

Subject overview: KS5 Health & Social Care

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief (no more than four sentences)

Health and Social Care aims to examine the health of the nation and the impact internal and external factors can have on an individual's health and well-being. We explore how individuals develop throughout each life stage and factors that impact human behaviour. We consider the effect that diet and lifestyle can have on an individual's health and well-being and the importance of effective communication within a health and social care setting.

Additional details

We develop our students' understanding of the HealthCare sector and equipping them with sound specialist knowledge and skills for everyday use and of how to meet the needs of individuals across a range of health, social care and early years settings. We aim to develop our students to become occupationally ready to take up employment in the Health & Social Care sector at the appropriate level. Our aim is to ensure students develop knowledge, understanding and skills required by the sector, including essential employability skills, and apply them in real work contexts.

In KS5 students complete the Pearson BTEC Extended Certificate in Health & Social Care syllabus

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Unit 1: Human Lifespan Development A1 - A4: Human growth & development through the life stages (PIES)</p> <p>B1 - B6: Factors affecting human growth and development</p>	<p>Units 1 & 5 are delivered in Year 12, as they are core. Also if any students wish to aggregate at the end of Year 12, they achieve the L3 National Certificate qualification.[]</p> <p>Some students will have studied HSC at KS4 and have prior knowledge of key terms. There will be students who have not studied HSC at all.</p> <p>Students will embed their substantive knowledge of PIES development across the six life stages, this will be supported by disciplinary knowledge of theory and key terms. Students will be supported by hinterland knowledge, aiding their learning via real life case studies and examples.</p> <p>Students will develop their declarative knowledge about individuals' predisposition to illnesses genetically and biologically. This will be further explored by varied factors that can impact human growth & development: environment, social, cultural, economic and life events. Important that students recognise that individuals' growth & development hinges on multiple factors and is not the same for all.</p>	<p>Knowledge tests</p> <p>10 mark exam questions</p> <p>Past exam papers</p>
Term 1:2	C1 - C3: Effects of ageing	<p>Students will develop their substantive knowledge about physiological and psychological changes in later adulthood and its effects in the ageing population. This will be reinforced by theory and key terms, students develop their disciplinary knowledge, alongside analysis and evaluations skills. Social and economic impact of the ageing population on contemporary society will enhance students' declarative knowledge supported by current affairs and hinterland knowledge.</p>	<p>Knowledge tests</p> <p>Timed 10 mark exam questions</p> <p>Past exam papers</p> <p>Dec 2023</p>

	Exam revision	Exam revision in lessons and independently - external exam Jan 2024	mock exam
Term 2:1	<p>Unit 5: Meeting Individual Care & Support Needs</p> <p>A1 - A3: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>B1 - B2: Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p>Students will build on their existing declarative knowledge from Unit 1, further developing more specific substantive knowledge focused on meeting the needs of individual care and support needs of the x2 service users (case studies). Interpretation and application of hinterland knowledge from case studies is important, including inferences.</p> <p>Students will embed substantive knowledge based on promotion of equality & diversity and preventing discrimination for service users with different needs (case studies).</p> <p>Students will further research relevant skills required by HSC professionals in order to demonstrate skills and personal attributes required for developing relationships with individuals (case studies). This will develop students' substantive knowledge as to how professionals can support effective relationships in the health & social care sector in contemporary society.</p> <p>Students will apply empathy and resilience theories, using this substantive knowledge students will analyse and evaluate different models of establishing trust between HSC professionals and service users (case studies).</p> <p>Ethical issues and approaches in HSC will be researched, supported by legislative substantive knowledge, students will address the conflicts of interest, balancing resources and minimising risk for the x2 case studies. This disciplinary knowledge will embed understanding of ethical issues in professional practice within the HSC sector.</p>	<p>Coursework tasks</p> <p>Learning Aim A: (P1, P2, M1, M2 & D1)</p> <p>Learning Aim B: (P3, M3 & D2)</p>
Term 2:2	<p>C1 - C3: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p>Students will develop their disciplinary knowledge about how service users with different care and support needs can overcome challenges to empower themselves. It is important that students understand the potential barriers faced by service users and also the benefits of</p>	<p>Coursework tasks</p> <p>Learning Aim C: (P4, P5, M4 & D2)</p>

	Resubmissions	overcoming challenges via personalised care plans and different communication strategies.	
Term 3:1	<p>D1 - D4: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p>Resubmissions</p>	<p>Students will develop their disciplinary knowledge of how HSC professionals work collaboratively in agencies and MDTs, using integrated approaches locally to benefit local service users (case studies).</p> <p>Students will develop disciplinary knowledge based on specific current legislation and codes of practice from professional bodies as to how to best manage information and maintain confidentiality of service users' private medical records. They will need to have substantive knowledge analysing the application of legislation and codes of practice, as well as justifying the use of sharing information in the interests of service users' needs.</p>	Coursework tasks Learning Aim D: (P6, P7, P8, M5, M6, D3 & D4)
Term 3:2	<p>Unit 2: Working in Health & Social Care</p> <p>B1 - B5: The roles of organisations in health & social care sector</p>	<p>Starting with the HSC organisations, builds disciplinary knowledge about the different services that exist in the NHS England and the social care sector. Students will become familiar with the different settings, their roles, access to services, ways organisations represent service users, organisations that regulate and inspect HSC settings: CQC & Ofsted; as well as professional bodies that regulate professional codes of practice: NMC, RCN, GMC & HCPC and responsibilities of organisations towards their staff in health & social care settings. (Some transferable knowledge from Unit 5). Students will build on their hinterland knowledge by looking at cases of Beverly Allitt and Lucy Letby, Dr Shipman and Winterbourne View Care Home to highlight what happens when professional codes of practice are not upheld.</p> <p>Students will be more confident in their understanding of different professionals in health & social care because they have substantive knowledge based on the actual organisations, their responsibilities and regulating bodies.</p>	<p>Knowledge tests</p> <p>8 mark exam questions</p>

YEAR 13

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>A1 - A5: The roles & responsibilities of people who work in the health & social care sector</p> <p>C1 - C2: Working with people with specific needs in the health & social care sector</p>	<p>Students will develop substantive knowledge about the roles and responsibilities of people who work in health and social care settings. Students will use disciplinary and hinterland knowledge to examine the advantages and disadvantages of MDTs (transferable knowledge from Unit 5).</p> <p>Monitoring the work of people in health and social care settings, will build students' declarative knowledge, understanding the various protocols in place to safeguard service users. Students will develop hinterland knowledge, alongside references to real life cases highlighting criminal investigations and whistleblowing.</p> <p>Students will develop disciplinary knowledge and refer to the x4 key themes of the exam paper (transferable knowledge from Unit 1 & 5):</p> <ul style="list-style-type: none"> • Ill health, both physical and mental • Learning disabilities • Physical and sensory disabilities • Age categories: early years & later adulthood. <p>Students will develop declarative knowledge about how working practices in health & social care enable service providers to adhere to professional standards and codes of practice: skills, policies & procedures, regulating bodies and examples of real life cases where service users have been let down by health & social care professionals due to ineffective practice and care. This hinterland knowledge will be based on Victoria Climbié, Jessica & Holly murders, Baby P and Winterbourne View.</p>	<p>Knowledge tests</p> <p>Timed exam questions</p> <p>Past exam papers</p>

Term 1:2	Unit 2 revision	<p>Students will have time to close the gap, by revisiting Unit 2 knowledge to embed exam content in preparation for their exam.</p> <p>Students embed effective revision techniques using past exam papers, timed exam questions, knowledge books and discussions in lessons to address gaps in substantive knowlegde.</p>	<p>Timed 8 mark exam questions</p> <p>Past exam papers</p> <p>Dec 2024 mock exam</p>
Term 2:1	<p>Unit 10: Sociological Perspectives</p> <p>A1 - A2: Understand how sociological concepts and perspectives are applied to the study of health and social care</p> <p>B1 - B2: Examine how sociological approaches support understanding of models and concepts of health</p> <p>Resubmissions</p>	<p>Some students may have existing sociological knowledge from GCSE or A Level, other students will have no prior knowledge about sociological perspectives.</p> <p>Students will develop disciplinary knowledge based on the main sociological perspectives, and the strengths and limitations of each perspective's explanation of society and apply it to the health & social care sector.</p> <p>Students will develop substantive knowledge about health models, and make comparisons; as well as developing disciplinary knowledge of key concepts of health, ill health and disability.</p>	<p>Coursework tasks</p> <p>Learning Aims A: (P1, P2, M1 & D1)</p> <p>Learning Aim B: (P3, P4, M2 & D1)</p>
Term 2:2	<p>C1 - C3: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</p>	<p>Students will develop substantive knowledge based on contemporary inequalities within society, exploring societal systems of discrimination.</p> <p>Demographic change and data will be researched using ONS and local data. This declarative knowledge will allow students to form judgements on social groups who are more likely or less likely to experience health and social inequalities.</p> <p>Use of data will enable students to select and organise information using relevant disciplinary knowledge and concepts about patterns and trends in health and ill health within at least two social groups.</p>	<p>Coursework tasks</p> <p>Learning Aim C: (P5, P6, P7, M3, M4, D2 & D3)</p>
Term 3:1	Resubmissions	<p>Students will have time to close the gap, by revisiting Units 1 & 2 knowledge to embed exam content in preparation for their exam.</p>	<p>Past exam papers</p>

	Exam revision for students resitting May 2025	Students embed effective revision techniques using past exam papers, timed exam questions, knowledge books and discussions in lessons to address gaps in substantive knowlegde.	
Term 3:2			