



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



| Year 10 [NEW SPEC 2022]                | Term 1   | Term 2  | Term 3  |   |
|--|--|---|---|---|
| Unit(s) – As outlined in 39 week plans | <b>Component 1: Human Lifespan Development</b><br>Learning aim A: Understand human growth and development across life stages and the factors that affect it  | <b>Component 1: Human Lifespan Development</b><br>Learning aim B: Investigate how individuals deal with life events   | Pearson Set Assessment [PSA]  | <b>Component 2: Health and Social Care Service and Values</b><br>A Understand the different types of health and social care services and barriers to accessing them   |
| Key Retainable Knowledge & Skills      | <p><b>A1 Human growth and development across life stages</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</li> </ul> <p><b>A2 Factors affecting growth and development</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore the different factors that can affect an individual's growth and development.</li> <li>✓ Explore how different factors will impact on different aspects of growth and development.</li> </ul> | <p><b>B1 Different types of life event</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore the different life events that can impact on people's physical, intellectual, emotional and social development.</li> </ul> <p><b>B2 Coping with change caused by life events</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore how individuals can adapt or be supported through changes caused by life events.</li> </ul> | <p><b>The assignment for this component consists of four tasks.</b></p> <ul style="list-style-type: none"> <li>● In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.</li> <li>● In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages.</li> <li>● In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.</li> <li>● In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.</li> </ul> <p>The assignment will take approximately 6 supervised hours to complete.</p> | <p><b>A1 Health and social care services</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore the health and social care services that are available and why individuals may need to use them.</li> </ul> <p><b>A2 Barriers to accessing services</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore barriers that can make it difficult to use these services and how these barriers can be overcome.</li> </ul> <p><b>B1 Care values</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ Explore and practise applying the different care values that are key to the delivery of effective health and social care services.</li> </ul> <p><b>B2 Reviewing own application of care values</b><br/>Students will:</p> <p>Reflect on their own application of care values, including using teacher or service-user feedback.</p> |
| Key Technical Vocabulary               | Growth / Development / Life stages / Infancy / Childhood / Adolescence / Adulthood / Later Adulthood / Characteristics / Classifications / Physical / Intellectual / Emotional / Social / Milestones / Expected patterns / Reflexes / Startle / Moro / Rooting / Gross / Fine / Motor / Skills / Language / Cognitive / Bonding / Attachment / Cognitive / Egocentric / Object permanence / Sexual / Puberty / Reproduction / Hormones / Ovaries / Ovulation / Menstruation / Testes / Sperm / Menopause / Language / Contentment / Self-esteem / Self-image / Genetic / Economic / Cultural / Income / Possessions          | Life events / Bereavement / Marriage / Divorce / Imprisonment / Serious injury / Illness / Parenthood / Retirement / Starting School / Leaving school / Moving house / Exclusion / Advice / Support / Information / Crisis / Cope / Adapt / Resilience / Change / Stress / Mental health / Responsibility / Independence / Learning   | See Term 1 and 2 – Application within PSA   | <b>Component 2</b><br>Services / Values / Primary / Secondary / Tertiary / Allied / Professionals / Domiciliary / Impairments / Respite / Impairments / Foster / Residential / Residential / Barrier / Psychological / Intellectual / Language / Geographical / Resource / Financial / Sensory / Physical / Stigma / Anti-discriminatory practice / Respect / Dignity / Safeguarding / Duty of Care / Empowerment / Independence / Confidentiality/ Communication   |
| Opportunities for Reading              | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1<br>Bounty <a href="http://www.bounty.com">www.bounty.com</a><br>Kids Health <a href="http://www.kidshhealth.org">www.kidshhealth.org</a><br>NHS Choices <a href="http://www.nhs.uk">www.nhs.uk</a>  | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book - Component 1<br>Cruse Bereavement Care <a href="http://www.cruse.org.uk">www.cruse.org.uk</a><br>Relate <a href="http://www.relate.org.uk">www.relate.org.uk</a><br>Gingerbread <a href="http://www.gingerbread.org.uk">www.gingerbread.org.uk</a><br>Mind <a href="http://www.mind.org.uk">www.mind.org.uk</a>   | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1<br><a href="http://www.princess-trust.org.uk">www.princess-trust.org.uk</a><br><a href="http://www.homestart.org.uk">www.homestart.org.uk</a>  | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 2<br>NHS careers <a href="http://www.healthcareers.nhs.uk">www.healthcareers.nhs.uk</a><br>Step into the NHS <a href="http://www.stepintothens.nhs.uk">www.stepintothens.nhs.uk</a><br>Social Care Institute <a href="http://www.scie.org.uk">www.scie.org.uk</a><br>Equality and Human Rights Commission <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>   |
| Developing Cultural Capital            | Case Studies / Role models<br>Opportunities to conduct primary and secondary research<br>Awareness of socioeconomic factors impacting on growth, development, health and wellbeing<br>Awareness of cultural factors impacting on growth, development, health and wellbeing – tolerance / respect / appreciation for difference   | Case Studies / Role models<br>Opportunities to conduct primary and secondary research<br>Awareness of life events/experiences impacting on growth development, health and wellbeing<br>Resilience /Understanding change / Managing change<br>Relationship breakdown / Family dysfunction  | Case Studies / Role models<br>Opportunities to conduct primary and secondary research<br>Awareness of the need for support – empathy and sympathy<br>Community cohesion / networks / support<br>Awareness of faith based organisations  | Case studies / Role models<br>Values underpinning health and social care / Rights / Entitlements<br>Awareness of barriers to accessing services – cultural / psychological / socioeconomic  |
| o Cross Curricular Links (Authentic    | o GCSE / BTEC PE (Human body – anatomy and physiology)<br>o GCSE Science (Growth and Development / Life stages / Puberty)<br>o GCSE English (Explain, describe, compare and assess)  | o GCSE / BTEC PE (Human body – anatomy and physiology)<br>o GCSE Science (Growth and Development / Life stages / Puberty)<br>o GCSE English (Explain, describe, compare and assess)   | o GCSE / BTEC PE (Human body – anatomy and physiology)<br>o GCSE Science (Growth and Development / Life stages / Puberty)   | o GCSE Religious Studies (Individual needs/preferences related to religion and culture)<br>o GCSE Drama (Role plays, script writing, demonstrating)   |



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| GCSE English (Report writing, self-reflections)                        | ○ GCSE Maths (Milestones, expected patterns of development, norms/averages) | ○ GCSE Maths (Milestones, expected patterns of development, norms/averages) | ○ GCSE English (Explain, describe, compare and assess)<br>○ GCSE Maths (Milestones, expected patterns of development, norms/averages) |  |
| Physical sensory team / unit – on site facilities/service Connections) |   |   |   |  |
| <b>Key Assessment</b>  | Content Review - 10 questions<br>Mock assignment practice/planning          | • Mock PSA practice   | Completion of PSA (30% of grade, submitted to Pearson in May 2026]  |  |

| Year 11 [NEW SPEC 2023]                      | Term 1  |   | Term 2-3   |
|--|---|---|--|
| Unit(s) – As outlined in 39 week plans       | <b>Component 2: Health and Social Care Service and Values</b><br>Learning aim B: Demonstrate care values and review own practice  | <b>Pearson Set Assessment [PSA]</b>   | <b>Component 3: Health and Wellbeing</b><br>Learning Aim A: Factors that affect health and wellbeing<br>Learning Aim B Interpreting health indicators<br>Learning Aim C Person-centred approach to improving health and wellbeing  |
| <b>Key Retainable Knowledge &amp; Skills</b> | <p><b>B1 Skills and attributes in health and social care</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore the skills and attributes that are required when delivering care.</li> </ul> <p><b>B2 Values in health and social care</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore the values that are required when planning and delivering care.</li> </ul> <p><b>B3 The obstacles individuals requiring care may face</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore the personal obstacles that individuals requiring and receiving care may face.</li> </ul> <p><b>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore how skills, attributes and values benefit individuals when receiving care</li> <li>✓ receiving care</li> </ul> | <p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks.</p> <ul style="list-style-type: none"> <li>● In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.</li> <li>● In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.</li> <li>● In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care.</li> <li>● In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual.</li> <li>● In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.</li> </ul> <p>The assignment will take approximately 6 supervised hours to complete.</p> | <p><b>A Factors affecting health and wellbeing</b><br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore how factors can affect an individual’s health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</li> </ul> <p><b>B Interpreting health indicators</b><br/>B1 Physiological indicators<br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore how physiological indicators are used to measure health.</li> </ul> <p>B2 Lifestyle indicators<br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore how lifestyle choices determine physical health.</li> </ul> <p><b>C Person-centred approach to improving health and wellbeing</b><br/>C1 Person-centred approach<br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</li> </ul> <p>C2 Recommendations and actions to improve health and wellbeing<br/>Students will:</p> <ul style="list-style-type: none"> <li>✓ explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on</li> </ul> |



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|   |   |  | health and social care services, and also skills, attributes and values that contribute to care.  |
| <b>Key Technical Vocabulary</b>                       | <b>Component 2</b><br>Residential / Barrier / Psychological / Intellectual / Language / Geographical / Resource / Financial / Sensory / Physical / Stigma / Anti-discriminatory practice / Respect / Dignity / Safeguarding / Duty of Care / Empowerment / Independence / Confidentiality/ Communication / Competence/ Courage/ Commitment/ Compassion  | See Term 1 and 2 – Application within PSA  | Health / Wellbeing / Definitions / Holistic / Positive / Negative / Absence / Disease / Economic / Environmental / Physical / Lifestyle / Social / Emotional / Genetic / Cultural / Deprived / Income / Wealth / Self-esteem / Self-image / Integrate / Interactions / Belonging / Support / Mobility / Risk / Needs / Physiological / Pollution / Relationships / Diet / Exercise / Hygiene / Predisposition/ Person centred / Objective / Outcomes / Short term / Long term / Targets / Goals / Review / Reflection   |
| <b>Opportunities for Reading</b>                      | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 2<br>NHS careers <a href="http://www.healthcareers.nhs.uk">www.healthcareers.nhs.uk</a><br>Step into the NHS <a href="http://www.stepintothens.nhs.uk">www.stepintothens.nhs.uk</a><br>Social Care Institute <a href="http://www.scie.org.uk">www.scie.org.uk</a><br>Equality and Human Rights Commission <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a> | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book – Component 1<br><a href="http://www.princess-trust.org.uk">www.princess-trust.org.uk</a><br><a href="http://www.homestart.org.uk">www.homestart.org.uk</a>   | Pearson BTEC Level 1/2 Tech Award in Health and Social Care Student Book<br>Pearson BTEC Level 1/2 Tech Award in Health and Social Care Revision Guide<br>British Heart Foundation <a href="http://www.bhf.org.uk">www.bhf.org.uk</a> Diabetes UK <a href="http://www.diabetes.org.uk">www.diabetes.org.uk</a><br>Physical Activity Guidelines <a href="http://www.gov.uk">www.gov.uk</a> Blood pressure <a href="http://www.bloodpressureuk.org">www.bloodpressureuk.org</a><br>Peak Flow <a href="http://www.asthma.org.uk">www.asthma.org.uk</a> BMI healthy weight <a href="http://www.nhs.uk">www.nhs.uk</a> Pulse rate <a href="http://www.bhf.org.uk">www.bhf.org.uk</a> |
| <b>Developing Cultural Capital</b>                    | Case studies / Role models<br>Values underpinning health and social care / Rights / Entitlements<br>Awareness of barriers to accessing services – cultural / psychological / socioeconomic  | Case Studies / Role models<br>Opportunities to conduct primary and secondary research<br>Awareness of the need for support – empathy and sympathy<br>Community cohesion / networks / support<br>Awareness of faith based organisations   | Case studies / Role models<br>Informed decision making / informed choices<br>Published guidelines / recommendations regarding healthy lifestyles  |
| <b>Cross Curricular Links (Authentic Connections)</b> | <ul style="list-style-type: none"> <li>o GCSE Religious Studies (Individual needs/preferences related to religion and culture)</li> <li>o GCSE Drama (Role plays, script writing, demonstrating)</li> </ul>   | <ul style="list-style-type: none"> <li>o GCSE / BTEC PE (Human body – anatomy and physiology)</li> <li>o GCSE Science (Growth and Development / Life stages / Puberty)</li> <li>o GCSE English (Explain, describe, compare and assess)</li> <li>o GCSE Maths (Milestones, expected patterns of development, norms/averages)</li> </ul> | <ul style="list-style-type: none"> <li>o GCSE / BTEC PE (Definitions and measures of health)</li> <li>o GCSE Science (Lifestyle and physiological data)</li> <li>o GCSE English (Explain and describe)</li> <li>o GCSE Maths (Formulas, units, norms, published guidance)</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>o GCSE English (Report writing, self-reflections)</li> <li>o Physical sensory team / unit – on site facilities/service</li> </ul>  | Completion of PSA (30% of grade, submitted to Pearson in May 2026)   | <p><b>Set task - Past paper</b><br/><b>SECTION A: Assessing health and wellbeing</b><br/>Question 1(a) (b) (c) (d)<br/>Question 2(a) (b)<br/>(Question 3 – practice in class work books)</p> <p><b>Set task - Past paper</b><br/><b>SECTION B: Designing a health and wellbeing improvement plan</b><br/>Q4 Design a health and wellbeing improvement plan</p> <p><b>Set task - Past paper</b><br/><b>SECTION B: Designing a health and wellbeing improvement plan</b><br/>Q5 Needs, wishes and circumstances</p>   |



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|                       |   |   | o Q6 Obstacles   |
| <b>Key Assessment</b> | <b><u>Component 2: Health and Social Care Service and Values</u></b><br>Content Review -10 questions<br>Mock assignment practice/planning | See Term 3 of Y10 and 1 of Y11 – Application within PSA | Case studies / Role models<br>Informed decision making / informed choices<br>Published guidelines / recommendations regarding healthy lifestyles |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



| Year 12 AAQ                            | Term 1   | Term 2   | Term 3   |
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| Unit(s) – As outlined in 39 week plans | <b>Pearson BTEC Level 3 National AAQ</b>   | <b>Pearson BTEC Level 3 National AAQ</b>   | <b>Pearson BTEC Level 3 National AAQ</b>   |
|  | <ul style="list-style-type: none"> <li>Unit 2 – Human Biology and Health (Exam)</li> <li>Unit 6 – Safe environments in health and social care (Coursework)</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 2 – Human Biology and Health (Exam)</li> <li>Unit 6 – Safe environments in health and social care (Coursework)</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 2 – Human Biology and Health (Exam)</li> <li>Unit 6 – Safe environments in health and social care (Coursework)</li> </ul>  |
| Key Retainable Knowledge & Skills      | <b><u>Unit 2 – Human Biology and Health (Exam)</u></b>   | <b><u>Unit 2 – Human Biology and Health (Exam)</u></b>   | <b><u>Unit 2 – Human Biology and Health (Exam)</u></b>   |
|  | <p><b><u>A: Organisation of the human body</u></b></p> <p>A1 Cells</p> <p>A1.1 The structure of animal cells and the function of the organelles to include:</p> <p>A1.1.1 membrane</p> <p>A1.1.2 nucleus</p> <p>A1.1.3 ribosomes</p> <p>A1.1.4 mitochondria</p> <p>A2 Tissues</p> <p>A2.1 The structure, location in organs and organ systems, and function of the main tissue types:</p> <p>A2.1.1 epithelial (simple and compound)</p> <p>A2.1.2 connective (blood, cartilage, bone, areolar and adipose)</p> <p>A2.1.3 muscle (striated, non-striated, cardiac)</p> <p>A2.1.4 nervous (sensory and motor neurones, neuroglia).</p> <p>A3 Energy in the body</p> <p>A3.1 Energy metabolism</p> <p>The process of generating energy from nutrients:</p> <p>A3.1.1 catabolism – the breakdown of complex molecules into numerous simple ones</p> <p>A3.1.2 anabolism - the process of using the energy released by catabolism to synthesise complex molecules from numerous simple ones.</p> <p>A3.2 Cellular respiration</p> <p>Takes place in all living cells. The process by which cells derive energy from glucose through catabolism:</p> <p>A3.2.1 aerobic respiration – uses oxygen to derive energy</p> <p>A3.2.2 anaerobic respiration – does not use oxygen to derive energy</p> <p>A3.3 Uses of energy in the body:</p> <p>A3.3.1 cell division, growth and repair; passage of nerve impulses; contraction of muscle tissue; maintenance of homeostasis; anabolism</p> <p>A3.3.2 basal metabolic rate (BMR): the energy required when resting for basic life-sustaining functions like breathing, circulation, nutrient processing, and cell production.</p> <p>A4 Homeostatic mechanisms</p> <p>A4.1 Definition of homeostasis: ‘The ability of the body to maintain a stable internal environment despite changes in external conditions.’</p> <p>A4.2 The role of negative feedback in regulatory mechanisms, to include:</p> <p>A4.2.1 thermoregulation</p> <p>A4.2.2 blood glucose regulation</p> <p>A4.2.3 osmoregulation.</p> | <p>B4 The endocrine and renal systems</p> <p>B4.1 The role of the hypothalamus in controlling the endocrine system.</p> <p>B4.2 The role of the endocrine system in the following processes:</p> <p>B4.2.1 control and regulation of growth: the role of the thyroid, testes and ovaries, the action of growth stimulating hormone and the development of secondary sexual characteristics</p> <p>B4.2.2 osmoregulation: the role of the pituitary gland and action of antidiuretic hormone and the role of the kidneys</p> <p>B4.2.3 regulation of blood sugar: the role of the pancreas and the liver, including the action of insulin and glucagon</p> <p>B4.2.4 ‘fight or flight’ response: the role of the adrenal glands and the action of adrenalin</p> <p>B4.2.5 regulation of blood pressure: the role of the adrenal glands and the action of aldosterone.</p> <p>B5 The musculoskeletal system</p> <p>B5.1 The role of the structures of the musculoskeletal system in providing support and structure to the body and enabling movement:</p> <p>B5.1.1 ligaments</p> <p>B5.1.2 tendons</p> <p>B5.1.3 cartilage</p> <p>B5.1.4 bone</p> <p>B5.1.5 antagonistic pairs of muscles; synergist muscles; fixator muscles</p> <p>B5.1.7 fibrous joints</p> <p>B5.1.8 cartilaginous joints</p> <p>B5.1.9 synovial joints.</p> <p>B6 The function of further body systems</p> <p>B6.1 The primary functions of additional body systems and how they link to other systems to include:</p> <p>B6.1.1 immune system: role in fighting infection, including white blood cells, antibodies and antigens</p> <p>B6.1.2 lymphatic system: role in managing fluid levels and the immune response</p> <p>B6.1.3 reproductive system: role of the breasts, uterus, ovaries and vagina in anatomical females, and penis and testes in anatomical males</p> <p>B6.1.4 digestive system: role of the alimentary canal – oesophagus, stomach, duodenum, ileum, colon, and the accessory organs - liver, pancreas, gallbladder and salivary glands, in the breakdown and absorption of food materials.</p> <p><b><u>C Disorders of the body and effect on body systems</u></b></p> <p>C1 The main disorders of the body systems</p> <p>C1.1 Coronary heart disease:</p> <p>C1.1.1 causes: atherosclerosis, hypertension</p> <p>C1.1.2 primary effects: heart attack, angina, heart failure</p> <p>C1.1.3 secondary effects: shortness of breath, dizziness, nausea and vomiting</p> <p>C1.1.4 body systems: cardiovascular, respiratory and digestive.</p> <p>C1.2 Stroke:</p> <p>C1.2.1 causes: blocked artery (ischaemic stroke) or burst blood vessel (haemorrhagic stroke)</p> | <p>C1.7 Acquired brain injury: traumatic and non-traumatic:</p> <p>C1.7.1 causes: blow to the head (traumatic) or brain damage that occurs after birth, caused by e.g. infection, disease, lack of oxygen (non-traumatic)</p> <p>C1.7.2 primary effects: concussion, unconsciousness and coma, amnesia, damage to blood vessels in the brain</p> <p>C1.7.3 secondary effects: traumatic – headaches and dizziness, memory loss, fatigue, personality changes; both – delayed growth and development (in children), issues with balance and coordination, cognitive, sensory and physical impairments, irritability, sleep disturbance</p> <p>C1.7.4 body systems: nervous, cardiovascular, respiratory, musculoskeletal.</p> <p>C1.8 Cancer: breast, bowel and lung</p> <p>Students should develop an awareness of the ways that an individual's genetics, lifestyle and exposure to carcinogens in lifestyle habits and the environment, can lead to cancer, as well as the primary and secondary effects of cancers on interlinked body systems.</p> <p>C1.8.1 Breast cancer</p> <p>C1.8.1.1 causes: an uncontrollable growth of abnormal cells, due to a combination of:</p> <ul style="list-style-type: none"> <li>genetic factors – cancer-risk genes</li> <li>lifestyle factors – alcohol consumption; overweight and obesity</li> <li>environmental factors – exposure to radiation and oestrogen</li> </ul> <p>C1.8.1.2 primary effects on the reproductive system • changes in size or shape of one or more breasts, discharge from nipples, swelling in armpits, dimpling on breast skin, change in the appearance of the nipple.</p> <p>C1.8.1.3 secondary effects on interlinked body systems • metastasis (spreading to other parts of the body such as bones, lungs, liver and brain) leading to organ failure and death.</p> <p>C1.8.2 Bowel cancer</p> <p>C1.8.2.1 causes: an uncontrollable growth of abnormal cells, due to a combination of:</p> <ul style="list-style-type: none"> <li>genetic factors – cancer-risk genes</li> <li>lifestyle factors – smoking; consumption of red and processed meat; alcohol consumption; overweight and obesity</li> <li>pre-existing conditions – inflammatory bowel disease</li> </ul> <p>C1.8.2.2 primary effects on the digestive system • changes in faeces, changes in occurrence of defaecating, bleeding from the anus/blood in stool, pain in the abdomen, bloating, weight loss.</p> <p>C1.8.2.3 secondary effects on interlinked body systems • effects on cardiovascular system: anaemia and persistent tiredness due to internal bleeding/bleeding from the anus. • effects on musculoskeletal system: loss of bone and muscle mass. • metastasis (spreading to other parts of the body such as liver and lungs) leading to organ failure and death.</p> <p>C1.8.3 Lung cancer</p> <p>C1.8.3.1 causes: an uncontrollable growth of abnormal cells, due to a combination of:</p> <ul style="list-style-type: none"> <li>genetic factors – cancer-risk genes</li> <li>lifestyle factors – smoking cigarettes and tobacco use</li> <li>environmental factors – passive smoking; exposure to certain chemicals and substances which are used in several occupations and industries such as arsenic and asbestos.</li> </ul> <p>C1.8.3.2 primary effects on the respiratory system • persistent cough, recurrent chest infections, coughing up blood, pain when breathing or coughing.</p> |



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| <p><b>B Body systems</b><br/> <b>B1 The cardiovascular system</b><br/>         B1.1 The structure and function of:<br/>         B1.1.1 heart and cardiac cycle<br/>         B1.1.2 blood vessels: arteries, veins, capillaries<br/>         B1.1.3 blood: plasma, red blood cells, white blood cells, platelets.</p> <p><b>B2 The respiratory system</b><br/>         B2.1 The structure and function of:<br/>         B2.1.1 trachea<br/>         B2.1.2 lungs, including the bronchi, bronchioles and alveoli.<br/>         B2.2 Ventilation including:<br/>         B2.2.1 site and mechanism of gaseous exchange<br/>         B2.2.2 action of the diaphragm, ribs and intercostal muscles.</p> <p><b>B3 The nervous system</b><br/>         B3.1 The structure and function of:<br/>         B3.1.1 central nervous system: comprised of brain and spinal cord. Receives, processes and transmits information<br/>         B3.1.2 peripheral nervous system: comprised of nerves and ganglia outside of the brain and spinal cord. Relays information to and from the central nervous system<br/>         B3.1.3 autonomic nervous system: comprised of parasympathetic and sympathetic systems. Regulates functions of the body, such as heart rate, breathing, digestion, and glandular secretion, to maintain homeostasis and respond to environmental stimuli.</p> | <p>C1.2.2 primary effects: brain damage, bleeding and clotting in the brain<br/>         C1.2.3 secondary effects: muscle weakness, lack of co-ordination, dysphasia, increased incidence of respiratory infections<br/>         C1.2.4 body systems: cardiovascular, nervous and musculoskeletal.<br/>         C1.3 Chronic obstructive pulmonary disorder – emphysema and chronic bronchitis:<br/>         C1.3.1 causes: chronic exposure to irritants e.g. smoking, leading to damage to the alveoli (emphysema) and persistent inflammation of the airways (chronic bronchitis)<br/>         C1.3.2 primary effects: breathlessness, excess mucus production and persistent cough, frequent chest infections, persistent wheezing, increased heart rate<br/>         C1.3.3 secondary effects: weight loss, muscle weakness and reduced mobility<br/>         C1.3.4 body systems: respiratory, cardiovascular, digestive and musculoskeletal.<br/>         C1.4 Asthma:<br/>         C1.4.1 causes: a combination of genetic and environmental factors leading to inflammation and narrowing of the airways<br/>         C1.4.2 primary effects: shortness of breath, wheezing, a tight chest and coughing. In an asthma attack this becomes severe and constant leading to breathlessness, faster breathing and heartbeat, confusion, drowsiness and dizziness, fainting, blue lips and fingers.<br/>         C1.4.3 secondary effects: anxiety and depression, pneumonia, delays in growth (children)<br/>         C1.4.4 body systems: respiratory, cardiovascular.</p> <p>C1.5 Diabetes – type 1 and type 2:<br/>         C1.5.1 causes:<br/>         • type 1: the body produces insufficient insulin, or none at all<br/>         • type 2: the body produces insufficient insulin and/or becomes insulin resistant<br/>         C1.5.2 primary effects: uncontrolled blood sugar levels leading to weight change, blurred vision, feeling thirsty, hunger, mood changes, tiredness, excessive urination, itching, thrush infections, cuts and wounds heal slowly<br/>         C1.5.3 secondary effects: heart disease and stroke, nerve damage, foot problems, vision loss, miscarriage and stillbirth, kidney problems, sexual problems<br/>         C1.5.4 body systems: endocrine, cardiovascular, nervous, immune, digestive, reproductive.<br/>         C1.6 Dementia – Alzheimer’s disease and vascular dementia<br/>         C1.6.1 Causes:<br/>         • Alzheimer’s disease: build-up of proteins within and around brain cells<br/>         • vascular dementia: reduced blood flow to the brain caused by narrowing of blood vessels, strokes and transient ischaemic attacks (TIAs)<br/>         C1.6.2 primary effects: disrupted cognitive function<br/>         C1.6.3 secondary effects: significant slowness of thought and confusion, memory loss, problems concentrating, severe personality changes, depression, incontinence, difficulties swallowing or coughing<br/>         C1.6.4 body systems: nervous system, cardiovascular system, respiratory system.</p> | <p>C1.8.3.3 secondary effects on interlinked body systems • effects on cardiovascular system: anaemia and persistent tiredness due to internal bleeding/coughing up blood. Increased risk of blood clots. • effects on digestive system: loss of appetite and weight loss. • effects on musculoskeletal system: loss of bone and muscle mass. metastasis (spreading to other parts of the body such brain, bones, liver and adrenal glands) leading to organ failure and death.</p> <p align="center"><b>Revision – all content</b></p> <p>LAA – Organisations of the human body – cells, tissue, energy in the body, homeostatic mechanisms</p> <p>LAB – body systems – cardiovascular, respiratory system, the nervous system. The endocrine and renal systems, the musculoskeletal system, functions of further body systems</p> <p>LAC- disorders of the body systems – Coronary heart disease, Stroke, COPD, Asthma, Diabetes, Dementia, Brain Injury, Cancer – breast, bowel and lung</p> |
| <p align="center"><u>Unit 6 – Safe environments in health and social care (Coursework)</u></p> <p>A1 Meeting individuals’ needs in health and social care settings<br/>         • Local services:<br/>         o acute care<br/>         o community health services – clinics (sexual health/smoking cessation/health visitors), general practice (GP) clinics, pharmacy<br/>         o residential social care – care homes (with/without nursing support)<br/>         o community social care – domiciliary care<br/>         o dental services<br/>         o hospice services – palliative and end-of-life care<br/>         o virtual wards, virtual hospitals.<br/>         • Meeting individuals’ needs in health and social care environments:</p>  | <p align="center"><u>Unit 6 – Safe environments in health and social care (Coursework)</u></p> <p>B1 The influence of legislation and policies on safe practice<br/>         • Core legislation, relevant to the sector, including the current versions of the following:<br/>         o Care Act 2014<br/>         o Health and Social Care Act 2008 – including amendments as relevant to the Coronavirus<br/>         o Children and Families Act 2014<br/>         o Control of substances hazardous to health 2002 (COSHH) – requirement to manage the risks of potentially harmful substances and reduce them, to include cleaning materials and medication<br/>         o Moving and Handling Operations Regulations (1992) (MHOR) – safe use of equipment and management of risk to prevent injuries to staff and individuals</p>   | <p align="center"><u>Unit 6 – Safe environments in health and social care (Coursework)</u></p> <p>C1 Standards setting and regulation of health and social care environments in England<br/>         • Regulation and standards – to measure, monitor and improve quality of care and outcomes for individuals.<br/>         • Care Quality Commission (CQC) – independent regulator for the quality and safety of care delivered in all health and social care environments, for all age groups:<br/>         o standards setting and regulation of health and social care professionals in England<br/>         o professional bodies – Health and Social Care Professions Council (HCPC), Nursing and Midwifery Council (NMC), Social Work England (SWE), General Medical Council (GMC)<br/>         o codes of practice – statements that describe the standards of professional conduct</p>  |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

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| <p>o recognising users of services as individuals and owners of their own care journey<br/>o recognising users of services may have 'lived experience'<br/>o person-centred approach to individuals – a holistic approach to physical, intellectual, emotional and social health<br/>o integrated care – focused on the needs and preferences of the individual and their family/carers<br/>o reducing distress, managing risk and supporting risk taking.</p> <ul style="list-style-type: none"> <li>· Impact of health conditions:             <ul style="list-style-type: none"> <li>o on the individual, family and friends, staff, health, care and support service provision and providers</li> <li>o effects of long-term conditions, to include: physical impact, dependency, loss of personal space, institutionalisation</li> <li>o impact on emotional and mental wellbeing, such as fear, learned helplessness, frustration, anger, depression, anxiety, confusion</li> <li>o social impact, social exclusion, discrimination, isolation</li> </ul> </li> </ul> <p>The importance of diversity, equality and inclusion in health and social care environments:</p> <ul style="list-style-type: none"> <li>o cultural competence of staff – working effectively with individuals from different cultural backgrounds to develop relationships, to include their culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class</li> <li>o promotion of individual rights, choice and opportunity</li> <li>o respect for the cultural context of an individual's life and how that may impact on their experience in health and social care</li> <li>o policies and procedures in the environment which are inclusive, challenge discrimination, empowering; improve participation and promote dignity and respect.</li> </ul> <p>A2 The impact of environmental factors and the care experience</p> <ul style="list-style-type: none"> <li>· Geographical location of services – accessibility to the local community, transport services and other available linked services.</li> <li>· Impact of design and accessibility of the building and internal space to include: use of ramps and lifts to allow access to all levels of a building, use of signage, cost of access, parking availability, availability of private space and access to outside areas (gardens, seating areas, windows).</li> <li>· Other aspects of design and layout which relate to an individual's recovery, to include: use of space to promote orientation, minimise disorientation and improve accessibility, lighting and other visual impressions; aesthetics which promote a clinical or more comfortable environment.</li> <li>· Engaging service users in the design of their environment, promoting the environment as 'home'.</li> <li>· Impact of people traffic and noise on service users.</li> <li>· Scheduling activities in appropriate areas and at appropriate times</li> </ul> <p>A3 Challenges to providing appropriate care environments</p> <ul style="list-style-type: none"> <li>· Needs of individuals relative to their age/stage of development, infancy, childhood, adolescence, early adulthood, middle adulthood, later adulthood.</li> <li>· Meeting individual's expectations and/or demands to include: individual preferences; cooperation of the individual to receive/accept the care they need in an appropriate setting; provision of outpatient services versus in-patient services and which could provide the most appropriate ongoing care required.</li> <li>· Length of time an individual may require care – finding an appropriate setting which meets needs and preferences, access to outside space and communal areas.</li> </ul> | <p>o Health and Safety at Work Act 1974<br/>o Management of Health and Safety Regulations (1999) – to include procedures for recording, reporting and evaluating all serious incidents<br/>o Reporting of injuries, diseases and dangerous occurrences regulations 2013 (RIDDOR) – the reporting of specific workplace accidents, occupational diseases and specific dangerous occurrences or near misses to the Health and Safety Executive (HSE)<br/>o Personal Protective Equipment at Work Regulations (1992) (as amended)<br/>o identifying risks in health and social care environments, workplace obligations to follow a risk assessment process (identify, assess, control, record findings, review controls).</p> <ul style="list-style-type: none"> <li>· Legislation relevant to promoting the rights of all individuals:             <ul style="list-style-type: none"> <li>o Human Rights Act 1998</li> <li>o Equality Act 2010</li> <li>o Mental Health Act 2007</li> <li>o Mental Capacity Act 2017.</li> </ul> </li> </ul> <p>B2 How duty of care contributes to safe practice</p> <ul style="list-style-type: none"> <li>· Legal obligation to protect wellbeing and prevent harm:             <ul style="list-style-type: none"> <li>o upholding the rights and promoting the interests of vulnerable individuals</li> <li>o protecting health, safety and wellbeing</li> <li>o ensuring safe practice</li> <li>o duty of candour.</li> </ul> </li> <li>· Maintain expected standards of care, regardless of experience or seniority – to include CQC Fundamental Standards and Care Certificate Standard 3 (promote wellbeing – the way an individual feels and thinks about themselves; keep individuals safe from harm, abuse and injury).</li> <li>· Safer recruitment practices:             <ul style="list-style-type: none"> <li>o the importance of the Disclosure and Barring Service (DBS) Regulations</li> <li>o promoting diversity in the workforce.</li> </ul> </li> <li>· Balancing the rights of others and duty of care:             <ul style="list-style-type: none"> <li>o close liaison with the individual, carer and family when carrying out risk assessments</li> <li>o promoting choice, control, empowerment and positive risk taking</li> <li>o protecting the individual without the unnecessary restricting of their freedom</li> <li>o effective communication adapted to the needs and abilities of the individual and appropriate to the situation, including advocacy support</li> <li>o enabling service users' ownership of their own care journey.</li> </ul> </li> </ul> <p>B3 Duty of care and working with vulnerable individuals</p> <ul style="list-style-type: none"> <li>· Definition from Applying All Our Health (2022): being vulnerable as being in need of special care, support, or protection because of age, disability, risk of abuse or neglect:             <ul style="list-style-type: none"> <li>o impact of risk factors – at the individual, family or environmental level</li> <li>o recognise protective factors – decreases the impact of a risk factor at the individual, family or environmental level</li> <li>o impact of vulnerability can include social exclusion, lack of continuing support, potential for re-traumatisation</li> <li>o impact of pandemics on increasing vulnerability to include increased health inequalities – high levels of loneliness, social isolation, reduced emotional resilience.</li> </ul> </li> <li>· Cultural considerations when working with vulnerable individuals:             <ul style="list-style-type: none"> <li>o treat individuals with dignity, respect their beliefs, culture, values and preferences</li> <li>o the importance of staff having an open, non-judgemental attitude</li> <li>o having an awareness of personal own cultural values and an awareness and acceptance of cultural differences</li> <li>o staff capacity to expand on own cultural awareness and be familiar with the</li> </ul> </li> </ul> | <p>and practice required professionals<br/>o codes of practice for regulated professionals to include nurses and midwives, social workers, allied health professionals and healthcare support workers.<br/>C2 Responsibilities for maintaining safe environments<br/>· Employers' responsibilities to maintain safe practice in health and social care environments:<br/>o provide a health and safety policy, health and safety management, risk assessment, providing relevant equipment<br/>o make the workplace as safe as possible through risk assessment and reporting incidents and accidents to relevant bodies<br/>o provide information and training to employees<br/>o have the right workplace facilities for staff to fulfil their job roles.</p> <ul style="list-style-type: none"> <li>· Employees' responsibilities:             <ul style="list-style-type: none"> <li>o attend training and regular updates on health and safety and follow all legislation, policies and procedures</li> <li>o cooperate with the employer on health and safety</li> <li>o correctly use work items provided by the employer, including personal protective equipment, in accordance with training or instructions</li> <li>o not to interfere with or misuse anything provided for health, safety or welfare</li> <li>o report poor practice: whistleblowing and complaints procedures.</li> </ul> </li> </ul> <p>C3 Effective record keeping in health and social care environments</p> <ul style="list-style-type: none"> <li>· Purpose of records in health and social care: communicate information, clearly, to the right people (individuals, professionals, family, carers); lead to good outcomes for individuals.</li> <li>· Legal and ethical obligations in practice for safe record keeping:             <ul style="list-style-type: none"> <li>o requirement to maintain full, clear, accurate records, completed in a timely manner, as soon as possible after care or treatment</li> <li>– General Data Protection Regulations (2018) 6 principles</li> <li>– Freedom of Information Act (2000)</li> <li>– Health and Social Care Act (2008)</li> <li>– availability of appropriate storage of records to maintain confidentiality</li> <li>– the importance of sharing information with colleagues, other professionals, the individual with care needs and their family.</li> </ul> </li> <li>· Types of records kept for individuals using health and social care services:             <ul style="list-style-type: none"> <li>o patient information, including person-identifying information</li> <li>o health and care records including consultations, test results, medication, medical history, care plans, letters between GPs, specialists and any other health and social care providers</li> <li>o importance of observation skills – monitoring and recording any changes in an individual's needs and reporting this information to shift leaders or managers to include: deterioration in health, slips/trips/falls, nutrition intake, medication compliance.</li> </ul> </li> <li>· Digital records:             <ul style="list-style-type: none"> <li>o impact of new technologies on managing information</li> <li>o use of digital technology to monitor health and care: increased use of electronic patient records (EPR), telehealth, telemedicine, smart wearables, apps to track and monitor health</li> <li>o benefits of digital records: instant access to up-to-date information for organisations, individuals; and family/carers, information can be shared quickly and accurately; changes in status and needs can be monitored and responded to effectively; minimises risks such as missed visits, sudden changes to food and fluid intake, increased number of falls, and medication errors; supports staff to do their job more effectively – planning of time, prioritisation of tasks such as writing clinical notes in a timely manner</li> <li>o impact on the reduction of inequalities – improves access to care, improves the</li> </ul> </li> </ul> |
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## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



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|                                    | <ul style="list-style-type: none"> <li>· Integrated care system approach:               <ul style="list-style-type: none"> <li>o joined-up planning required between the Integrated Care Boards, Integrated Care Partnerships and Integrated Care Systems</li> <li>o limited resources – funding and staff with required skills and experience in health and social care services</li> <li>o managing sharing of information across teams</li> <li>o complexity of decision making across multiple teams</li> </ul> </li> </ul> |  | <p>worldviews of cultural groups outside of the dominant social group.</p> <ul style="list-style-type: none"> <li>· Responding to concerns about vulnerable individuals:               <ul style="list-style-type: none"> <li>o follow organisational policies and procedures for reporting and recording potential safeguarding concerns</li> <li>o report concerns to senior person in charge</li> <li>o document concerns, using appropriate reporting and recording procedures</li> <li>o make use of whistleblowing policies and procedures as necessary</li> </ul> </li> </ul>   |  | <p>quality of care, reduces costs associated with providing care, reduces inefficiencies, allows for the provision of more personalised care</p> <ul style="list-style-type: none"> <li>o cyber security and the need to protect electronic information from misuse – strong passwords, logging out of systems, monitoring for data breaches.</li> <li>C4 Poor practice and its impact in health and social care</li> <li>· Poor practice – failure to provide a good standard of care and support.</li> <li>· Impact on service users:               <ul style="list-style-type: none"> <li>o non-person-centred care and approaches</li> <li>o denial of basic rights, restriction of choices, fear of retribution</li> <li>o withdrawal, isolation, lack of dignity, self-esteem, privacy</li> <li>o poor experiences leading to mistrust and non-compliance</li> <li>o reluctance to accept services</li> <li>o breakdown in partnership relationships.</li> </ul> </li> <li>· Impact on staff:               <ul style="list-style-type: none"> <li>o retention and recruitment challenges</li> <li>o low morale and impact on mental health and wellbeing</li> <li>o poor staff wellbeing and high sickness levels</li> <li>o increased serious case reviews which may lead to dismissal or removal of fitness to practise registration</li> <li>o training gaps – may lead to increase in accidents/injuries/fatalities, risks of infection, medication errors, lack of/poorly maintained equipment.</li> </ul> </li> <li>· Impact on employers/organisations in health and social care:               <ul style="list-style-type: none"> <li>o inadequate selection and recruitment processes of staff</li> <li>o breach of legislation and regulations, leading to legal challenges</li> </ul> </li> </ul> |
| <b>Key Technical Vocabulary</b>    | <p style="text-align: center;"><b><u>Unit 6 (Coursework)</u></b></p> <p>Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment</p>   | <p style="text-align: center;"><b><u>Unit 2 (Exam)</u></b></p> <p>Anatomy / Physiology/ Cell/ Tissue Organ/ Organ System/ Circulatory System/ Respiratory System/ Digestive System/ Nervous System/ Musculoskeletal System /Endocrine System/ Immune System/ Excretory System/ Reproductive System /Health Illness/ Disease / Infection / Chronic Disease / Acute Disease/ Pathogen/ Symptom / Risk Factor</p> | <p style="text-align: center;"><b><u>Unit 6 (Coursework)</u></b></p> <p>Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment</p>  | <p style="text-align: center;"><b><u>Unit 2 (Exam)</u></b></p> <p>Anatomy / Physiology/ Cell/ Tissue Organ/ Organ System/ Circulatory System/ Respiratory System/ Digestive System/ Nervous System/ Musculoskeletal System /Endocrine System/ Immune System/ Excretory System/ Reproductive System /Health Illness/ Disease / Infection / Chronic Disease / Acute Disease/ Pathogen/ Symptom / Risk Factor</p> | <p>See Term 1 and 2 – Application to exam questions Application to coursework</p>   |
| <b>Opportunities for Reading</b>   | <p><b><u>Unit 2 – Human Biology and Health (Exam)</u></b></p> <p>Pearson BTEC Level 3 AAQ National Health and Social Care Book<br/>         Pearson BTEC Level 3 AAQ National Health and Social Care Revision Guide</p> <p><b><u>Unit 6 – Safe environments in health and social care (Coursework)</u></b></p> <p>Pearson BTEC Level 3 AAQ National Health and Social Care Book</p>   |  |  |  |   |
| <b>Developing Cultural Capital</b> | <p style="text-align: center;"><b><u>Unit 2 – Human Biology and Health (Exam)</u></b></p> <ul style="list-style-type: none"> <li>o Case Studies</li> <li>o Biological factors that affect health, including how genetics, nutrition, lifestyle, and environmental factors can influence well-being. In many cases, social determinants of health—such as socioeconomic status, access to healthcare, and education—can disproportionately affect certain cultural or ethnic groups.</li> </ul>                                  |  | <p style="text-align: center;"><b><u>Unit 2 – Human Biology and Health (Exam)</u></b></p> <ul style="list-style-type: none"> <li>o Case Studies</li> <li>o Biological factors that affect health, including how genetics, nutrition, lifestyle, and environmental factors can influence well-being. In many cases, social determinants of health—such as socioeconomic status, access to healthcare, and education—can disproportionately affect certain cultural or ethnic groups.</li> <li>o Gain cultural awareness about the health challenges faced by diverse populations, and can use this knowledge to develop empathy and culturally sensitive care practices.</li> </ul> |  |   |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



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|   | <ul style="list-style-type: none"> <li>○ Gain cultural awareness about the health challenges faced by diverse populations, and can use this knowledge to develop empathy and culturally sensitive care practices.</li> </ul>  |   |  |
|   | <p><b><u>Unit 6 – Safe environments in health and social care (Coursework)</u></b><br/>           Individual needs, wishes and circumstances / Person centred care / British Values – Tolerance / Promoting equality and diversity / Expectations within the workplace – Standards of care, accountability, skills, attributes and character / Multidisciplinary team working – Job roles and responsibilities</p>  |   |  |
| <b>Cross Curricular Links (Authentic Connections)</b> | <p><b><u>Unit 2 Exam</u></b></p> <ul style="list-style-type: none"> <li>○ GCSE / BTEC PE (Human body – anatomy and physiology)</li> <li>○ GCSE Science (Growth and Development / Life stages / Puberty – all of biology aspects of the unit)</li> <li>○ GCSE English (Explain, describe, compare and assess)</li> <li>○ GCSE Maths (Milestones, expected patterns of development, norms/averages)</li> </ul> <p><b><u>Unit 6 Coursework</u></b><br/>           GCSE English (Extended writing – discuss, analyse, assess and justify)</p> |   |  |
| <b>Key Assessment</b>                                 | <p><b><u>Unit 2 Human Biology and Health (Exam)</u></b></p> <ul style="list-style-type: none"> <li>○ Content Review 1</li> <li>○ Content Review 2</li> </ul>  | <p><b><u>Unit 2 Human Biology and Health (Exam)</u></b><br/>           In class practice questions (Unit 2 – sample paper)<br/>           Weeks 26: Y12 Trial exams (Unit 2 – sample paper)</p> | <p><b><u>Unit 2 Human Biology and Health (Exam)</u></b><br/>           Week 32: External assessment – Friday 22<sup>nd</sup> May 2026<br/>           (Year 12 First attempt / Year 13 Resit opportunity)</p> |
|   | <p><b><u>Unit 6 – Safe environments in health and social care (Coursework)</u></b><br/>           Mock assignment practice</p>  | <p><b><u>Unit 6 – Safe environments in health and social care (Coursework)</u></b><br/>           Portfolio work<br/>           PSAB</p>  | <p><b><u>Unit 6 – Safe environments in health and social care (Coursework)</u></b><br/>           Portfolio work<br/>           PSAB</p>   |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



| Year 12                                | Term 1   | Term 2   | Term 3  |
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| Unit(s) – As outlined in 39 week plans | <p style="text-align: center;"><b>Pearson BTEC Level 3 National Diploma</b></p> <ul style="list-style-type: none"> <li>Unit 1 Human Lifespan Development (Exam)</li> <li>Unit 5 Meeting Individual Needs (Coursework)</li> </ul>   | <p style="text-align: center;"><b>Pearson BTEC Level 3 National Diploma</b></p> <ul style="list-style-type: none"> <li>Unit 1 Human Lifespan Development (Exam)</li> <li>Unit 5 Meeting Individual Needs (Coursework)</li> </ul>   | <p style="text-align: center;"><b>Pearson BTEC Level 3 National Diploma</b></p> <ul style="list-style-type: none"> <li>Unit 1 Human Lifespan Development (Exam)</li> <li>Unit 5 Meeting Individual Needs (Coursework)</li> </ul>  |
| Key Retainable Knowledge & Skills      | <p style="text-align: center;"><b><u>Unit 1 Human Lifespan Development (Exam)</u></b></p> <p><b><u>A Human growth and development through the life stages</u></b></p> <ul style="list-style-type: none"> <li>A1 Physical development across the life stages</li> <li>A2 Intellectual development across the life stages</li> <li>A3 Emotional development across the life stages</li> <li>A4 Social development across the life stages</li> </ul> <p><b><u>B Factors affecting human growth and development</u></b></p> <ul style="list-style-type: none"> <li>B1 The nature/nurture debate related to factors</li> <li>B2 Genetic factors that affect development</li> <li>B3 Environmental factors that affect development</li> <li>B4 Social factors that affect development</li> <li>B5 Economic factors that affect development</li> </ul> <p>Key theorists: Bowlby, Bandura, Piaget and Gesell</p>   | <p style="text-align: center;"><b><u>Unit 1 Human Lifespan Development (Exam)</u></b></p> <p><b><u>B Factors affecting human growth and development</u></b></p> <ul style="list-style-type: none"> <li>B6 Major life events that affect development</li> </ul> <p><b><u>C Effects of ageing</u></b></p> <ul style="list-style-type: none"> <li>C1 The physical changes of ageing</li> <li>C2 The psychological changes of ageing</li> <li>C3 The societal effects of an ageing population</li> </ul>   | <p style="text-align: center;"><b><u>Unit 1 Human Lifespan Development (Exam)</u></b></p> <p style="text-align: center;"><b>Revision – all content</b></p> <p><b><u>Assessment outcomes</u></b></p> <ul style="list-style-type: none"> <li>AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.</li> <li>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.</li> <li>AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</li> <li>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing.</li> </ul> <p style="text-align: center;"><b>Week 32: External assessment - Wednesday 20 May 2020</b></p> |
|  | <p style="text-align: center;"><b><u>Unit 5 Meeting Individual Needs (Coursework)</u></b></p> <p><b>Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</b></p> <ul style="list-style-type: none"> <li>A1 Promoting equality, diversity and preventing discrimination</li> <li>A2 Skills and personal attributes required for developing relationships with individuals</li> <li>A3 Empathy and establishing trust with individuals</li> </ul> <p><b>Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs</b></p> <ul style="list-style-type: none"> <li>B1 Ethical issues and approaches</li> <li>B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</li> </ul> <p><b>Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</b></p> <ul style="list-style-type: none"> <li>C1 Enabling individuals to overcome challenges</li> <li>C2 Promoting personalisation</li> <li>C3 Communication techniques</li> </ul> | <p style="text-align: center;"><b><u>Unit 5 Meeting Individual Needs (Coursework)</u></b></p> <p><b>Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</b></p> <ul style="list-style-type: none"> <li>D1 How agencies work together to meet individual care and support needs</li> <li>D2 Roles and responsibilities of key professionals on multidisciplinary teams</li> <li>D3 Maintaining confidentiality</li> <li>D4 Managing information</li> </ul> <p style="text-align: center;"><b>Portfolio work – Assignment 1</b></p> | <p style="text-align: center;"><b><u>Unit 5 Meeting Individual Needs (Coursework)</u></b></p> <p style="text-align: center;"><b>Portfolio work – Assignment 2</b></p>   |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



|   |  |   |   |   |   |  |
|---|--|---|---|---|---|--|
| <b>Key Technical Vocabulary</b>                       | <p><b>Unit 1 Exam</b></p> <p>Growth / Development / Milestones/ Norms / Pre-programmed / Biological / Sequential / Predictable / Expected / Cognitive / Schemas / Sensor-motor / Pre-operational/ Concrete operational / Formal operational/Gesell / Piaget / Bowlby / Separation anxiety / Bonding / Attachment / Bandura / Reinforcement / Observational / Egocentric / Object permanence /</p>  | <p><b>Unit 5 Coursework</b></p> <p>Equality / Diversity / Rights / Difference / Marginalised / Excluded / Inclusion / Discrimination / Prejudice / Stereotyping / Bullying / Harassment / Policies / Procedures / Courage / Commitment / Communication / Caring / Competence / Compassion / Ethics / Dilemmas</p> | <p><b>Unit 1 Exam</b></p> <p>Life events / Bereavement / Marriage / Divorce / Imprisonment / Serious injury / Illness / Parenthood / Retirement / Starting / Leaving / Exclusion / Advice / Support / Information / Crisis / Cope / Adapt / Resilience / Change / Stress / Mental health / Responsibility / Independence / Learning / Ageing / Psychological / Social /</p>   | <p><b>Unit 5 Coursework</b></p> <p>Multi-disciplinary team / Multi agency / Collaboration / Skills / Expertise / Communication / Care Planning / Personalisation / Information management / Confidentiality /</p> | <p>See Term 1 and 2 – Application to exam questions Application to coursework</p>   |  |
| <b>Opportunities for Reading</b>                      | <p><b>Unit 1 Human Lifespan Development (Exam)</b></p> <p>Pearson BTEC Level 3 National Health and Social Care Book 1<br/>Pearson BTEC Level 3 National Health and Social Care Revision Guide</p> <p><b>Unit 5 Meeting Individual Needs (Coursework)</b></p> <p>Pearson BTEC Level 3 National Health and Social Care Book 1</p>  |   |   |   |   |  |
| <b>Developing Cultural Capital</b>                    | <p><b>Unit 1 Human Lifespan Development (Exam)</b></p> <p>Case Studies / Role Models<br/>Key theorists/influential figures – Piaget, Bowlby, Gesell, Bandura and Chomsky<br/>Cultural differences / Religion / Family types</p>  |   | <p><b>Unit 1 Human Lifespan Development (Exam)</b></p> <p>Case Studies / Role models<br/>Opportunities to conduct primary and secondary research<br/>Awareness of life events/experiences impacting on growth development, health and wellbeing<br/>Resilience /Understanding change / Managing change / Relationship breakdown / Family dysfunction<br/>Awareness of the need for support – empathy and sympathy / Community cohesion / networks / support /Awareness of faith based organisations</p> |   |   |  |
| <b>Cross Curricular Links (Authentic Connections)</b> | <p><b>Unit 1 Exam</b></p> <ul style="list-style-type: none"> <li>o GCSE / BTEC PE (Human body – anatomy and physiology)</li> <li>o GCSE Science (Growth and Development / Life stages / Puberty)</li> <li>o GCSE English (Explain, describe, compare and assess)</li> <li>o GCSE Maths (Milestones, expected patterns of development, norms/averages)</li> </ul> <p><b>Unit 5 Coursework</b></p> <p>GCSE English (Extended writing – discuss, analyse, assess and justify)</p> |   |   |   |   |  |
| <b>Key Assessment</b>                                 | <p><b>Unit 1 Human Lifespan Development (Exam)</b></p> <ul style="list-style-type: none"> <li>o Content Review 1</li> <li>o Growth and Development question booklet (A01/A02)</li> <li>o Content Review 2</li> </ul>   | <p><b>Unit 1 Human Lifespan Development (Exam)</b></p> <p>Weeks 17 &amp; 18: In class questions (Unit 1 - Past paper)<br/>Weeks 26: Y12 Trial exams (Unit 1 – past paper)</p>   | <p><b>Unit 1 Human Lifespan Development (Exam)</b></p> <p>Week 31: External assessment – Monday 11<sup>th</sup> May 2026<br/>(Year 12 First attempt / Year 13 Resit opportunity)</p>  | <p><b>Unit 5 Meeting Individual Needs (Coursework)</b></p> <p>Mock assignment practice</p>  | <p><b>Unit 5 Meeting Individual Needs (Coursework)</b></p> <p><b>Portfolio work</b><br/>Learning Aims A, B &amp; C – Assignment 1</p> | <p><b>Unit 5 Meeting Individual Needs (Coursework)</b></p> <p><b>Portfolio work</b><br/>Learning Aim D– Assignment 2</p> |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



| Year 12                                | Term 1  |   | Term 2  |   | Term 3   |   |
|--|---|---|---|---|--|---|
| Unit(s) – As outlined in 39 week plans | <b>Pearson BTEC Level 3 National Diploma</b> <ul style="list-style-type: none"> <li>Unit 7 Safe Practice in Health and Social Care (Coursework)</li> <li>Unit 11 Psychological Perspectives (Coursework)</li> </ul>   |   | <b>Pearson BTEC Level 3 National Diploma</b> <ul style="list-style-type: none"> <li>Unit 7 Safe Practice in Health and Social Care (Coursework)</li> <li>Unit 11 Psychological Perspectives (Coursework)</li> </ul>   |   | <b>Pearson BTEC Level 3 National Diploma</b> <ul style="list-style-type: none"> <li>Unit 7 Safe Practice in Health and Social Care (Coursework)</li> <li>Unit 11 Psychological Perspectives (Coursework)</li> </ul>  |   |
| Key Retainable Knowledge & Skills      | <u><b>Unit 7 Safe Practice in Health and Social Care (Coursework)</b></u><br><b>Learning aim A: Examine how a duty of care contributes to safe practice in health and social care settings</b> <ul style="list-style-type: none"> <li>A1 Duty of care</li> <li>A2 Complaints procedures</li> </ul> <b>Learning aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings</b> <ul style="list-style-type: none"> <li>B1 Types and signs of abuse and neglect</li> <li>B2 Factors that could contribute to individuals being vulnerable to abuse and neglect</li> <li>B3 Responding to suspected abuse and neglect</li> <li>B4 Reducing the likelihood of abuse and neglect</li> </ul> <b>Learning aim C: Investigate the influence of health and safety legislation and policies in health and social care settings</b> <ul style="list-style-type: none"> <li>C1 Health and safety legislation and policies in health and social care</li> <li>C2 Influence of legislation and policies on health and social care practice</li> </ul> |   | <u><b>Unit 7 Safe Practice in Health and Social Care (Coursework)</b></u><br><b>Learning aim D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings</b> <ul style="list-style-type: none"> <li>D1 Procedures to maintain health and safety</li> <li>D2 Procedures for responding to accidents and emergencies</li> <li>D3 Health and safety responsibilities</li> </ul> <p style="text-align: center;"><b>Portfolio work – Assignment 1</b></p> |   | <u><b>Unit 7 Safe Practice in Health and Social Care (Coursework)</b></u><br><p style="text-align: center;"><b>Portfolio work – Assignment 2</b></p>   |   |
|  | <u><b>Unit 11 Psychological Perspectives (Coursework)</b></u><br><b>Learning aim A: Examine how psychological perspectives contribute to the understanding of human development and behaviour</b> <ul style="list-style-type: none"> <li>A1 Principal psychological perspectives as applied to the understanding of development and behaviour</li> <li>A2 Application of psychological perspectives to health and social care practice</li> <li>A3 Contribution of psychological perspectives to the understanding of specific behaviours</li> </ul> <b>Learning aim B: Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</b> <ul style="list-style-type: none"> <li>B1 Factors that affect human development and specific behaviours</li> <li>B2 Contribution of psychological perspectives to the management of behaviours</li> <li>B3 Contribution of psychological perspectives to the treatment of behaviours</li> </ul>  |   | <u><b>Unit 11 Psychological Perspectives (Coursework)</b></u><br><b>Learning aim C: Examine how psychological perspectives are applied in health and social care settings</b> <ul style="list-style-type: none"> <li>C1 Behaviour of service users in health and social care settings</li> <li>C2 Practices in health and social care settings</li> </ul> <p style="text-align: center;"><b>Portfolio work – Assignment 1</b></p>   |   | <u><b>Unit 11 Psychological Perspectives (Coursework)</b></u><br><p style="text-align: center;"><b>Portfolio work – Assignment 2</b></p>   |   |
| Key Technical Vocabulary               | <u><b>Unit 7 (Coursework)</b></u><br>Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment  | <u><b>Unit 11 Psychological Perspectives (Coursework)</b></u><br>Psychology/ Behaviour/Mental Processes/ Psychoanalysis /Behaviourism/ Cognitive Psychology/ Humanistic Psychology/ Social Psychology/ Biological Psychology/ Developmental Psychology/ Evolutionary Psychology | <u><b>Unit 7 (Coursework)</b></u><br>Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment  | <u><b>Unit 11 Psychological Perspectives (Coursework)</b></u><br>Psychology/ Behaviour/Mental Processes/ Psychoanalysis /Behaviourism/ Cognitive Psychology/ Humanistic Psychology/ Social Psychology/ Biological Psychology/ Developmental Psychology/ Evolutionary Psychology | <u><b>Unit 7 (Coursework)</b></u><br>Abuse / Safeguarding / Whistleblowing / Standards / Quality / Safe / Protection / Stereotyping / Labelling / Marginalised / Withdrawn / Professional / Duty of Care / Candour Hazards / Risk / Infection / Safety / Minimise / Assessment / Measures / Liability / COSHH / RIDDOR / Health / Bodily / Fluids / Personal / Equipment | <u><b>Unit 11 Psychological Perspectives (Coursework)</b></u><br>Psychology/ Behaviour/Mental Processes/ Psychoanalysis /Behaviourism/ Cognitive Psychology/ Humanistic Psychology/ Social Psychology/ Biological Psychology/ Developmental Psychology/ Evolutionary Psychology |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



|   |  |   |   |  |  |   |
|---|--|---|---|--|--|---|
| <b>Opportunities for Reading</b>                      | <p><b><u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u></b><br/>           Pearson BTEC Level 3 National Health and Social Care Book 1<br/>           Legislation documents: Health and Safety Executive <a href="http://www.hse.gov.uk">www.hse.gov.uk</a></p> |   |   |  |  |   |
|   | <p><b><u>Unit 11 Psychological Perspectives (Coursework)</u></b><br/>           Pearson BTEC Level 3 National Health and Social Care Book 2<br/>           "Psychology: The Science of Mind and Behaviour" by Richard Gross</p>  |   |   |  |  |   |
| <b>Developing Cultural Capital</b>                    | <p><b><u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u></b></p> <ul style="list-style-type: none"> <li>o Case Studies</li> <li>o Legislation – Safeguarding and Duty of Care</li> </ul>   |   |   |  |  |   |
|   | <p><b><u>Unit 11 Psychological Perspectives (Coursework)</u></b></p> <ul style="list-style-type: none"> <li>o Case studies</li> <li>o How culture influences psychological development</li> <li>o Social learning and cultural behaviours</li> </ul>                             |   |   |  |  |   |
| <b>Cross Curricular Links (Authentic Connections)</b> | <p><b><u>Unit 7 Safe Practice in Health and Social Care (Coursework)</u></b></p> <ul style="list-style-type: none"> <li>o GCSE / BTEC Science (Safety / Infection control)</li> <li>o Life Skills (Signs of harm and abuse)</li> </ul>   |   |   |  |  |   |
|   | <p><b><u>Unit 11 Psychological Perspectives (Coursework)</u></b></p> <ul style="list-style-type: none"> <li>o GCSE and A level Psychology</li> <li>o GCSE and A level Sociology</li> </ul>   |   |   |  |  |   |
| <b>Key Assessment</b>                                 | <p><b><u>Unit 7 (Coursework)</u></b></p> <p>Mock assignment practice</p>   | <p><b><u>Unit 11 (Coursework)</u></b></p> <p>Mock assignment practice</p> | <p><b><u>Unit 7 (Coursework)</u></b></p> <p><b><u>Portfolio work</u></b><br/>           Learning Aims A&amp;B –<br/>           Assignment 1</p> | <p><b><u>Unit 11 (Coursework)</u></b></p> <p><b><u>Portfolio work</u></b><br/>           Learning Aims A&amp;B –<br/>           Assignment 1</p> | <p><b><u>Unit 7 (Coursework)</u></b></p> <p><b><u>Portfolio work</u></b><br/>           Learning Aim C&amp;D –<br/>           Assignment 2</p> | <p><b><u>Unit 11 (Coursework)</u></b></p> <p><b><u>Portfolio work</u></b><br/>           Learning Aim C –<br/>           Assignment 2</p> |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



| Year 13                                       | Term 1  | Term 2   | Term 3  |
|---|---|--|---|
| <b>Unit(s) – As outlined in 39 week plans</b> | <b>Pearson BTEC Level 3 National Extended Certificate</b> <ul style="list-style-type: none"> <li>• Unit 2 Working in Health and Social Care (Exam)</li> <li>• Unit 14 Physiological Disorders and their care (Coursework)</li> </ul>  | <b>Pearson BTEC Level 3 National Extended Certificate</b> <ul style="list-style-type: none"> <li>• Unit 2 Working in Health and Social Care (Exam)</li> <li>• Unit 14 Physiological Disorders and their care (Coursework)</li> </ul>   | <b>Pearson BTEC Level 3 National Extended Certificate</b> <ul style="list-style-type: none"> <li>• Unit 14 Physiological Disorders and their care (Coursework)</li> </ul>                   |
| <b>Key Retainable Knowledge &amp; Skills</b>  | <p style="text-align: center;"><u><b>Unit 2 Working in Health and Social Care (Exam)</b></u></p> <p><b>A The roles and responsibilities of people who work in the health and social care sector</b></p> <ul style="list-style-type: none"> <li>○ A1 The roles of people who work in health and social care settings</li> <li>○ A2 The responsibilities of people who work in health and social care settings</li> <li>○ A3 Specific responsibilities of people who work in health and social care settings</li> <li>○ A4 Multidisciplinary working in the health and social care sector</li> <li>○ A5 Monitoring the work of people in health and social care settings</li> </ul> <p><b>B The roles of organisations in the health and social care sector</b></p> <ul style="list-style-type: none"> <li>○ B1 The roles of organisations in providing health and social care services</li> <li>○ B2 Issues that affect access to services</li> <li>○ B3 Ways organisations represent interests of service users</li> <li>○ B4 The roles of organisations that regulate and inspect health and social care services</li> <li>○ B5 Responsibilities of organisations towards people who work in health and social care settings</li> </ul> <p><b>C Working with people with specific needs in the health and social care sector</b></p> <ul style="list-style-type: none"> <li>○ C1 People with specific needs</li> <li>○ C2 Working practices</li> </ul> | <p style="text-align: center;"><u><b>Unit 2 Working in Health and Social Care (Exam)</b></u></p> <p style="text-align: center;"><b>Revision – all content</b></p> <p><b>Assessment outcomes</b></p> <ul style="list-style-type: none"> <li>○ AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector</li> <li>○ AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</li> <li>○ AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</li> <li>○ AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</li> </ul> | <p style="text-align: center;"><u><b>Unit 2 Working in Health and Social Care (Exam)</b></u></p> <p style="text-align: center;"><b>Week 31: External assessment resit opportunity -</b></p> |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



|                                    |  |  |  |   |   |   |
|------------------------------------|--|--|--|---|---|---|
|                                    |  |  | <u>Unit 14 Physiological Disorders and their care (Coursework)</u><br><br><u>Portfolio work – Learning Aims A, B &amp; C</u><br><br><b>Assignment 1 Research Skills:</b><br><b>Learning aim A: Investigate the causes and effects of physiological disorders</b> <ul style="list-style-type: none"> <li>○ A1 Types of physiological disorders and effects on body systems and functions</li> <li>○ A2 Causes of physiological disorders</li> <li>○ A3 Signs and symptoms of physiological disorders</li> </ul> <b>Learning aim B: Examine the investigation and diagnosis of physiological disorders</b> <ul style="list-style-type: none"> <li>○ B1 Investigative procedures for physiological disorders</li> <li>○ B2 Diagnostic procedures for physiological disorders</li> </ul> <b>Learning aim C: Examine treatment and support for service users with physiological disorders</b> <ul style="list-style-type: none"> <li>○ C1 Provision of treatment and support</li> <li>○ C2 Types of carers and care settings</li> </ul><br><u>Portfolio work – Learning Aim D</u><br><b>Assignment 2 Research Skills:</b><br><b>Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</b> <ul style="list-style-type: none"> <li>○ D1 Care methods and strategies</li> <li>○ D2 Treatment planning processes</li> </ul> |   | <u>Unit 14 Physiological Disorders and their care (Coursework)</u><br><br><u>Portfolio work</u><br>Learning Aims A, B & C – Assignment 1<br>Learning Aim D – Assignment 2   |   |
| <b>Key Technical Vocabulary</b>    | <u>Unit 2 Exam</u><br>Roles / Responsibilities / Settings / Inspection / Regulation  | <u>Unit 14 Coursework</u><br>Signs / Symptoms / Causes / Treatments Digestive / Respiratory / Cardiovascular | <u>Unit 2 Exam</u><br>Care values / Roles / Responsibilities / Eligibility criteria / Assessment / Policies / Procedures / Standards / Complaints / Redress / Care Quality Commission / Register / Candour / Code / Conduct  | <u>Unit 14 Coursework</u><br>Body systems / Physiological / Signs / Symptoms / Differential diagnosis / Pain / Endocrine / Circulatory / Digestive / Chronic / Acute / Diagnosis / Diagnostic / Investigative | <u>Unit 2 Exam</u><br>Care values / Roles / Responsibilities / Eligibility criteria / Assessment / Policies / Procedures / Standards / Complaints / Redress / Care Quality Commission / Register / Candour / Code / Conduct | <u>Unit 14 Coursework</u><br>Body systems / Physiological / Signs / Symptoms / Differential diagnosis / Pain / Endocrine / Circulatory / Digestive / Chronic / Acute / Diagnosis / Diagnostic / Investigative |
| <b>Opportunities for Reading</b>   | <u>Unit 2 Exam</u><br>Pearson BTEC Level 3 National Health and Social Care Book 1<br>Pearson BTEC Level 3 National Health and Social Care Revision Guide<br><br><u>Unit 14 Coursework</u><br>Pearson BTEC Level 3 National Health and Social Care Book 1 |  |  |   |   |   |
| <b>Developing Cultural Capital</b> | <u>Unit 2 Working in Health and Social Care (Exam)</u> <ul style="list-style-type: none"> <li>○ Case Studies</li> <li>○ High profile – Serious Case Reviews</li> </ul>   |  |  |   |   |   |



**Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids**



|   |  |   |  |
|---|--|---|--|
|   | <b><u>Unit 14 Physiological Disorders and their care (Coursework)</u></b><br>○ Sheffield University – Medical students visit / lesson delivery   |   |  |
| <b>Cross Curricular Links (Authentic Connections)</b> | <b><u>Unit 2 Exam</u></b><br>○ BTEC Protective Services (Job roles and responsibilities)<br>○ GCSE / BTEC Business Studies (Management / Organisational culture / Policies and Procedures / Legislation )  |   |  |
|   | <b><u>Unit 14 Coursework</u></b><br>○ GCSE / BTEC Science (Physiology and body systems)<br>○ GCSE / BTEC PE (Body systems)   |   |  |
| <b>Key Assessment</b>                                 | <b><u>Unit 2 Working in Health and Social Care (Exam)</u></b>  | <b><u>Unit 2 Working in Health and Social Care (Exam)</u></b>   | <b><u>Unit 14 Physiological Disorders and their care (Coursework)</u></b>                              |
|   | <b>Content Review 1</b><br>○ Exam question: Empowerment<br>○ Exam question booklet: Care Planning<br>○ Exam question: Advocacy<br><b>Content Review 2</b><br>○ Exam question booklet: Professional Bodies<br><b>Content Review 3</b><br>○ Exam question: Poor working practice | <b>Revision – all content</b><br><b>Week 17: Unit 2 External assessment -</b><br>○ This unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes.<br>○ The paper consists of four sections, and each section is based on a different short scenario briefly explaining the situation of a person with health and social care needs.<br>○ Each scenario is relevant to a different service user group. Each section of the paper is structured with questions of 2, 4, 6 and 8 marks. | <b><u>Portfolio work</u></b><br>Learning Aims A, B & C – Assignment 1<br>Learning Aim D – Assignment 2 |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



| Year 13                                | Term 1  | Term 2  | Term 3  |  |  |  |
|--|---|---|---|--|--|--|
| Unit(s) – As outlined in 39 week plans | Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> <li>Unit 4 Enquiries into Health and Social Care Research</li> <li>Unit 8 Promoting Public Health (Coursework)</li> </ul>  | Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> <li>Unit 4 Enquiries into Health and Social Care Research</li> <li>Unit 8 Promoting Public Health (Coursework)</li> </ul>  | Pearson BTEC Level 3 National Diploma <ul style="list-style-type: none"> <li>Unit 4 Enquiries into Health and Social Care Research</li> <li>Unit 8 Promoting Public Health (Coursework)</li> </ul>                  |  |  |  |
| Key Retainable Knowledge & Skills      | <p style="text-align: center;"><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p><b>A Types of issues where research is carried out in the health and social care sector</b></p> <ul style="list-style-type: none"> <li>A1 Purpose of research in the health and social care sector</li> <li>A2 Issues</li> </ul> <p><b>B Research methods in health and social care</b></p> <ul style="list-style-type: none"> <li>B1 Research methodologies</li> <li>B2 Planning Research</li> <li>B3 Ethical issues</li> <li>B4 Research skills</li> </ul> <p><b>C Carrying out and reviewing relevant secondary research into a contemporary health and social care issue</b></p> <ul style="list-style-type: none"> <li>C1 Selecting appropriate secondary sources</li> <li>C2 Evaluation of research</li> <li>C3 Wider applications of research</li> </ul>  | <p style="text-align: center;"><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p style="text-align: center;">Revision – all content</p> <p><b>Assessment outcomes</b></p> <ul style="list-style-type: none"> <li>AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector</li> <li>AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector</li> <li>AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision</li> <li>AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision</li> </ul> | <p><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p>Exam results – March</p>   |  |  |  |
|  | <p style="text-align: center;"><b>Unit 8 Promoting Public Health (Coursework)</b></p> <p><b>Learning aim A: Examine strategies for developing public health policy to improve the health of individuals and the population</b></p> <ul style="list-style-type: none"> <li>A1 The origins and aims of public health policy</li> <li>A2 Strategies for developing public health policy</li> <li>A3 Monitoring the health status of the population</li> <li>A4 Groups that influence public health policy</li> </ul> <p><b>Learning aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health</b></p> <ul style="list-style-type: none"> <li>B1 Factors affecting health</li> <li>B2 The socio-economic impact of improving health of individuals and the population</li> </ul> <p><b>Learning aim C: Investigate how health is promoted to improve the health of the population</b></p> <ul style="list-style-type: none"> <li>C1 The role of health promoters</li> <li>C2 Approaches to promoting public health and wellbeing</li> <li>C3 Approaches to protecting public health and wellbeing</li> <li>C4 Disease prevention and control methods</li> </ul> | <p style="text-align: center;"><b>Unit 8 Promoting Public Health (Coursework)</b></p> <p><b>Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</b></p> <ul style="list-style-type: none"> <li>D1 Features of health promotion campaigns</li> <li>D2 Barriers to participation and challenging indifference</li> <li>D3 Models and theories that justify health behaviour change</li> <li>D4 Approaches to increasing public awareness of health promotion</li> </ul> <p>Portfolio work – Assignment 1</p>  | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <p>Portfolio work – Assignment 2</p>  |  |  |  |
| Key Technical Vocabulary               | <p style="text-align: center;"><b>Unit 4</b></p> <p>Methodology / Questionnaires / Sampling / Interviews / Structured / Unstructured / Surveys / Case Studies / Longitudinal / Placebo / Control / Double Blind / Randomised / Advantages / Disadvantages / Validity / Reliability</p>  | <p style="text-align: center;"><b>Unit 8 (Coursework)</b></p> <p>Demographics / Trends / Patterns / Strategies / Initiatives / Health Protection / Prevention / Average / Risk / Campaigns / Success / Influence / Pandemic / Policies / Improvements / Population</p>  | <p style="text-align: center;"><b>Unit 4</b></p> <p>Primary / Secondary / Credible / References / Purpose / Implications / Planning / Methodology / Importance / Future / Practitioners / Society / Individuals</p> | <p style="text-align: center;"><b>Unit 8 (Coursework)</b></p> <p>Demographics / Trends / Patterns / Strategies / Initiatives / Health Protection / Prevention / Average / Risk / Campaigns / Success / Influence / Pandemic / Policies / Improvements / Population</p> | <p style="text-align: center;"><b>Unit 4</b></p> <p>See term 1 and 2 – application to the exam</p> | <p style="text-align: center;"><b>Unit 8</b></p> <p>See term 1 and 2 – application to coursework</p> |
| Opportunities for Reading              | <p style="text-align: center;"><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p>Research books available in the classroom<br/>Kings fund website - Contemporary articles related to H&amp;SC</p>   | <p style="text-align: center;"><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p>Research books available in the classroom<br/>Kings fund website - Contemporary articles related to H&amp;SC</p>   | <p style="text-align: center;"><b>Unit 4 Enquiries into Health and Social Care Research</b></p>   |  |  |  |



## Health and Social Care Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
|  | <p>Health Service Journal (HSJ)<br/>Nursing Times<br/>GCSE &amp; GCE Sociology text book – Research methods<br/>Articles – past papers<br/>NHS Evidence website – Journals<br/>Blogs re contemporary health issues<br/>NICE website / guidance</p>  | <p>Health Service Journal (HSJ)<br/>Nursing Times<br/>GCSE &amp; GCE Sociology text book – Research methods<br/>Articles – past papers<br/>NHS Evidence website – Journals<br/>Blogs re contemporary health issues<br/>NICE website / guidance</p>  | <p>Students' own Unit 4 exam script – January series</p>  |   |   |   |
|  | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <p>BTEC Level 3 National Health and Social Care Student Book 2<br/>Public Health England <a href="https://fingertips.phe.org.uk/profile/health-profiles">https://fingertips.phe.org.uk/profile/health-profiles</a></p>  | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <p>BTEC Level 3 National Health and Social Care Student Book 2</p>  | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <p>BTEC Level 3 National Health and Social Care Student Book 2</p>  |   |   |   |
| Developing Cultural Capital                    | <p><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <ul style="list-style-type: none"> <li>Contemporary issues in society / health and social care</li> </ul> <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <ul style="list-style-type: none"> <li>Case studies</li> <li>Data analysis - local demographic area. Suggestions for improvements.</li> <li>Legislation – reforms and advancements</li> </ul> |   |   |   |   |   |
| Cross Curricular Links (Authentic Connections) | <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>GCSE / GCE Psychology and Sociology (Research methods)</li> </ul>   | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <ul style="list-style-type: none"> <li>GCSE History (Historical background – Public Health reforms)</li> <li>GCSE Science (Medical and technological advances)</li> <li>GCSE Maths (Patterns and trends – data analysis)</li> </ul>   | <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>GCSE / GCE Psychology and Sociology (Research methods)</li> </ul>   | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <ul style="list-style-type: none"> <li>GCSE History (Historical background – Public Health reforms)</li> <li>GCSE Science (Medical and technological advances)</li> <li>GCSE Maths (Patterns and trends – data analysis)</li> </ul> | <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>GCSE / GCE Psychology and Sociology (Research methods)</li> </ul> | <p><b>Unit 8 Promoting Public Health (Coursework)</b></p> <ul style="list-style-type: none"> <li>GCSE History (Historical background – Public Health reforms)</li> <li>GCSE Science (Medical and technological advances)</li> <li>GCSE Maths (Patterns and trends – data analysis)</li> </ul> |
| Key Assessment                                 | <p><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <ul style="list-style-type: none"> <li>Part A past paper practice materials – research time</li> <li>Part B – Activities 1-4 completed.</li> <li>-Summer 2019 past paper/mark scheme</li> </ul>   | <p><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p><b>Set task – external assessment:</b></p> <p><b>Part A - Released November</b></p> <p><b>Part B – 3 hour assessment January</b></p> <ul style="list-style-type: none"> <li>This unit is assessed under supervised conditions.</li> <li><b>Part A is released four weeks before Part B is scheduled for learners to carry out research –</b></li> <li>Learners should compile notes on their secondary research in monitored sessions of six hours scheduled by the centre.</li> <li><b>Part B is a supervised assessment of three hours taken in a single session at a time specified by Pearson –</b></li> <li>The assessment is set and marked by Pearson.</li> </ul> | <p><b>Unit 4 Enquiries into Health and Social Care Research</b></p> <p><b>Resit opportunity</b></p> <ul style="list-style-type: none"> <li><b>Set task – external assessment resit opportunity:</b></li> <li><b>Part A - Released March</b></li> <li><b>Part B – 3 hour assessment May</b></li> </ul> |   |   |   |
|  | <p><b>Unit 8 (Coursework)</b></p> <p>Mock assignment practice</p>   | <p><b>Unit 8 (Coursework)</b></p> <p>Learning Aims A&amp;B – Assignment 1</p>   | <p><b>Unit 8 (Coursework)</b></p> <p>Learning Aim C&amp;D – Assignment 2</p>  |   |   |   |