

Year 11 Health and Social Care Curriculum Overview

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		Term 1 Component 2						Term 2 Component 3						Term 3 Component 3						Term 4 Component 3						Term 5						Term 2 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																																																																																																																																																																																																																																															
		01/09/2025	08/09/2025	15/09/2025	22/09/2025	29/09/2025	06/10/2025	13/10/2025	20/10/2025	HOLIDAY: 1 WEEK		03/11/2025	10/11/2025	17/11/2025	24/11/2025	01/12/2025	08/12/2025	15/12/2025	HOLIDAY: 2 WEEKS		05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026	HOLIDAY: 1 WEEK		23/02/2026	02/03/2026	09/03/2026	16/03/2026	23/03/2026	HOLIDAY: 2 WEEKS		13/04/2026	20/04/2026	27/04/2026	04/05/2026	11/04/2026	18/05/2026	HOLIDAY: 1 WEEK		01/06/2026	08/06/2026	15/06/2026	22/06/2026	29/06/2026	06/07/2026	13/07/2026																																																																																																																																																																																																																																									
		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						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						Easter Holidays						Exam practice: Case study questions						Revision for the exam						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.