

# Year 10 Health and Social Care Curriculum Overview 2024/25

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	Term 1 Component 1	Term 2 Component 1	Term 3 Component 1/PSA	Term 4 PSA	Term 5 Component 2	Term 6 Component 2																																						
	A1 Life stages			A2 Life factors			B1 Life events & B2 Support		PSA			A1 & A2 Health & Social Care		A3 Barriers to accessing services		B2																												
	02/09/2024	09/09/2024	16/09/2024	23/09/2024	30/09/2024	07/10/2024	14/10/2024	21/10/2024	<b>HOLIDAY: 1 WEEK</b>	04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	<b>HOLIDAY: 2 WEEKS</b>	06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025	10/02/2025	<b>HOLIDAY: 1 WEEK</b>	24/02/2025	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025	07/04/2025	<b>HOLIDAY: 2 WEEKS</b>	28/04/2025	05/05/2025	12/05/2025	19/05/2025	<b>HOLIDAY: 1 WEEK</b>	02/06/2025	09/06/2025	16/06/2025	23/06/2025	30/06/2025	07/07/2025	14/07/2025
	Teacher Training Days/Introduction to the course								<b>Christmas Holidays</b>								<b>Easter Holidays</b>																											
	A1 Life stages: Birth to infancy								A2 Factors: Inherited conditions/Stress								B1 Life Event: Accident & Illness/ B2: Sources of Support								Component 2 Baseline Assessment																			
	A1 Life stage: Early childhood								A2 Factors: Physical Factors/Lifestyle Choices								B1 Life event: Life Circumstances								A1 Healthcare services: Settings/Primary																			
	A1 Life stage: Adolescence 9-18								A2 Factors: Lifestyle Choices/Emotional								B2: Coping & Adapting/ B1 & 2 Assessment								A1 Healthcare services: Secondary/Tertiary/Allied																			
	A1 Life stage: Early adulthood								A2 Factors: Social/Cultural								PSA Task 1 Planning/PSA Task 1 write up								A2 Social care services																			
	A1 Life stage: Middle adulthood								A2 Factors: Environmental								PSA Task 2 Planning/PSA Task 2 write up								A3 Barriers to accessing services: Physical/ A1 & A2 Assessment																			
	A1 Life stage: Later adulthood/Life stages Assessment								A2 Factors: Economic								PSA Task 3a Planning/PSA Task 3a write up								Half Term																			
	<b>Half Term</b>								A2 Factors Assessment								PSA Task 3b write up								A3 Barriers to accessing services: Sensory/Cultural																			
	A2 Factors: Inherited conditions/Stress								<b>Christmas Holidays</b>								PSA Resubmission/ B1 & B2 Assessment								A3 Barriers to accessing services: Social/Revision for Mock																			
	A2 Factors: Physical Factors/Lifestyle Choices								<b>Easter Holidays</b>								PSA Resubmission								PPE: Mock paper																			
	A2 Factors: Lifestyle Choices/Emotional								A3 Barriers to accessing services: Physical/ A1 & A2 Assessment								A3 Barriers to accessing services: Language/Geographical								A3 Barriers to accessing services: Intellectual/Financial																			
	A2 Factors: Social/Cultural								A3 Barriers to accessing services: Sensory/Cultural								B1 Skills and attributes in health and social care								B2 Values in health and social care; The nursing 6 Cs																			
	A2 Factors: Environmental								A3 Barriers to accessing services: Social/Revision for Mock																																			
	A2 Factors: Economic								A3 Barriers to accessing services: Social/Revision for Mock																																			
	A2 Factors Assessment								A3 Barriers to accessing services: Social/Revision for Mock																																			

<b>Learning outcomes</b>	To understand the task relevant for Component 1 and be able to apply it Know the key terms	To understand the tasks relevant for Component 1 and be able to apply it through the PSA Know the key terms
<b>How LO are assessed</b>	End of topic tests for knowledge and understanding	Practice exam questions
<b>Homework</b>	Homework sheets	Homework sheets
<b>Key Vocabulary/literacy opportunities</b>	See component 1 and component 2 wordbanks	
<b>Connected knowledge</b>	C & C – Black History Month and Family Diversity. Sociological and Psychological Theories including Functionalist, Marxist and biological.	
<b>C &amp; C</b>	Link to all topics. All topics interlink.	
<b>Literacy</b>	Textbooks and Modules: Similar to the A-Level courses, students are required to read core textbooks and materials for each unit, covering subjects like human development, psychology in health, social care practices, and working with service users. Case Studies and Scenarios: Students read case studies and scenario-based questions that relate theory to practice. This helps them apply theoretical knowledge to real-world situations within health and social care settings. Government Guidelines and Policy Documents: Reading official guidelines, policies, and frameworks (e.g., safeguarding policies, health care regulations) is explicitly included to understand professional standards and protocols in the care sector. Extended Reading for Coursework: For coursework and assignments, students are often required to conduct further reading, such as research papers, care standards, or health-related news articles to support their written work.	
<b>SMSC</b>	Spiritual Development: Person-Centered Care and Individual Beliefs: Students are taught the importance of respecting individual beliefs and values in health and social care settings. This encourages students to understand and accommodate the spiritual needs of others when providing care. Self concept and self esteem are also taught. Care for the Whole Person: The concept of holistic care involves caring for a person’s emotional, mental, spiritual, and physical needs, promoting students’ reflection on what it means to support human well-being in its broadest sense. Moral Development:	
<b>British Values</b>	Mutual Respect and Tolerance: Respect and tolerance are central to this course, as students learn about person-centered care and the importance of treating people with dignity and compassion in health and social care settings. Students also study the effects of discrimination and how to provide inclusive care. Individual Liberty: The course emphasizes the rights of individuals to make choices about their own care, promoting autonomy and supporting clients’ decision-making processes. This aligns with the value of individual liberty. Rule of Law: Students learn about the legal frameworks governing health and social care, including safeguarding policies, patient rights, and professional standards. The rule of law is essential in maintaining ethical standards in care and protecting both patients and professionals.	

<b>Cultural Capital</b>	<p>Understanding of Health and Social Care Systems: This subject helps students understand how health and social care systems operate in the UK and globally. This knowledge is part of their cultural capital, especially as healthcare and social services are central to everyday life and public discourse.</p> <p>Exposure to Diverse Health Needs and Social Contexts: Students learn about the health needs of individuals from different cultural, religious, and social backgrounds. Understanding diversity in healthcare helps students develop cultural empathy and the ability to provide person-centered care, which is essential for social engagement and professional success in a multicultural society.</p> <p>Speakers who come into school and add value to the learning add to Cultural capital. Proposed visit to a Care Home.</p>
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