

Year 11 Health and Social Care Curriculum Overview 2024/25

		M	M				M	M	M				M	M	M																																																																																																																																								
		Term 1 Component 2					Term 2 Component 2					Term 3 Component 3			Term 4 Component 3																																																																																																																																								
		Component 2					PSA					PPE		PSA			A1: Factors affecting health & wellbeing			B1: Physiological indicators/B2: Lifestyle indicators			PPE		C1: PCA/C2: Improving H&W/C3: Barriers & Obstacles																																																																																																																														
		02/09/2024	09/09/2024	16/09/2024	23/09/2024	30/09/2024	07/10/2024	14/10/2024	21/10/2024	HOLIDAY: 1 WEEK	04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	HOLIDAY: 2 WEEKS	06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025	10/02/2025	HOLIDAY: 1 WEEK	24/02/2025	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025	07/04/2025	HOLIDAY: 2 WEEKS	28/04/2025	05/05/2025	12/05/2025	19/05/2025	HOLIDAY: 1 WEEK	02/06/2025	09/06/2025	16/06/2025	23/06/2025	30/06/2025	07/07/2025	14/07/2025																																																																																																										
		A3 Barriers to accessing services (Sensory barriers)					A3 Barriers to accessing services (Language barriers)					A3 Barriers to accessing services (Financial barriers)		PSA Task 1 (Controlled Assessment)			PSA Task 2 (Controlled Assessment)			PSA Task 3 (Controlled Assessment)			PSA Task 4 (Controlled Assessment)			PSA Task 5 (Controlled Assessment)			PSA Resubmission (Controlled Assessment)		A1 Physical factors: Genetic inheritance			A1 Physical factors: Ill health			A1 Lifestyle factors: Diet/Exercise		A1 Lifestyle factors: Smoking/Alcohol/Drugs			Christmas Holidays					A1 Social factors			A1 Cultural factors			A1 Environmental factors			A1 Economic factors			A1 Physical events/Relationship changes			A1 Life circumstances/End of topic assessment			B1 Physiological indicators: Heart rate/Blood pressure/BMI			B2 Lifestyle indicators: Nutrition & Physical activity			B2 Lifestyle indicators: Smoking, Alcohol & Substance misuse			C1 The importance of a person-centred approach		Half Term					PPE - Progress testing – Practice Assessment		PPE			B2 Interpreting lifestyle data (including smoking)					C2 Recommended actions to improve health & wellbeing			C2 Different sources of support			C3 Barriers to Following Recommendations			C3 Obstacles to Following Recommendations			Exam practice: Case study questions			Revision for the exam			Easter Holidays					Revision for the exam			COMPONENT 3 Exam 6th May			Exams			Exams			Half Term					Exams & Study Leave			Exams & Study Leave			Exams & Study Leave			Exams & Study Leave			Exams & Study Leave			Exams & Study Leave			Exams & Study Leave		
Learning outcomes																																																																																																																																																							
How LO are assessed	Weekly worksheets / booklets for knowledge and understanding of the tasks															Practice exam questions																																																																																																																																							
Homework	Homework booklets															Research tasks embedded into the lessons. Complete booklet for the relevant sections and research cases																																																																																																																																							
Key Vocabulary/literacy opportunities																																																																																																																																																							
Connected knowledge	C & C – Black History Month and Family Diversity. Sociological and Psychological Theories including Functionalist, Marxist and biological.																																																																																																																																																						
C& C	Link to all topics. All topics interlink.																																																																																																																																																						
Literacy	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. <ul style="list-style-type: none"> 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. 																																																																																																																																																						

<p>SMSC</p>	<p>Spiritual Development:</p> <ul style="list-style-type: none"> • 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. • 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. <p>Moral Development:</p> <ul style="list-style-type: none"> • Ethical Issues in Health and Social Care: Students explore ethical dilemmas, such as issues surrounding confidentiality, informed consent, end-of-life care, and resource allocation, helping them develop a sense of moral responsibility and ethical judgment in professional practice. • Safeguarding and Protecting Vulnerable Individuals: The course teaches students about the moral duty to protect vulnerable individuals (e.g., children, elderly, disabled), reinforcing the importance of empathy, care, and responsibility. <p>Social Development:</p> <ul style="list-style-type: none"> • Teamwork and Collaboration in Care: Students are encouraged to develop interpersonal and communication skills as part of their training, learning how to work collaboratively in health and social care environments. This fosters social awareness and the ability to build positive relationships in diverse settings. • Understanding Social Determinants of Health: By studying the social factors that affect health (e.g., poverty, education, housing), students gain insight into how social inequalities impact well-being, promoting a sense of social justice and the desire to address these disparities. <p>Cultural Development:</p> <ul style="list-style-type: none"> • Culturally Competent Care: The course emphasizes the importance of providing care that respects cultural differences and promotes inclusivity. Students learn to appreciate cultural diversity in health practices, dietary requirements, and communication styles. • Health and Social Care Systems Around the World: Exposure to how different countries organize their health and social care systems helps students understand the diversity of global approaches to care, broadening their cultural awareness
<p>British Values</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. • Democracy: While not a direct focus, democracy is implicitly addressed through discussions about policymaking in health and social care. Students explore how health policies are shaped through public input and democratic processes, ensuring services reflect societal values.
<p>Cultural Capital</p>	<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> <ul style="list-style-type: none"> • 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. • Knowledge of Ethical and Legal Frameworks: Learning about the ethical, legal, and professional standards in health and social care settings enhances students’ cultural capital by teaching them the rules and values that guide social behavior and professional conduct in this field. • Historical Context of Health Care: By studying the development of healthcare practices, policies, and institutions over time, students gain insight into the history of public health and social care in the UK and other countries, which adds depth to their understanding of societal progress.