

Year 12 Health and Social Care Bilton School Planning for Progress over Time Programme of Study

	Term 1 - Unit 3	Term 2 - Unit 3	Term 3 - Unit 1	Term 4 - Unit 1	Term 5 - Unit 1	Term 6 - Start Unit 2
	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
	Intro to the course and Unit 3, subject induction, expectations A1. NHS Core Values, Skills for Health and 6Cs A2. Person-centred care, needs-led, people skills A2. Care/support plans, channels of support A3. Communication, effective, types, adapting, collaborating A3. Communication impact on outcomes A3. Digital communication, positives and challenges PSAB mock test for Learning Aim A and feedback A4. Confidentiality, permission, policies and breaches A5. Duty of care legalities, best interest, professionalism A5. Managing dilemmas, capacity, disclosures, concerns A6. Vulnerable safeguarding, roles and responsibilities PSAB mock test for Learning Aim B and feedback B1. Roles and responsibilities of organisations; NHS, CQC etc B1. Key legislation that informs safe, quality practice B2. Organising of services for both health and social care	B3. Integrated care structure, roles and responsibilities B4. Critical thinking PSAB LAA & LAB mock test with feedback C1. Social determinants health status for individuals C1. Social determinants social & environmental status PPE?? PPE C2. Improving health outcomes, equality and inclusion C2. Workforce recruitment, competence, equality, CPD C3. Barriers, discrimination, conform, challenging C3. Impact of pandemics on health outcomes PSAB tasks PSAB tasks & resubmissions	PSAB resubmissions SV sample upload Intro to Unit 1 & A1.1-1.1.2 Birth-infancy Physical Intellect A1.1.3-A1.1.4 Birth-infancy C1.1 health conditions & C2.1 Vaccines A1.2.1-A1.2.4 Early childhood all of the PIES C2.1 Vaccines A1.3.1-A1.3.4 Adolescence PIES & C1.2 Teens smoke/vape/drugs A1.4.1-A1.4.4 Early Adulthood C1.5 Obesity and health A1.5.1-A1.5.2 Middle Adulthood C1.3 Health C2.6 Accidents A1.6.1-A1.6.4 Late Adulthood C1.4 Health & C2.1 vaccines A1.7.1-A1.7.3 Later Adulthood C1.4 Health in this age group LAA mop up, revision, exam practice and mock exam B1.1 Predisposition & B1.2 Genetic disorders	PPE PPE B2.1 Diet B2.2 Exercise B2.3 Alcohol/smoking C2.5 Promotion B2.5 Oral care C2.4 Dental checks C3.5 Role of dentists B2.6 Pregnancy, LAB; B1&2 revision, exam practice B3.1 Definition B3.2.1-B3.2.2 Prevalence & health inequalities B3.2.3 Access and barriers B3.2.4 Discrimination B3.3 Environmental B3.4 Economic B3.5 Occupational	Easter Holidays LAB mop up, revision, exam practice & LAA/LAB mock exam C2.1 Heard immunity strategy C2.2 Age-related health checks C2.3 Mental Health B3.2.2 Prevalence C3.9 Counselling C3.1 Nurses, C2.5 Midwives, C3.3 Doctors GP & consultants C3.4 Allied Health Professionals C3.7 Dietician C4.2 P-c care C4.1 Integrated, C3.6 Social worker & C3.8 Care work C3.9 Psychologist, C3.10 Youth work & C3.11 Social Prescriber Revisit C4.1 Integrated, C4.3 Multidisciplinary C4.1 P-c care LAC mop up, revision, exam practice & LAC mock exam Unit 1 Revision	Half Term Intro to Unit 2 & B1.1.1 Structure of the heart B1.1.2 Blood vessels B1.1.3 Role & composition of blood C1.1-C1.1.4 Coronary heart Disease, causes, symptoms Enrichment and for Unit 2 C1.1.1 CHD & C1.2.1 Stroke C1.2.1-C1.2.4 Stroke, causes and symptoms B2.1.1-B2.1.2 Respiratory system, structure and functions B2.2.1 Gaseous exchange & B2.2.2 Mechanics of breathing C1.3.1-C1.3.4 Asthma, causes and symptoms
Progress and assessment	Exam question practice Exam questions every 3 weeks	Exam question practice PPE week Exam questions every 3 weeks	Check task elements on a weekly basis (not marked)	Check task elements on a weekly basis (not marked)		
Expected level of progress	By the end of this half term, pupils will be able to: • Explain and apply to novel scenarios the key features of roles and responsibilities of individuals who work in the health and social care sector. • Explain and apply to novel scenarios the monitoring procedures of individuals who work in the health and social care sector. • Explain and apply to novel scenarios the issues that can affect access to services and ways organisations can represent the interests of the service user. They will be able to do this by: • Successfully achieving in applied case study questions and exam practice • Successful completion of consolidation homework	By the end of this half term, pupils will be able to: • Explain and apply to novel scenarios the key features of working practices and people with specific needs They will be able to do this by: • Successfully achieving in applied case study questions and exam practice • Successful completion of consolidation homework tasks • Successful progress in assessments in assessment section C	By the end of this half term, pupils will be able to: • Explain and apply to a case study how we can diagnose and treat two physiological disorders. They will be able to do this by: • Successfully completion of coursework units	By the end of this half term, pupils will be able to: • Explain and apply to a case study how we can diagnose and treat two physiological disorders. They will be able to do this by: • Successfully completion of coursework units		
Homework	Summary table for similarities and differences between roles in health and social care Summary table for similarities and differences between responsibilities in health and social care Revision for assessment	Revision for mock exam	Coursework	Coursework	Coursework	
Key Vocabulary/literacy opportunities	Writing frames for exam questions. Learning the exam method. Model answers	Writing frames for exam questions. Learning the exam method. Model answers	Writing frames for exam questions. Learning the exam method. Model answers	Writing frames for exam questions. Learning the exam method. Model answers	Writing frames for exam questions. Learning the exam method. Model answers	
Impact	Teacher and students will be able to measure progress using tracking sheets in wbooks. Assessments will use BTEC marking criteria, will be moderated through dept meetings it will be possible to measure progress over time this will highlight areas which the students are struggling with. Students are able to look for connections or links between the different areas.					

Literacy	<p>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.</p> <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.
SMSC	<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.
British Values	<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.
Cultural Capital	<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.