Benefits for health and social care workers and services: improved job satisfaction; saves time and money; reduces complaints • Established recommendations: improving resting heart rate and recovery rate; improving blood pressure; maintaining healthy weight; eating balanced diet; getting enough physical activity; quitting smoking; sensible alcohol consumption; stopping substance misuse • Support available: formal support (professionals, trained volunteers, support groups, charities); informal support (friends, family, neighbours, community, work colleagues) • Barriers to following recommendations: physical, sensory, social/cultural, language, geographical, resource, financial barriers

			• Obstacles: emotional/psychological, time constraints, availability of resources, unachievable targets, lack of support. **Disciplinary Knowledge Students will develop synoptic and evaluative skills by learning to:** • Interpret lifestyle data according to published guidelines • Explain the person-centred approach and its importance for individuals and services • Make appropriate recommendations for improving health and wellbeing • Identify barriers and obstacles specific to individuals and their recommendations • Explain how barriers and obstacles can be overcome with support • Make connections between Components 1, 2, and 3 (synoptic assessment)

			• Prepare for external examination through practice questions and past papers

Literacy Link: Students consolidate disciplinary literacy in preparation for external assessment.

• **Vocabulary**: Key terms such as *lifestyle indicators, Eatwell Guide, person-centred approach, recommendations, formal support, informal support, barriers, obstacles* are explicitly taught and applied.

• **Reading**: Students interpret case study information, lifestyle data, and apply published guidelines.

• **Writing**: Students produce responses demonstrating knowledge (AO1), understanding (AO2), application (AO3), and making connections (AO4).

• **Oracy**: Students discuss health scenarios and justify recommendations using evidence-based reasoning.

Numeracy Link:

• Students interpret lifestyle data and guidelines accurately

• Application of numerical reasoning to health recommendations

• Understanding of how data informs person-centred recommendations

• Time management for external examination

Summer 2	**Component 3: External Examination Preparation and Completion**	To prepare students for and complete the Component 3 external examination. Students will consolidate learning from across all three components, as Component 3 is synoptic and requires	**Substantive Knowledge Students will consolidate understanding of**: • All factors affecting health and wellbeing (physical, lifestyle, social, cultural, economic, environmental)

		application of knowledge from Components 1 and 2. Students will practice past examination papers, develop exam technique, and complete the 2-hour supervised examination set and marked by Pearson. By the end of the unit, students will have completed the Component 3 external assessment (60 marks, 2 hours) and be prepared for results and certification.	• Physiological indicators (heart rate, blood pressure, BMI) and their interpretation • Lifestyle indicators and published guidelines • Impact of life events on health and wellbeing (from Component 1) • Person-centred approach and its importance • Recommendations for improving health and wellbeing • Support available (formal and informal) • Barriers to accessing services (from Component 2) and following recommendations • Obstacles individuals face and how professionals help overcome them (from Component 2) • Skills, attributes, and values in health and social care (from Component 2)

			• Application of synoptic knowledge to unfamiliar case study individuals. **Disciplinary Knowledge Students will apply all developed skills for synoptic assessment:** • Demonstrating knowledge of health and wellbeing (AO1) • Demonstrating understanding of health and wellbeing (AO2) • Applying knowledge and understanding to case study contexts (AO3) • Making connections between aspects of health and wellbeing across all components (AO4) • Responding to a range of question types under timed conditions • Managing time effectively across the 2-hour examination • Producing clear, accurate, and well-applied responses worthy of higher marks

Literacy Link:

- **Vocabulary**: Revision of all key terminology from Components 1, 2, and 3 through retrieval practice
- **Reading**: Practice interpreting examination questions and case study information under timed conditions
- **Writing**: Development of responses demonstrating all four assessment objectives, ensuring clear structure and accuracy
- **Oracy**: Discussion of model answers, examiner feedback, and assessment objective requirements

Numeracy Link:

- Confident interpretation and application of physiological and lifestyle data
- Time management across the 2-hour examination
- Understanding of mark allocation across different question types

Assessment Overview

Component	Assessment Type	GLH	Marks	Assessment Window
Component 1: Human Lifespan Development	Internal (Pearson-set Assignment, externally moderated)	36	60	December/January and May/June
Component 2: Health and Social Care Services and Values	Internal (Pearson-set Assignment, externally moderated)	36	60	December/January and May/June
Component 3: Health and Wellbeing	External (Examination set and marked by Pearson)	48	60	January/February and May/June