



Curriculum Overview 2025-2026

Social Science Department – Health and Social Care

Department	Social Sciences
Head of Department	Miss G Muir
Department Members	Mrs N Sterling, Mrs K Elphick, Miss S Canfield, Mrs D Bryton, Mr G Vigeon
Accommodation and Resources	S1, S2, S3, S4, T1 - laptop/Chromebook trolleys, a developing 'library' of textbooks, journals and original social science studies.

<u>Curriculum Intent</u>	<p>The Social Sciences department aims to provide a solid foundation for the social scientific understanding of human behaviour. We work to develop lifelong skills and understanding in order for students to appreciate different perspectives and think holistically regarding the reasons why we behave the way that we do.</p> <p>Students are encouraged to achieve through aspirational target grades and departmental intervention. By considering a range of practices, policies, organisations and explanations, students are able to develop the knowledge and understanding required in Health and Social Care to ensure success in the qualification and beyond. Students will be able to describe, explain, analyse and evaluate, in each Unit. They will be able to apply their knowledge to a range of scenarios and situations; they will be able to apply evidence from relevant studies and cases in their answers to questions to illustrate their breadth of knowledge and detailed understanding.</p> <p>As social scientists, and professionals with industry experience, we aim to encourage students to question everything and to be able to critically evaluate practices and policies that exist in the Health and Social Care sector. These skills encourage students to critique their world around them which evokes a passion for studying further in higher education.</p>
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Curriculum Implementation

Key Stage 4: Health and Social Care

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Component Title	1. Human Lifespan Development	1. Human Lifespan Development	1. Human Lifespan Development	1. Human Lifespan Development	2. HSC Services and Values	2. HSC Services and Values
Previous knowledge recalled		Life Stages	Life Stages, PIES growth and development to	Review of the life events individuals may	Review of Component 1 - to understand	Review of health conditions from Component 2 -



		PIES growth and development to then build on how factors can affect the growth and development of individuals.	be able to build on how life events can affect growth and development.	experience to then understand how individuals can adapt to these changes.	health conditions different individuals / life-stages may experience.	to build on the service to support the individual / the condition.
New Knowledge	LAA - Life stages & PIES growth and development in those: <ul style="list-style-type: none"> • Infancy • Childhood • Adolescence • Early Adulthood • Middle Adulthood • Later Adulthood 	LAA - Factors Affecting PIES growth and development: <ul style="list-style-type: none"> • Physical • Lifestyle • Emotional/psychological • Cultural/social • Environmental • Economic 	LAB - Life Events and their impact on health and wellbeing – expected & unexpected: <ul style="list-style-type: none"> • Health & wellbeing • Physical and mental illness • Relationship changes • Life circumstances 	LAB - Coping with change - how individuals can be adapted or supported through changes caused by life events: <ul style="list-style-type: none"> • Character traits that influence how individuals cope. • Types/sources of support that can help individuals adapt. 	Health conditions: <ul style="list-style-type: none"> • arthritis • cardiovascular conditions – • diabetes (type 2) • dementia • obesity respiratory conditions • additional needs – sensory impairments, physical impairments, learning disability. 	Healthcare Services: <ul style="list-style-type: none"> • Primary care • Secondary care • Tertiary care • Multidisciplinary Team Working <p>Social care services.</p> <p>Additional care: informal care and voluntary care.</p>
Key Knowledge Assessment	Retrieval in each lesson. Paragraph practise for PSA Task 1 Range of formative assessment strategies.	Retrieval in each lesson. Paragraph practise for PSA Task 2 Range of formative assessment strategies.	Retrieval in each lesson. Paragraph practise for PSA Task 3a Range of formative assessment strategies.	Retrieval in each lesson. Paragraph practise for PSA Task 3b Component 1 PSA – controlled assessment (inc. resubmission work)	Resubmission of Component 1 PSA. Retrieval in each lesson. Paragraph practise for PSA Task 1 Range of formative assessment strategies.	Retrieval in each lesson. Paragraph practise for PSA Task 2 Range of formative assessment strategies.
Links to literacy and numeracy	Analysis of growth charts - exploring percentiles.	Explore data in regards to how factors impact on health - exploring statistics on	Development of tier 2 and 3 vocabulary: Parenthood	Development of tier 2 and 3 vocabulary: Resilience	Interpreting health data. Development of	Analysing data to explore the effectiveness of health and social care systems/



	<p>Development of tier 2 and 3 vocabulary:</p> <p>Growth</p> <p>Development</p> <p>Wellbeing</p> <p>Physical</p> <p>Intellectual</p> <p>Emotional</p> <p>Infancy</p> <p>Childhood</p> <p>Adulthood</p> <p>Social</p> <p>Rapid</p> <p>Motor</p> <p>Memory</p> <p>Attachment</p> <p>Bonding</p> <p>Security</p> <p>Solitary parallel</p> <p>Fluency</p> <p>Independence</p> <p>Puberty</p> <p>Fertile</p> <p>Ageing</p> <p>Cognitive</p> <p>Bereavement</p> <p>Contentment</p> <p>Intimate</p>	<p>poverty and economic factors.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Inherited</p> <p>Disease</p> <p>Illness</p> <p>Disability</p> <p>Nutrition</p> <p>Lifestyle</p> <p>Substance</p> <p>Misuse</p> <p>Grief</p> <p>Sadness</p> <p>Supportive</p> <p>Unsupportive</p> <p>Gender</p> <p>Role</p> <p>Expectation</p> <p>Orientation</p> <p>Sexual</p> <p>Exposure</p> <p>Environment</p> <p>Employment</p> <p>Financial</p> <p>Economic</p> <p>Community</p> <p>Participation</p>	<p>Circumstance</p> <p>Separation</p> <p>Civil</p> <p>Exclusion</p> <p>redundancy</p> <p>Imprisonment</p> <p>Retirement</p>	<p>Self-esteem</p> <p>Faith-based</p> <p>Community</p> <p>Trait</p> <p>Character</p> <p>Voluntary</p> <p>Multi-agency</p> <p>Multidisciplinary</p> <p>Endorsed</p> <p>Justice</p> <p>Domestic</p> <p>Psychiatric</p>	<p>tier 2 and 3 vocabulary:</p> <p>Arthritis</p> <p>Cardiovascular</p> <p>Diabetes (Type 2)</p> <p>Dementia</p> <p>Obesity</p> <p>Respiratory</p> <p>Sensory Impairment</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Rheumatology</p> <p>respiratory</p> <p>Medicine, Cardiology</p> <p>Endocrinology</p> <p>Oncology</p> <p>Allied</p> <p>Physiotherapy</p> <p>therapy</p>	<p>settings.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Vulnerability</p> <p>Residential</p> <p>Respite</p> <p>Foster</p> <p>formal</p> <p>Informal</p> <p>Voluntary</p> <p>Charities</p>
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What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5
Component Title	2. HSC Services and Values	2. HSC Services and Values	3. Health and Wellbeing (synoptic)	3. Health and Wellbeing (synoptic)	3. Health and Wellbeing (synoptic)
Previous knowledge recalled	Health conditions Healthcare Services Social Care Services Additional Care	Health conditions Healthcare Services Social Care Services Additional Care Barriers to accessing services	Y10 Content & Health conditions Healthcare Services Social Care Services Additional Care Barriers to accessing services	Y10 Content & Health conditions Healthcare Services Social Care Services Additional Care Barriers to accessing services	Y10 Content & Health conditions Healthcare Services Social Care Services Additional Care Barriers to accessing services
New Knowledge	A3 - Barriers to accessing services: including definition of barriers and types of barriers and how they can be overcome by the service providers and users.	LAB - Skills and attributes in health and social care. B2 - Values in health and social care - the 6 Cs. B3 - The obstacles individuals requiring care may face. B4 - The benefits to individuals of the skills, attributes and values in health and social care practice.	Component 3: Factors affecting health and wellbeing - physical factors, lifestyle factors, social factors, cultural factors, economic factors, environmental factors. Impact on PIES health and wellbeing of different types of life event: physical, relationship changes, life circumstances.	LAB - Interpreting physical and lifestyle indicators LAC - Person-centred approach to improving health and wellbeing: <ul style="list-style-type: none"> Needs Wishes Circumstances Importance and benefits of PCA for individuals and health and social care workers and services. Recommendations and actions to improve health and wellbeing Established recommendations Support available when following recommendations –	Review of Component 3 in preparation for external examination.



				formal and informal Barriers & obstacles to following recommendations	
Key Knowledge Assessment	Retrieval in each lesson. Paragraph practise for PSA Task 4 Range of formative assessment strategies.	Retrieval in each lesson. Paragraph practise for PSA Task 5 Range of formative assessment strategies. Controlled assessment - Component 2.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies. External examination - Component 3.
Links to literacy and numeracy	Development of tier 2 and 3 vocabulary: Barrier Access Interpreter Braille Stigma Exemption Charitable	Development of tier 2 and 3 vocabulary: Skill Problem-solving Observation Organisation Attribute Empathy Patience Trustworthiness Honesty Candour Value Compassion Competence Courage Commitment Obstacle Constraint Anxiety Stress Resources unachievable Person-centred care Respect Discriminated Empowered Complaint Dignity Privacy	Analysing health data / physiological indicators. Development of tier 2 and 3 vocabulary: Chart reading Physiological Indicator Interpretation Abnormal Recovery Determine Recommendations Unique	Analysing health data and coming to conclusions in regards to an individual's health. Development of tier 2 and 3 vocabulary: Recommendation Risk Preference Choice	Making synoptic links between topics/ knowledge.



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Extra-Curricular opportunities	Trips are proposed to National Health and Social Care Workshops/Exam Prep Sessions as well as visits to local universities to explore careers in HSC. Health visitors attending school to discuss their role.
Links to careers/aspirations	With Health and Social Care, you're well placed to pursue careers in both health and social care fields, depending on your personal interests. There are many options within public and private healthcare, social care, mental health support, social work, therapy and counselling. These roles may be based in a range of settings and could also be advisory, research-led, treatment-led or therapeutic.
Links to our Fulston FAMILY values	<p>Fortitude: Health and Social Care is a challenge and requires perseverance and resilience. We encourage students take responsibility for their learning and face setbacks with a growth mindset.</p> <p>Ambition: We encourage students to aim high and to work towards their personal goals. Class Charts is used to monitor and celebrate achievements.</p> <p>Mindful: HSC is a sensitive subject. Topics such as bereavement, grief and attachment and Psychopathology can be a challenge for many students due to personal circumstances as can all issues relating to health and illness. Students are encouraged to be mindful of their peers, to broach topics with sensitivity and tact and create a safe learning environment for everyone.</p> <p>Integrity: We have high standards for our students and help to instil in them an attitude that they should do what is right at all times.</p> <p>Leadership: Students are fully encouraged to lead by example within the subject area. Students will be invited to represent the school in extra-curricular. Students will be role models for core British values including tolerance and acceptance.</p> <p>Young Citizens: HSC covers a range of topics which can help students to become more aware of the world around them and to be a positive force in other people's lives. Through discussions of factors that impact on growth and development, including social and cultural, students are fully encouraged to demonstrate inclusive attitudes throughout their lives.</p>

Key Stage 5: Health and Social Care

What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	1. Human Lifespan Development	1. Human Lifespan Development	5. Promoting Health Education	5. Promoting Health Education	1. Human Lifespan Development - Revision / 5. Promoting Health	2. Human Biology and Health



					Education	
Previous knowledge recalled		Review of life stages and the factors that then impact on health and wellbeing (review of LAA - to build on for LAB).	Review of health risks identified in LAC in Unit 1. Review of health issues and factors that impact on health issues (LAB - Unit 1)	Review of the purpose of health education (Unit 5 - LAA.1) and how health education is necessary for a required health issue.	Term 1 & 2 Knowledge - Unit 1. Term 3-4 knowledge: the purpose of health education and the health issues and priorities.	Health conditions across the lifestages from Unit 1.
New Knowledge	Life stages & PIES growth & development in those: Infancy Childhood Adolescence Early Adulthood Middle Adulthood Later Adulthood Theories of development	Factors Affecting PIES G&D: Genetic/ biological Lifestyle Emotional/ psychological Cultural/social Environmental Economic Life Events and their impact on G&D Ageing: Effects and Theories on this	Purpose and role of health education. Organisations influencing health education. Legislation and regulations on health education. Monitoring the health of the nation. Local and national health needs.	Health issues and priorities. Factors affecting health and wellbeing.	Review of Unit 1 for external examination. Health education campaigns and their impact. Models and approaches to promoting health. Planning a health education event.	LAA - Organisation of the human body: cells, tissues, energy in the body, homeostatic mechanisms. LAB - Body systems: cardiovascular system, respiratory system, nervous system, the endocrine and renal systems, the musculoskeletal system, the function of further body systems.
Key Knowledge Assessment	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies - 10 mark questions.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies. End of topic assessment - Unit 1.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies. Preparation for internal assessment PSAB - Task 1.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies. Internal assessment - PSAB Task 1.	Retrieval in each lesson. Exam Question Practise Range of formative assessment strategies. External examination May 2026 on Unit 1.	Assessment on Unit 5 - Task 2 (Internal assessment - PSAB) Exam Question Practise, range of formative assessment strategies.



			PPE - Unit 1.			
Links to literacy and numeracy	<p>Analysis of growth charts - and percentiles.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>*intellectual, life-stages, discuss, evaluate, development, motor skills, examine, fine motor skills, gross motor skills, intellectual, cognitive, hormones, sexual maturity percentiles, cognitive, conservation, egocentrism, perimenopause, menopause, primary sexual characteristics, language acquisition, imitation, modelling, reinforcement, punishment, schemas, assimilation, accommodation, equilibrium, disequilibrium, language acquisition device, classical conditioning, operant conditioning, vicarious reinforcement, positive reinforcement, positive punishment, negative</p>	<p>Analysis of data exploring the impact of certain factors on health and wellbeing - exploring data on health inequalities.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>*genetic predisposition, respiratory disorders incl COPD, foetal alcohol syndrome, authoritarian parenting, blood transfusions, stress-diathesis model, Holmes-Rahe scale, cardiovascular disease, osteoarthritis, degeneration of nervous tissue.</p>	<p>Analysing data on how the health of the nation is monitored.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Incidence</p> <p>Policy</p> <p>Empowering</p> <p>Standardised</p> <p>Vaccination</p> <p>Promotion</p> <p>Personalisation</p> <p>Ideological</p> <p>Prevalent</p> <p>Implementing</p> <p>Epidemiological</p> <p>Demographic</p> <p>Ethical</p>	<p>Being able to justify - justify the need for health education and monitoring.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Campaign</p> <p>Evaluation</p> <p>Initiative</p> <p>Conspiracy</p> <p>Adverse</p> <p>Outbreak</p> <p>Pandemic</p> <p>Socio-economic</p> <p>Collaboration</p> <p>Strategy</p>	<p>*As for term 1 and 2</p> <p>Analysis and evaluation of models in health education - exploring their success / effectiveness.</p> <p>Being able to justify -justifying the proposed plan for health education.</p>	<p>Analysis of physiological indicators of health.</p> <p>Development of tier 2 and 3 vocabulary - scientific concepts throughout Unit 2.</p>



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What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
Unit Title	2. Working in Health and Social Care (HSC)	2. Working in HSC	12. Supporting Individuals with Additional Needs	12. Supporting Individuals with Additional Needs	12. Supporting Individuals with Additional Needs



<p>Previous knowledge recalled</p>	<p>Y12 Knowledge – Unit 5 - organisations in the health sector.</p> <p>Yr 13 knowledge Unit 1 - roles and responsibilities of health and social care workers (LAC)</p>	<p>Y12 Knowledge – Unit 1 Knowledge - health conditions and lifestyles to support Unit 2 C1 - People with specific needs.</p>	<p>Yr 12 Unit 1 knowledge on health needs to build on LAA, and Unit 1 and Unit 2 professionals to support LAC on professionals involved in supporting individuals with additional needs.</p>	<p>Unit 2 and Unit 5 Knowledge & term 3 Knowledge</p>	<p>Unit 2 and Unit 5 Knowledge & term 3 Knowledge</p>
<p>New Knowledge</p>	<p>Unit 2:</p> <p>LAA - The roles and responsibilities of specified health care professionals inc. allied professionals - Incl promoting anti-discriminatory practice, empowerment,</p>	<p>LAC - Working with people with specific needs in the health and social care sector - people with specific needs, working practices.</p>	<p>Unit 12:</p> <p>LAA - Examine reasons why individuals may experience additional needs - diagnosing or determining additional needs, cognitive and learning needs,</p>	<p>LAC - Investigate current practice with respect to provision for individuals with additional needs.</p>	



	<p>ensuring safety, information management and communication accountable to professional bodies and multidisciplinary working.</p> <p>LAA - Monitoring the work of people in health and social care settings.</p> <p>LAB - The roles of organisations in the health and social care sector - public sector, voluntary sector, private sector. Settings where HSC services are provided. Issues that affect access to services. Ways organisations represent interests of service users. Roles of organisations that regulate and inspect.</p>		<p>physical and health needs, social and emotional needs.</p> <p>LAB - Examine how to overcome the challenges to daily living faced by people with additional needs.</p>		
Key Knowledge Assessment	<p>Retrieval in each lesson.</p> <p>Exam Question Practise</p> <p>Range of formative assessment strategies.</p> <p>Summative exam Jan 2026</p>	<p>Retrieval in each lesson.</p> <p>Exam Question Practise</p> <p>Range of formative assessment strategies.</p> <p>Summative exam Jan 2026</p>	<p>Retrieval in each lesson.</p> <p>Range of formative assessment strategies.</p> <p>Paragraph practise for Coursework</p> <p>Unit 12 (inc. resubmission work)</p>	<p>Retrieval in each lesson.</p> <p>Range of formative assessment strategies.</p> <p>Paragraph practise for Coursework</p> <p>Unit 12 (inc. resubmission work)</p>	Unit 12 (inc. resubmission work) completion.
Links to literacy and numeracy	<p>Development of tier 2 and 3 vocabulary:</p> <p>Nurse, Consultant, GP, Health Preventative care, Antenatal care,</p>	<p>Development of tier 2 and 3 vocabulary:</p> <p>Public sector, Private sector, Tertiary care, Primary care, Secondary care,</p>	<p>Development of tier 2 and 3 vocabulary:</p> <p>condition, diagnose, additional needs, ASD, inherited condition, Dyslexia,</p>	<p>Development of tier 2 and 3 vocabulary:</p> <p>dependent, discrimination, social construct, disablement, medical</p>	



	<p>Postnatal care Occupational therapy, Protected characteristics, Legislation, Discrimination, Prejudice, Pharmaceutical services negotiating committee, Allograft, Autograft, Kosher, Halal, Holistic, General Medical's Code of Practice, Empowerment, GDPR, Multi-agency, Multi-disciplinary, advocate</p>	<p>Advocate, Chronic, Whistleblowing, CQC, OFSTED, National Minimum Standards, Monitor, Training, Safeguarding, Manager, organisations, Ill health, Mental, Learning disability, Disability, Amputation, Injury, Anorexia nervosa, Bipolar disorder, Dementia, Neurological, Motor neurone disease</p>	<p>mild, moderate, severe, profound, learning disability, diagnosis, signs, symptoms, skills, behaviour, ADHD, ASD, cognitive, SENCO, motor skill senses, physical, condition, genetics, genes, DNA, prognosis, impairment, stroke, Coronary heart disease, Alzheimer's, translocation</p>	<p>model, social model, accessibility planning, building regulations, policy, HASWA, Equality Act, Braille, dependency, Gillick competence, CBT, psychiatrist psychologist, provision, welfare, finance, statutory provision, CAF, Local offer, ECHs, personal budget, person-centred care</p>	
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Extra-Curricular opportunities	Trips are proposed to National Health and Social Care Workshops/Exam Prep Sessions as well as visits to local universities to explore careers in HSC.
Links to careers/aspirations	With Health and Social Care, you're well placed to pursue careers in both health and social care fields, depending on your personal interests. There are many options within public and private healthcare, social care, mental health support, social work, therapy and counselling. These roles may be based in a range of settings and could also be advisory, research-led, treatment-led or therapeutic.
Links to our Fulston FAMILY values	<p>Fortitude: Health and Social Care is a challenge and requires perseverance and resilience. We encourage students take responsibility for their learning and face setbacks with a growth mindset.</p> <p>Ambition: We encourage students to aim high and to work towards their personal goals. Class Charts is used to monitor and celebrate achievements.</p> <p>Mindful: HSC is a sensitive subject. Topics such as bereavement, grief and attachment and Psychopathology can be a challenge for many students due to personal circumstances as can all issues relating to health and illness. Students are encouraged to be mindful of their peers, to broach topics with sensitivity and tact and create a safe learning environment for everyone.</p> <p>Integrity: We have high standards for our students and help to instil in them an attitude that they should do what is right at all times.</p> <p>Leadership: Students are fully encouraged to lead by example within the subject area. Students will be invited to represent the school in extra-curricular. Students will be role models for core British values including tolerance and acceptance.</p> <p>Young Citizens: HSC covers a range of topics which can help students to become more aware of the world around them and to be a positive force in other people's lives. Through discussions of factors that impact on growth and development, including social and cultural, students are fully encouraged to demonstrate inclusive attitudes throughout their lives.</p>



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