



HEADLANDS SCHOOL
SINCE 1965

Health and Social Care Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

| Half term | 02.09.25 - 23.10.25 | 03.11.25 - 19.12.25 | 05.01.26 - 13.02.26 | 23.02.26 - 26.03.26 | 13.04.26 - 22.05.26 | 01.06.26 - 17.07.26 |
|-----------|--|--|---|---|--|--|
| | Autumn 1 - 8 weeks | Autumn 2 - 7 weeks | Spring 1 - 6 weeks | Spring 2 - 5 weeks | Summer 1 - 5 weeks | Summer 2 - 7 weeks |
| Year 10 | <p><u>Public Health Challenges</u></p> <p>In this half term you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society.</p> <p>You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people.</p> <p>Learners will begin their first component of internally assessed work within this half term. This is worth 30% of the overall grading for students on this course and will be set by the examination board.</p> | <p><u>Controlled Assessment Delivering a small-scale health promotion campaign</u></p> <p>During this half term you will learn how to plan and deliver your own small-scale health promotion campaign on smoking cessation and how to evaluate your planning and delivery.</p> <p>You will use feedback, self-reflect and review the strengths and weaknesses of:</p> <ul style="list-style-type: none">• Your planning• Your communication skills• How you engaged individuals. <p>Learners will complete their first component of internally assessed work by presenting their health campaign and evaluating it.</p> | <p><u>Expected and Unexpected Life Events and their Impact</u></p> <p>In this half term you will explore expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.</p> <p>They will be beginning their second component of internally assessed work within this half term. This is worth 30% of the overall grading for students on this course and will be set by the examination board.</p> | <p><u>Different Life Stages</u></p> <p>In this half term students will be exploring the different life stages and the developments which are made across them all. They will focus on physical, intellectual, emotional and social development and how these change not only between the life stages but within them.</p> <p>They will also begin to look at the different factors which may impact upon an individual's development, such as, education, lifestyle choices and housing.</p> | <p><u>Controlled Assessment Different Life Stages</u></p> <p>Learners will complete their second component of internally assessed work. This will assess the knowledge that they have developed in the previous term and will be focused on life stages and the factors that can affect them.</p> | <p><u>Working in Health and Social Care</u></p> <p>In this half term students will begin to study for the external exam that will be completed in Year 11.</p> <p>They will be looking at the skills and attributes required when working in Health and Social Care.</p> <p>They will explore individual rights, person centred values and the 6C's.</p> <p>This knowledge will then be applied to various scenarios in health and social care.</p> |

| | | | | | | |
|-----------|---|--|--|---|---|---------------------|
| | | | | | | |
| Half term | 02.09.25 - 23.10.25 | 03.11.25 - 19.12.25 | 05.01.26 - 13.02.26 | 23.02.26 - 26.03.26 | 13.04.26 - 22.05.26 | 01.06.26 - 17.07.26 |
| | Autumn 1 - 8 weeks | Autumn 2 - 7 weeks | Spring 1 - 6 weeks | Spring 2 - 5 weeks | Summer 1 - 5 weeks | Summer 2 - 7 weeks |
| Year 11 | <p><u>Health and Social Care Services</u></p> <p>Students will begin this year by recapping their knowledge of Topic 1 and 2. They will explore a range of both health and social care services, their roles and responsibilities and how rights, person centred values and the 6 C's are applied.</p> <p><u>Communication in Health and Social Care</u></p> <p>They will then go on to explore the importance of communication in HSC. They will look at verbal, non verbal and specialist methods of communication and how these are applied.</p> | <p><u>Health and Social Care Service Users</u></p> <p>In this half term students will go on to discover the ways service users and providers are protected in health and social care settings. Students will learn about safeguarding to include who needs safeguarding and why, what DBS checks are and what the impact may be if service users are not safeguarded.</p> | <p><u>Health and Social Care Safeguarding</u></p> <p>Lessons this half term will continue to look at safeguarding but the focus will be more practical, looking at how personal hygiene, PPE and safety procedures and measures can protect individuals.</p> <p>Students will cover a range of different policies and procedures to include</p> <ul style="list-style-type: none"> • First Aid • Risk assessments • Emergency procedures • Equipment considerations • Staff training | <p><u>Health and Social Care Security Measures</u></p> <p>Students will continue with preparation for their external exam and will complete the final topic on security measures. This will focus on the reasons for security measures in different types of settings and how they protect the health and well being of service providers and service users in different types of health and social care settings.</p> | <p><u>Revision</u></p> <p>During this half term students will be using lessons to revisit Topics 1-4 for the external exam. This will involve students focusing on:</p> <ul style="list-style-type: none"> • Topic Area 1 The rights of service users in health and social care settings • Topic Area 2 Person-centred values • Topic Area 3 Effective communication in health and social care settings • Topic Area 4 Protecting service users and service providers in health and social care settings | |

| | | | |
|---------|--|--|---|
| Year 12 | <p><u>Unit 1 Human Development</u></p> <p>This term, students will explore human growth and development across the life stages, from infancy through to later adulthood. They will examine the key physical, intellectual, emotional and social (PIES) developments that occur at each stage of the lifespan, alongside the factors that can influence development, such as genetics, environment, lifestyle and life events.</p> <p>Students will also investigate how life events and transitions—including relationships, education, employment, illness and bereavement—can impact individuals, and how effective support can help people cope with change. This unit develops an understanding of how human development is complex and interconnected, and how health and social care professionals support individuals to achieve positive outcomes throughout life.</p> <p>Throughout the unit, students will build essential skills such as analysis, application of knowledge, and evaluation, using</p> | <p><u>Unit 5 Working Practices</u></p> <p>This term, students will explore how individuals are supported by health, social care and early years services, focusing on meeting individual needs across different care settings. They will investigate the roles of professionals, the types of support available, and how services are organised to promote health, wellbeing and positive outcomes for individuals.</p> <p>Students will examine the barriers people may face when accessing services, such as physical, cultural or financial barriers, and consider how these can be reduced to ensure inclusive and person-centred care. The unit also develops understanding of how care is tailored to individuals, promoting independence, dignity and equality within health and social care provision.</p> <p>Throughout this unit, students will develop essential skills including research, analysis, organisation and written communication, as they plan, complete and refine their coursework. They will learn how to apply theoretical knowledge</p> | <p><u>Unit 5 - completion of assignment and introduction to Unit 2</u></p> <p>This term, students will focus on completing the coursework assignment for Unit 5, applying their knowledge of health and social care services to real-life scenarios. They will research and analyse how services support individuals, explore barriers to access, and demonstrate an understanding of person-centred care through structured written tasks. Throughout the assignment process, students will receive regular feedback and guidance to help them refine their work and meet the assessment criteria successfully.</p> <p>Alongside finalising Unit 5, students will begin to be introduced to key concepts from Unit 2, preparing them for progression into Year 13. This includes developing an understanding of health and wellbeing, the factors that influence them, and how lifestyle choices and social determinants impact individuals across the lifespan. This early exposure helps students build confidence and a strong foundation for the demands of Unit 2.</p> |
|---------|--|--|---|

| | | | |
|--|--|--|--|
| | <p>real-life scenarios to link theory to practice. They will develop confidence in using key terminology, interpreting exam questions, and applying understanding to unfamiliar contexts—skills that are vital for success in health and social care careers.</p> <p>Learning in this unit is assessed through a formal written examination, set and marked by the examination board, which contributes significantly to the overall qualification grade. Students may also have the opportunity to resit the Unit 1 exam in the January examination window, with structured revision and teacher support provided to help them achieve their best possible outcome.</p> | <p>to real-life case studies, use appropriate terminology, and meet assessment criteria through structured written tasks.</p> <p>Learning in this unit is assessed through internally assessed coursework, which is set and marked by teachers and internally quality assured. Students will receive regular feedback and guidance throughout the assignment process to support progress and help them produce high-quality work that demonstrates their understanding and skills.</p> | <p>Throughout this transition term, students will continue to develop essential skills such as research, analysis, evaluation and written communication, supporting both coursework success and exam readiness. This approach ensures students complete Year 12 with secure knowledge, strong study skills, and a clear understanding of expectations as they move into Year 13.</p> |
|--|--|--|--|

| Half term | 02.09.25 - 23.10.25 | 03.11.25 - 19.12.25 | 05.01.26 - 13.02.26 | 23.02.26 - 26.03.26 | 13.04.26 - 22.05.26 | 01.06.26 - 17.07.26 |
|-----------|---|---|---|---|---------------------|---------------------|
| | Autumn 1 - 8 weeks | Autumn 2 - 7 weeks | Spring 1 - 6 weeks | Spring 2 - 5 weeks | Summer 1 - 5 weeks | Summer 2 - 7 weeks |
| 13 | <p><u>Unit 2 - Working in Health and Social Care</u></p> <p>This Term students will explore the roles and responsibilities of professionals working within health and social care services, and how they work together to meet individual needs. You will also investigate the importance of effective communication, safeguarding, and applying relevant legislation and policies in day-to-day practice.</p> <p>They will develop an understanding of how care is delivered safely, ethically, and legally—ensuring people are treated with dignity and respect.</p> <p>Throughout this unit, they will develop essential skills such as problem-solving, critical thinking, and decision-making in real-world care scenarios. They will also build the ability to analyse situations, apply legislation, and communicate effectively with others—skills that are vital for anyone considering a future career in the health or social care sectors.</p> <p>Learning in this unit will be assessed through a formal written exam, set and marked by the examination board, which contributes to their overall grade.</p> <p>Students may also choose to resit Unit 1 exams in the January Exam window and will be supported by their teachers in this.</p> | <p><u>Unit 14 - Physiological Disorders</u></p> <p>This term students will have the opportunity to explore a range of physiological disorders and investigate how they are diagnosed, treated and monitored. They will examine how individuals experience these conditions and the impact on their everyday lives, as well as the role of health and social care professionals in their ongoing care.</p> <p>They will develop key skills in research, report writing, and applying health data to real-life scenarios. They will also build confidence in interpreting medical information and understanding how care pathways are tailored to meet individual needs.</p> <p>Students will be assessed through an internally set and marked assignment. They will investigate two different disorders from contrasting body systems, exploring their causes, signs and symptoms, and how they are diagnosed and treated. They will then apply their learning to a detailed case study of an individual living with a physiological disorder. They will be expected to consider the individual's personal views on their care and create a reasoned, holistic action plan that addresses their needs physically, emotionally and socially. This work contributes to their overall course grade and is externally moderated by the exam board</p> | <p><u>Coursework</u></p> <p>Students may be completing resubmissions or resits of coursework or exams to guarantee grades.</p> | <p>Students have completed the course</p> | | |