

At key stage four, this Level 1/2 qualification is appropriate for learners who are looking to develop significant knowledge and understanding in Health and Social Care and be able to apply their learning to various settings in the health and social care sector. This qualification is appropriate for learners who are interested in Health and Social care occupations, motivated to complete independent work, and challenged by learning through practical and written activities throughout the two-year course.

The study of Health and Social care involves understanding the practice that underpins health and social care as a whole, (rights, values of care, effective communication and ways to protect service users and service providers) the life stages and milestones that individuals go through and sources of support that are available (and events/factors that can influence an individual's life stages and milestones).

Pupils will engage in both written and practical assessments throughout the two-year course which will allow them to show their understanding of theory and be able to apply it effectively.

At key stage five, the Health and Social Care Curriculum aims to ensure that each student has the opportunity to understand a wide range of opportunities within the sector, as well as preparing pupils for future employment and further study. The course equips needs of individuals, whilst challenging stereotypes and discrimination.

The Curriculum in Health and Social Care supports the ethos of the school as the subject is broad, balanced and relevant to the needs of the pupils and future employers. The curriculum challenges pupils to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge.

Through modelling and explicit opportunities to reflect on feedback, this allows pupils to embed their knowledge whilst giving opportunity to put into practice what they learn. This ensures they develop their technical skills, which they can relate to real life scenarios through case studies and local community contexts. Our curriculum means pupils are able to revisit and improve core skills and knowledge over time, deepening their understanding.

The study of the care values is at the heart of Health and Social Care which develops skills such as; empathy, commitment, compassion, tolerance and empowerment. This enables our pupils to become educated members of the wider community who can contribute to society in a positive way.

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 1	Content Area 1: Health and Social Care Provision and Services Pupils will understand types, purpose and the functions of health and social care provision and services.	Builds on KS3 prior knowledge from their mandatory subjects including extended writing skills, mathematics, ITC use, science.	Pupils in Year 10 will be able to develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills	Pupils will understand knowledge which will inform; • statutory, • private, • voluntary and informal. • standards of care • types of intervention • individualised care • functions of health care providers • functions of social care providers	Statutory. Private, Voluntary, formal, informal, consultation, referrals, screening, community services, function, assess, barrier	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	Content Area 2: Job roles in health and social care and the values that underpin professional practice Pupils will understand the range of practitioner roles in health and social care, the importance of care values and the benefits of continuing professional development		Pupils in Year 10 will be able to develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills •	Pupils will gain an understanding of the different practitioner roles within health and social care including; • nurse • doctor • paramedic • physiotherapist • occupational therapist • dentist • pharmacist • dietician • specialist community public health nurse • social worker • care assistant • speech and language therapist • outreach workers • family support workers Pupils will also gain an understanding of person-centred practice and the 6C's – care, competence, compassion, commitment, communication, courage	General practitioner, nurse, doctor, paramedic, physiotherapist, occupational therapist, specialist community public health nurses, social workers. 6 C's – care, communication, compassion, commitment, courage, competence. Care values, continuing professional development	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 2	Content Area 3: Legislation, policy and procedure in health and social care Pupils will know about different regulatory authorities, Legislation and frameworks which underpin policy and procedure such as; Legislation, framework, policy and procedure definitions, Health and safety procedure, equality and inclusion, safeguarding procedure and		Pupils in Year 10 will be able to develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills	Pupils will understand key legislation, related policies and procedures and how they define the practitioner's roles and responsibilities. Pupils will gain an understanding of; • legislation • policy • procedure • legislation that underpins policy and procedure • Equality Act 2010 • Health and Safety at Work Act 1974 • The Data Protection Act 2018 • Health and Social Care Act 2012 • Care Act 2014 Pupils will also gain an understanding of regulatory and inspection bodies such as; • Care Quality Commission • Ofsted	Legislation, policy, procedure, Equality Act, health and Safety at Work Act, Data Protection Act, Health and Social Care Act, Care Act, Regulatory and inspection bodies,	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

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	confidentiality procedures. Content Area 4A: Human development across the life span Pupils will understand the life stages of human development, the areas of development and their interdependency.			- Nursing and Midwifery Council - Social Work England Pupils will gain an understanding of the life stages of human development; - Infancy - Childhood - Adolescence - Early adulthood - Middle adulthood - Late adulthood Pupils will understand the different areas of development and how they are interdependent; - Physical - Intellectual/cognitive - Emotional - Social - Holistic development, Nature v nurture - Interdependency	Infancy, childhood, adolescence, adulthood, physical, intellectual/cognitive, emotional, social, holistic, nature, nurture, biological, environmental, transitions,	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 3	Content Area 4B: human development across the life span Pupils will understand the impact of different factors and transitions on the development and wellbeing of the individual and the role of the practitioner in preparing and supporting the individual for a transition.		Pupils in Year 10 will be able to develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills	Pupils will understand the term transition and will be able to apply it to expected and unexpected life events. Pupils will understand a range of transitions which may be experienced by individuals across the life stages. Pupils will also understand the potential impact of transitions and biological and environmental; factors on the healthy growth and development of the individual Pupils will understand Maslow's hierarchy of	Infancy, childhood, adolescence, adulthood, physical, intellectual/cognitive, emotional, social, holistic, nature, nurture, biological, environmental, transitions,	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	Content Area 5: The care needs of the individual Pupils will understand the holistic needs of the individual and how conditions and disabilities may impact on care needs. Pupils will understand the support required to meet the individual's needs.			needs and the holistic needs of the individual. Pupils will understand the definition of chronic conditions, acute conditions and disability. Pupils will gain an understanding on how conditions and disabilities impact on the individuals care needs.	Maslow's Hierarchy of needs, chronic, acute, disability, physiological, psychological, self-actualisation, esteem, dignity	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
11 Term 1	Content Area 6: How health and social care services are assessed Pupils will gain an understanding of how services are accessed, barriers that challenge accessibility and how the barriers may be overcome Content Area 7: Partnership working in health and social care Pupils will understand how		Pupils in Year 11 will be able to develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills	Pupils will understand the differences between self, professional and third-party referrals Pupils will understand the different barriers to accessing services such as; communication, culture and location Pupils will understand effective ways to overcome specific barriers such as; sensory impairments. Cognitive impairments, English as a second language, values and beliefs, transport, cost and building access difficulties. Pupils will understand what partnership working is and how partnership working is designed to meet the needs of the individual	Self, professional third party, communication, culture, demographics, Partnership, preferences, barriers, strategies, inclusive, commitment, courage	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	partnership working meets the needs and preferences of the individual, the potential barriers to partnership working and how these can be overcome			Pupils will understand the benefits of partnership working and will focus on practitioner expertise, consistent and continuous care, roles and responsibilities of practitioners, establishing care needs. Pupils will understand the barriers to partnership working such as; communication and time management.		
11 Term 2	Content Area 8: The care planning cycle Pupils will understand the role of person-centred care planning, the care planning cycle and how this is applied to meet the individual's needs and preferences.		Pupils in Year 11 will be able to develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection	Pupils will understand the purpose and impact of using person centred practice and how when using the care planning cycle is applied to an individual's needs. Pupils will understand the process of the care planning cycle; assess, implement, review	Purpose, impact, assess, implement, review	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	NCFE NEA Set Assignment NCFE Examination		• interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills AO1 Recall knowledge and show understanding, AO2 Apply knowledge and understanding, AO3 Analyse and evaluate knowledge and understanding, AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation,			

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			AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practises and documentation			
11 Term 3	NCFE Examination		AO1 Recall knowledge and show understanding, AO2 Apply knowledge and understanding, AO3 Analyse and evaluate knowledge and understanding, AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation, AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practises and documentation			

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
10 Term 1	Content Area 1: Health and Social Care Provision and Services Pupils will understand types, purpose and the functions of health and social care provision and services. Content Area 2: Job roles in health and social care and the values that underpin professional practice Pupils will understand the range of practitioner roles in health and social care, the importance of	KPI 1.1 Understand types of health and social care provision KPI 1.2 Understand the purpose of health care provision KPI 1.3 understand the functions of health and social care services across each of the provisions KPI 2.1 Understand the role of different practitioners in health and social care KPI 2.2 Understand health and social care values that underpin professional practice including person centred values and the 6C's. KPI 2.3 understand the importance of continuing professional development to enable positive outcomes	Statutory, Tertiary, private, voluntary provision, Practitioners within Health and social Care – person specifications, professional practice, 6C's, CPD	• Revision resources as we go, • verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. • Knowledge organisers for key topics • Discussions • Modelling • I do, we do you do. • Scaffolded layouts • Templates • Sentence starters. • Key words and terminology explanations • Displays to reinforce learning	BTEC Pearson AAQ Extended Certificate in Health and Social Care Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences •Cross curricular: •Pe/health and fitness, •science, •maths, •business studies, •pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

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	care values and the benefits of continuing professional development				
10 Term 2	Content Area 3: Legislation, policy and procedure in health and social care Pupils will know about different regulatory authorities, Legislation and frameworks which underpin policy and procedure such as; Legislation, framework, policy and procedure definitions, Health and safety procedure, equality and inclusion, safeguarding	KPI 3.1 Understand the differences and relationships between policy, legislation and procedure KPI 3.2 Understand specific Legislation relevant to health and social care KPI 3.3 Understand key policies and procedures in health and social care KPI 3.4 Understand each of the regulatory and inspection bodies within health and social care and their role in ensuring quality of provision KPI 3.5 Understand the roles and responsibilities of the practitioner in relation to legislation, policy and procedure.	Health and Social Care specific Legislation – Human Rights Act, Care Act, GDPR, Health and Safety at Work Act Policy and procedure, the impact on the working environment Roles and responsibilities of the practitioner	• Revision resources as we go, • verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. • Knowledge organisers for key topics • Discussions • Modelling • I do, we do you do. • Scaffolded layouts • Templates • Sentence starters.	BTEC Pearson AAQ Extended Certificate in Health and Social Care Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university,

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	procedure and confidentiality procedures. Content Area 4A: Human development across the life span Pupils will understand the life stages of human development, the areas of development and their interdependency.	KPI 4.1 Understand each of the life stages of human development KPI 4.2 Understand the different areas of development and how they are interdependent KPI 4.3 Understand the influence of Nature and nurture and their interdependency in relation to human behaviour and development KPI 4.4 understand a range of factors which may impact on human development	Infancy Childhood Adolescence Early Adulthood Middle Adulthood Late Adulthood Physical, Intellectual, Emotional and Social Development Nurture V Nurture Debate Factors affecting development – environment, diet, drugs, alcohol, abuse	• Key words and terminology explanations • Displays to reinforce learning	• jobs, • contracts,
10 Term 3	Content Area 4B: human development across the life span	KPI 4.6 Understand the potential impact of transitions and biological and environmental factors on the healthy growth and development of an individual	How change affects us as humans – moving from one life stage to another		BTEC Pearson AAQ Extended Certificate in Health and Social Care Links to; • Home • Social emotional

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	Pupils will understand the impact of different factors and transitions on the development and wellbeing of the individual and the role of the practitioner in preparing and supporting the individual for a transition. Content Area 5: The care needs of the individual Pupils will understand the holistic needs of the individual and how conditions and disabilities may impact on care needs. Pupils will understand the support required to meet the individual's needs.	KPI 4.7 Understand how the practitioner can prepare and support an individual through a transition KPI 5.1 Understand Maslow's hierarchy and the holistic needs of the individual. KPI 5.2 Understand the differences between chronic and acute conditions, and disability. KPI 5.3 understand how conditions and disabilities can impact on an individual's care needs KPI 5.4 Understand the person-centred approach and how the care values are applied in practice.	Support from the practitioner whilst transitioning from one development to another Specific needs throughout human lifespan	• Revision resources as we go, • verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. • Knowledge organisers for key topics • Discussions • Modelling • I do, we do you do. • Scaffolded layouts • Templates • Sentence starters. • Key words and terminology explanations • Displays to reinforce learning	• Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • PE/health and fitness, • science, • maths, • business studies, • PE. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

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11 Term 1	Content Area 6: How health and social care services are assessed Pupils will gain an understanding of how services are accessed, barriers that challenge accessibility and how the barriers may be overcome Content Area 7: Partnership working in health and social care Pupils will understand how partnership working meets the needs and preferences of the individual, the potential barriers to partnership working and how these can be overcome	KPI 6.1 Understand types of referral used to access health and social care services KPI 6.2 Understand barriers to accessing health and social care services for the individual KPI 7.1 Understand partnership working KPI 7.2 Understand how partnership working meets the needs and preferences of the individual KPI 7.3 Understand the potential barriers to partnership working and strategies to overcome barriers	Self, third party and professional referrals and why they need to be used, eligibility criteria and where you live Professionals working together to meet the needs of an individual – teachers, educational psychologists, doctors, nurses, social workers and so on	• Revision resources as we go, • verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. • Knowledge organisers for key topics • Discussions • Modelling • I do, we do you do. • Scaffolded layouts • Templates • Sentence starters. • Key words and terminology explanations • Displays to reinforce learning	BTEC Pearson AAQ Extended Certificate in Health and Social Care Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences •Cross curricular: •Pe/health and fitness, •science, •maths, •business studies, •pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
11 Term 2	Content Area 8: The care planning cycle Pupils will understand the role of person- centred care planning, the care planning cycle and how this is applied to meet the individual's needs and preferences. NCFE NEA Set Assignment NCFE examination	KPI 8.1 Understand the purpose of person-centred practice KPI 8.2 Understand the function of a care plan and its uses KPI 8.3 Understand the care plan cycle AO1 Recall knowledge and show understanding, AO2 Apply knowledge and understanding, AO3 Analyse and evaluate knowledge and understanding, AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation, AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practises and documentation	Person Centred Practice and the rationale behind it	• Revision resources as we go, • verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. • Knowledge organisers for key topics • Discussions • Modelling • I do, we do you do. • Scaffolded layouts • Templates • Sentence starters. • Key words and terminology explanations • Displays to reinforce learning	BTEC Pearson AAQ Extended Certificate in Health and Social Care Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

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11 Term 3	NCFE examination	AO1 Recall knowledge and show understanding, AO2 Apply knowledge and understanding, AO3 Analyse and evaluate knowledge and understanding, AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation, AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practises and documentation			BTEC Pearson AAQ Extended Certificate in Health and Social Care Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1	Unit 1 Human Lifespan Development Physical, intellectual, emotional and social development and factors affecting growth and development, interventions and the different professionals providing care and treatment	Professional values and skills expected of professionals, including communication and listening skills Organisational and critical thinking skills Cultural and social intelligence when working with individuals across the lifespan with different needs, alongside methods of managing challenging situations				BSC Nursing BSC Social Work BSC Subjects Allied to Health Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, apprenticeships, • university, • jobs, • contracts,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 2	Unit 1 Human Lifespan Development Physical, intellectual, emotional and social development and factors affecting growth and development, interventions and the different professionals providing care and treatment Unit 2 Human Biology and Health Human body structure and systems, normal physiological functioning and the impact of common disorders	Professional values and skills expected of professionals, including communication and listening skills Organisational and critical thinking skills Cultural and social intelligence when working with individuals across the lifespan with different needs, alongside methods of managing challenging situations				
12 Term 3	Unit 2 Human Biology and Health Human body structure and	Professional values and skills expected of professionals, including communication and listening skills				BSC Nursing BSC Social Work BSC Subjects Allied to Health

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	systems, normal physiological functioning and the impact of common disorders Unit 3 Principles of Health and Social Care Practice Core principles, values and legislation that underpin and influence health and social care, and the effect of social detriments on individual health status Human Lifespan Development and	Organisational and critical thinking skills Cultural and social intelligence when working with individuals across the lifespan with different needs, alongside methods of managing challenging situations Interpersonal skills required when working with others, including compassion and empathy Responsibilities of professionals to be adaptable and innovative in delivering care Management of own time and learning Academic skills such as research				Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	Human Biology and Health Examinations					
13 Term 1	Unit 3 Principles of Health and Social Care Practice Core principles, values and legislation that underpin and influence health and social care, and the effect of social detriments on individual health status NEA – Pearson Set Assignment Unit 5 Promoting Health Education Health education, its purpose and use of different approaches and models to achieve					BSC Nursing BSC Social Work BSC Subjects Allied to Health Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, apprenticeships, • university, • jobs,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	positive health outcomes					• contracts,
13Term 2	Unit 5 Promoting Health Education Health education, its purpose and use of different approaches and models to achieve positive health outcomes NEA – Pearson Set Assignment					BSC Nursing BSC Social Work BSC Subjects Allied to Health Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, apprenticeships, • university, • jobs, • contracts,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
13 Term 3						

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12 Term 1						
12 Term 2						
12 Term 3						
13 Term 1						
13 Term 2						
13 Term 3						