



# Year 10 Curriculum Overview: **Health & Social**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Human lifespan development</b> <ol style="list-style-type: none"> <li>Human growth and development across life stages</li> <li>Factor affecting growth and development</li> <li>Different types of life events</li> <li>Coping with change caused by life events</li> </ol>	<b>Physical, Intellectual, Emotional and Social development (PIES)</b> <b>Specific ages for life stages.</b> <b>Different factors impact on PIES</b> <b>Examples of expected and unexpected life events</b> <b>How events can impact on PIES</b> <b>Examples of formal and informal support</b>	<p>Low stake Tests</p> <p>Teacher, Peer and Self-assessment of practice PSA tasks.</p>	<p>Purchase the textbook Health and Social Care Tech Award 2022 Revision Guide.</p> <p>Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Encourage keeping notes in good order to refer to in PSA tasks</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>Preparation for PSA live tasks released in January.</li> <li>Prepare notes and identify areas studied needed for PSA.</li> <li>Complete the PSA, receive feedback and resubmit if applicable.</li> </ol>	<p>Different types of Health and Social Care services available</p> <p>Examples of barriers to accessing services.</p>	<p>Pearson Set Assignment</p> <p>Task1 out of 12 marks (1.5 hours)</p> <p>Task2 out of 12 marks (1.5 hours)</p> <p>Task 3a out of 12 marks (1 hour)</p> <p>Task 3b out of 24 marks (2 hours)</p>	<p>Practice examples of PSA</p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-psa1.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-psa1.pdf</a> .</p>
<b>Summer Term</b>	<b>Health and Social Care services and values</b> <ol style="list-style-type: none"> <li>Healthcare services</li> <li>Social care services</li> <li>Skills and attributes in Health and Social care.</li> <li>Values in Health and Social care.</li> <li>The obstacles individuals requiring care may face.</li> <li>The benefits</li> </ol>	<p>Healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.</p> <p>Social care needs and how these can be met by the social care services that are available</p> <p>Barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</p> <p>Values that are required when planning and delivering care</p>	<p>Low stake Tests</p> <p>Teacher, Peer and Self-assessment of practice PSA tasks.</p>	<p>Purchase the textbook Health and Social Care Tech Award 2022 Revision Guide.</p> <p>Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Encourage keeping notes in good order to refer to in PSA tasks</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p>



# Year 11 Curriculum Overview: **Health & Social**



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<p><b>Autumn Term</b></p> <ol style="list-style-type: none"> <li>1.Preparation for PSA live tasks released in September.</li> <li>2. Prepare notes and identify areas studied needed for PSA</li> <li>3. Complete the PSA, receive feedback and resubmit if applicable.</li> </ol>	<p>Different types of Health and Social Care services available Examples of barriers to accessing services.</p>	<p>Pearson Set Assignment</p> <p>Task1 out of 12 marks (1 hour) Task2 out of 12 marks (1hour) Task 3 out of 12 marks (1 hour) Task 4 out of 12 marks (1.5 hours) Task 5 out of 12 marks (1.5 hours)</p>	<p>Practice examples of PSA. <a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-psa2.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-psa2.pdf</a></p> <p>Complete revision activities for mock exam from resources on Showbie.</p>
<p><b>Spring Term</b></p> <p><b>Health and Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Factors that affect health and wellbeing.</li> <li>2. Interpreting health indicators.</li> <li>3. Physiological indicators</li> <li>4. Lifestyle indicators</li> </ol>	<p>Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing. Physical factors that can have positive or negative effects on health and wellbeing: Social factors that can have positive or negative effects on health and wellbeing explore how physiological indicators are used to measure health. Interpretation of lifestyle data according to published guidelines</p>	<p>Teacher, Peer and Self-assessment of past paper questions.</p> <p>Low Stake tests.</p>	<p>Practice example/past papers <a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-1112-tech-award-health-social-care-bhs03-sept-2022.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-1112-tech-award-health-social-care-bhs03-sept-2022.pdf</a></p> <p>Encourage revision tasks.</p>
<p><b>Summer Term</b></p> <ol style="list-style-type: none"> <li>1. Person centred approach to improving health and wellbeing.</li> <li>2. Recommendations and actions to improve health and wellbeing.</li> <li>3. Barriers and obstacles following recommendation.</li> </ol>	<p>The ways in which a person-centred approach takes into account an individual's need, wishes and circumstances. Established recommendations for helping to improve health and wellbeing. Support available when following recommendations to improve health and wellbeing</p>	<p>Teacher, Peer and Self-assessment of past paper questions.</p> <p>Low Stake tests.</p> <p>Examination May/June</p>	<p>Practice example/past papers <a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-1112-tech-award-health-social-care-bhs03-sept-2022.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-1112-tech-award-health-social-care-bhs03-sept-2022.pdf</a></p> <p>Encourage revision tasks.</p>



## Year 12 Curriculum Overview: Health & Social Extended Certificate

**Topics/ content outline:**

1. Human growth and development through the life stages
2. Factors affecting human growth and development
3. Effects of ageing

### Powerful Knowledge (key concepts, skills)

Human growth and development through the life stages  
Intellectual , emotional and social development across the life stages  
The nature/nurture debate related to factors  
Genetic, environmental, social, and economic factors that affect development  
Major life events that affect development  
The physical and psychological changes of ageing  
The societal effects of an ageing population

### What will you be assessed on?

Low Stake tests

Mock examinations

Final exam May/June 90 marks (1.5 hours)

### How can you help at home?

Purchase the Revision guide  
<https://www.amazon.co.uk/National-Health-Social-Revision-Guide/dp/1292230444>

Encourage keeping notes in good order to refer to.

Remind pupils that all resources, exemplars and guidance can be found in Showbie.

## Meeting Individual Care and Support Needs

1. Examine principles, values and skills which underpin meeting the care and support needs of individuals
2. Examine the ethical issues involved when providing care and support to meet individual needs
3. Investigate the principles behind enabling individuals with care and support needs to overcome challenges
4. Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

**Promoting equality, diversity and preventing discrimination**  
**Skills and personal attributes required for developing**  
**relationships with individuals**  
**Empathy and establishing trust with individuals**  
**issues and approaches**

- Legislation and guidance on conflicts of interest, balancing resources and minimising risk.
- Enabling individuals to overcome challenges
- Promoting personalisation
- Communication techniques
- How agencies work together to meet individual care and support needs
- Roles and responsibilities of key professionals on multidisciplinary teams
- Maintaining confidentiality
- Managing information

**Written assignment covering: Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, A.M2, B.M3, C.M4, A.D1, BC.D2)**  
**Learning aim: D (D.P6, D.P7, D.P8, D.M5, D.M6,**  
**Teacher, Peer and Self-assessment of preparation materials.**

Encourage pupils to complete the homework tasks in a timely manner.
Encourage students to meet internal deadlines.
Encourage wider reading and watching around the unit's topics. Suggestions on Showbie.
Remind pupils that all resources, exemplars and guidance can be found in Showbie.



# Year 12 Curriculum Overview: **Health & Social Diploma**



## Topics/ content outline:

## Powerful Knowledge (key concepts, skills)

## What will you be assessed on?

## How can you help at home?

### Unit 6 Autumn/ Spring/ summer Term

#### Work Experience in Health and Social Care

1. Examine the benefits of work experience in health and social care for own learning and development
2. Develop a work experience plan to support own learning and development
3. Carry out work experience tasks to meet set objectives
4. Reflect on how work experience influences own personal and professional development.

**Developing skills and attributes**  
**Clarifying expectations for employment in health and social care**  
**Exploring career options**  
**Preparation for work experience**  
**Setting goals and learning objectives**  
**Reviewing personal and professional development**  
**Using feedback and action planning**

Observation of learners on work placement carrying out tasks and activities and interacting with service users and staff, evidenced by observation report signed by assessor. A reflective log evaluating own development on work placement.

A report evaluating the benefits of work experience and the importance of preparing for placement. .

All covering: Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)  
 Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, C.D2, D.D3)

Encouraging pupils to complete the homework tasks in a timely manner.

Encourage students to meet internal deadlines.

Encourage wider reading and watching around the unit's topics. Suggestions on Showbie.

Remind pupils that all resources, exemplars and guidance can be found in Showbie.

### Unit 7 Autumn/ Spring/ Summer Term

#### Principle of Safe Practice in Health and Social Care

1. Examine how a duty of care contributes to safe practice in health and social care settings.
2. Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings
3. Investigate the influence of health and safety legislation and policies in health and social care settings
4. Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings

**Duty of care**  
**Complaints procedures**  
**Types and signs of abuse and neglect**  
**Factors that could contribute to individuals being vulnerable to abuse and neglect**  
**Responding to suspected abuse and neglect**  
**Reducing the likelihood of abuse and neglect**  
**Health and safety legislation and policies in health and social care**  
**Influence of legislation and policies on health and social care practice**  
**Procedures to maintain health and safety**  
**Procedures for responding to accidents and emergencies**  
**Health and safety responsibilities**

**A report evaluating duty of care and safeguarding procedures in a health and social care setting**

**A resource file evaluating safe practice principles, procedures and responsibilities in a health and social care setting.**

All covering: Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, B.P5, A.M1, B.M2, A.D1, B.D2)  
 Learning aims: C and D (C.P6, D.P7, D.P8, C.M3, D.M4, CD.D3, CD.D4)

Encouraging pupils to complete the homework tasks in a timely manner.

Encourage students to meet internal deadlines.

Encourage wider reading and watching around the unit's topics. Suggestions on Showbie.

Remind pupils that all resources, exemplars and guidance can be found in Showbie.



# Year 13 Curriculum Overview: **Health & Social Extended Certificate**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Unit 2 - Working in Health and Social Care</b>  1. The roles and responsibilities of people who work in the health and social care sector 2. The roles of organisations in the health and social care sector 3. Working with people with specific needs in the health and social care sector	The roles of people who work in health and social care settings responsibilities of people who work in health and social care settings Specific responsibilities of people who work in health and social care settings  Multidisciplinary working in the health and social care sector Monitoring the work of people in health and social care settings The roles of organisations in providing health and social care services Issues that affect access to services Ways organisations represent interests of service users The roles of organisations that regulate and inspect health and social care services Responsibilities of organisations towards people who work in health and social care settings People with specific needs Working practices	Low Stake tests  Mock examinations  Final exam January 80marks (1.5 hours)	Purchase the Revision guide <a href="https://www.amazon.co.uk/National-Health-Social-Revision-Guide/dp/1292230444">https://www.amazon.co.uk/National-Health-Social-Revision-Guide/dp/1292230444</a>  Encourage keeping notes in good order to refer to.  Remind pupils that all resources, exemplars and guidance can be found in Showbie.
<b>Spring Term</b>	<b>Unit 14 – Physiological disorders and their care</b>  1. Investigate the causes and effects of physiological disorders 2. Examine the investigation and diagnosis of physiological disorders	Types of physiological disorders and effects on body systems and functions Causes of physiological disorders Signs and symptoms of physiological disorders Investigative procedures for physiological disorders Diagnostic procedures for physiological disorders	A report on the impact of two different physiological disorders on the health and wellbeing of service users, and the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders. Covering: Learning aims: A, B and C (A.P1, B.P2, C.P3, C.P4, A.M1, B.M2, C.M3, A.D1, B.C.D2)	Encouraging pupils to complete the homework tasks in a timely manner.  Encourage students to meet internal deadlines.  Encourage wider reading and watching around the unit's topics. Suggestions on Showbie.  Remind pupils that all resources, exemplars and guidance can be found in Showbie
<b>Summer Term</b>	1. Examine treatment and support for service users with physiological disorders 2. Develop a treatment plan for service users with physiological disorders to meet their needs	Provision of treatment and support Types of carers and care settings Care methods and strategies Treatment planning processes	Treatment plan to meet the needs of a selected service user with a physiological disorder. Covering: Learning aim: D (D.P5, D.P6, D.P7, D.M4, D.D3)	Encouraging pupils to complete the homework tasks in a timely manner.  Encourage students to meet internal deadlines.  Encourage wider reading and watching around the unit's topics. Suggestions on Showbie.  Remind pupils that all resources, exemplars and guidance can be found in Showbie



# Year 13 Curriculum Overview: **Health & Social Diploma**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<b>Unit 8 Promoting Public Health</b> 1. Examine strategies for developing public health policy to improve the health of individuals and the population 2. Examine the factors affecting health and the impact of addressing these factors to improve public health	<b>The origins and aims of public health policy</b> <b>Strategies for developing public health policy</b> <b>Monitoring the health status of the population</b> <b>Groups that influence public health policy</b> <b>Factors affecting health</b> <b>The socio-economic impact of improving health of individuals and the population</b>	<b>A report on the aims of public health policy, and how it seeks to minimise the factors adversely affecting the health of the population.</b> <b>Covering: Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1)</b>	Encouraging pupils to complete the homework tasks in a timely manner. Encourage students to meet internal deadlines. Encourage wider reading and watching around the unit's topics. Suggestions on Showbie. Remind pupils that all resources, exemplars and guidance can be found in Showbie.
<b>Spring Term</b>	1. Investigate how health is promoted to improve the health of the population 2. Investigate how health promotion encourages individuals to change their behaviour in relation to their own health	<b>The role of health promoters</b> <b>Approaches to promoting public health and wellbeing</b> <b>Approaches to protecting public health and wellbeing</b> <b>Disease prevention and control methods</b> <b>Features of health promotion campaigns</b> <b>Barriers to participation and challenging indifference</b> <b>Models and theories that justify health behaviour change</b> <b>Approaches to increasing public awareness of health promotion</b>	<b>A report on how a specific health promotion campaign has contributed to improving the health of a community, with reference to local demographic data compared to the national average.</b> <b>Covering: Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M4, D.M5, C.D2, D.D3, D.D4)</b>	Encouraging pupils to complete the homework tasks in a timely manner. Encourage students to meet internal deadlines. Encourage wider reading and watching around the unit's topics. Suggestions on Showbie. Remind pupils that all resources, exemplars and guidance can be found in Showbie.
<b>Summer Term</b>	<b>Unit 4 Enquiries into current research in Health and Social Care</b> 1. Types of issues where research is carried out in the health and social care sector 2. Research methods in health and social care 3. Carrying out and reviewing relevant secondary research into a contemporary health and social care issue	<b>Purpose of research in the health and social</b> <b>Research methodologies care sector</b> <b>Planning Research</b> <b>Ethical issues</b> <b>Research skills</b> <b>Selecting appropriate secondary sources</b> <b>Evaluation of research</b> <b>Wider applications of research</b>	<b>Low Stake tests</b> <b>Mock examinations</b> <b>Part A (4 x A4 pages of notes and hyperlinks) released in March/April</b> <b>Final exam Part B May/June</b>	Purchase the Revision guide <a href="https://www.amazon.co.uk/National-Health-Social-Revision-Guide/dp/1292230444">https://www.amazon.co.uk/National-Health-Social-Revision-Guide/dp/1292230444</a> Encourage keeping notes in good order to refer to. Remind pupils that all resources, exemplars and guidance can be found in Showbie.