

Unit	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
Component 1	<p>Learning Aim A: Understand human growth and development across life stages and the factors that affect it.</p> <p>Learning Aim B: Understand how individuals deal with life events.</p>	<p>Lifespan stages: Infancy, Childhood, Adolescence, Early Adulthood, Middle Adulthood, Late Adulthood.</p> <p>Type of development: Physical, Intellectual, Emotional, Social</p> <p>Factors: Physical, Social and Cultural, Relationships, Economic, Environmental.</p> <p>Life events: Physical, Life circumstances, Relationship changes.</p> <p>Support: Character traits, Adapting to change, Sources of support, Types of support.</p>	<p>Students are encouraged to use Tier 2 vocabulary that can be used across all three components.</p> <p>Keywords: Growth Development Motor skills Puberty Menopause Genetics Economic Characteristics</p>	<p>Students are assessed through internally marked coursework (Pearson-moderated). Students complete written assignments, applying their knowledge and explaining development across life stages and how life events impact individuals.</p>	<p>Science: Human growth and development across the lifespan. Physical changes, body systems, genetics, inherited conditions. Impact of lifestyle, nutrition, and illness on development.</p> <p>PSHE: The impact of different factors on emotional and social development. Development of relationships, identity and socialisation with awareness of rights and responsibilities.</p> <p>English: Developing communication and explanation skills when writing extended pieces of work during the assessment window. Reading comprehensive text and analysing case studies.</p>	<p>Real world application</p> <p>Reflective practice</p> <p>Synoptic learning</p> <p>Professional Communication</p>	<p>SMSC: Encourages reflection on values, empathy, relationships, and respect for diversity.</p> <p>Think Big: Promotes problem-solving and decision-making by considering how life events impact individuals.</p> <p>Careers: Develops understanding of the knowledge and skills needed for health and social care roles (Eg: Childminder, Dietician, Counsellor, GP, Physiotherapist)</p> <p>Earthshot: Encourages awareness of wider environmental and social factors (e.g., housing, pollution, access to services) that influence health and development.</p>	<p>Component 1 is taught first because it provides the essential foundation for the whole Health and Social Care course. By learning how people grow, develop and are influenced by life events, students gain the core knowledge needed to understand service users and their needs. This understanding prepares them for Components 2 and 3, where they apply this knowledge to real care situations. Studying Component 1 first also builds key skills such as describing, explaining and analysing which supports success in later assessments.</p>
Component 2	<p>Learning Aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>Learning Aim B: Understand the skills, attributes and values required to give care.</p>	<p>Types of care services: Primary Care, Secondary Care, Tertiary Care, Allied Care, Social services, Residential care, Respite care, Domiciliary care, Informal care, Voluntary care.</p> <p>Barriers: Physical, Financial, Social and Cultural, Sensory, Learning disabilities, Language, Text, Geographical.</p> <p>Care skills: Problem solving, Organisation, Dealing with difficult situations, Observation.</p> <p>Care attributes: Honesty, Empathy, Trustworthiness, Patience.</p> <p>Care values: Care, Compassion, Communication, Competence, Courage, Commitment.</p>	<p>Students are encouraged to use Tier 2 vocabulary that can be used across all three components.</p> <p>Keywords: Care Referral Barrier Geographical Skill Attribute Value Empowerment Dignity Confidentiality</p>	<p>Students are assessed through internally marked coursework (Pearson-moderated). Students complete written assignments, applying their knowledge and understanding of services and barriers, and how professionals can demonstrate care values and the importance of these.</p>	<p>PSHE: Understanding rights, responsibilities, equality, and diversity. Understanding how individuals maintain good safeguarding and ethical practice. Developing awareness of social inclusion and anti-discriminatory practice.</p> <p>English: Developing communication and explanation skills when writing extended pieces of work during the assessment window. Reading comprehensive text and analysing case studies.</p> <p>Citizenship/Law: Being aware of relevant care legislation and the accountability in care provision.</p>	<p>Real world application</p> <p>Reflective practice</p> <p>Synoptic learning</p> <p>Professional Communication</p>	<p>SMSC: Promotes ethical awareness, respect for diversity, understanding of rights, and moral responsibility in care settings.</p> <p>Think Big: Develops problem-solving and decision-making skills when considering barriers to accessing services and how to overcome them.</p> <p>Careers: Develops understanding of the knowledge and skills needed for health and social care roles (Eg: Paramedic, Speech and Language therapist, Social worker, Financial advisor)</p> <p>Earthshot: Encourages awareness of social and environmental factors affecting access to services, such as community resources and sustainable healthcare practices.</p>	<p>Students study Component 2 to understand how health and social care services operate and how professionals meet individuals' needs using care values. This component teaches the skills and knowledge needed to deliver safe, ethical and person-centred care, preparing students for real-world practice and supporting their understanding before the external assessment in Component 3.</p>

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Component 3	<p>A1: Factors that affect health and wellbeing.</p> <p>B1: Interpreting health indicators.</p> <p>C1: Person centred approach.</p> <p>C2: Recommendations and actions to improve health and wellbeing.</p> <p>C3: Barriers and obstacles to following recommendations.</p>	<p>Factors affecting health and wellbeing: Physical, Lifestyle, Environmental, Economic, Cultural.</p> <p>Health indicators: BMI, Blood pressure, Pulse rate.</p> <p>Lifestyle indicators: Smoking levels, Alcohol intake units, Physical activity levels, Eatwell guide.</p> <p>Person centred improvement plans: SMART targets, NHS guidelines for exercise, Healthy eating advice, Sleep recommendations, Alcohol unit guidelines, Roles of professionals.</p> <p>Barriers: Physical, Financial, Social and Cultural,, Sensory, Learning disabilities, Language, Text, Geographical.</p> <p>Obstacles: Lack of time, Lack of resources, Unachievable targets, Lack of support, Psychological.</p>	<p>Students are encouraged to use Tier 2 vocabulary that can be used across all three components.</p> <p>Exam command words: Identify State Give Explain Discuss Complete</p> <p>Keywords: Health Wellbeing Physiological Factor Interpret Person-centred Obstacle Barrier Recommendation</p>	<p>Students are assessed through an external written exam, set and marked by Pearson. Students will have to analyse health information and demonstrate understanding of health and wellbeing through short answer questions and case-study based tasks.</p>	<p>Science: Understanding the effects of diet, lifestyle, and disease on health and wellbeing. Understanding the impacts of these in relation to anatomy and physiology.</p> <p>PSHE: Promoting personal wellbeing and healthy lifestyle choices. Understanding social, emotional, and cultural factors that can affect health.</p> <p>English: Reading and interpreting case studies, health guidance and mark schemes. Analyse and identify command words from the exam questions to produce appropriate answers.</p> <p>Maths: Analysing health data, charts, and graphs. Calculating BMI or other health metrics to solidify understanding of different health indicators.</p>	<p>Real world application</p> <p>Reflective practice</p> <p>Synoptic learning</p> <p>Professional Communication</p>	<p>SMSC: Encourages reflection on personal and others' wellbeing, empathy, moral responsibility, and understanding the impact of lifestyle choices.</p> <p>Think Big: Develops planning, problem-solving, and analytical thinking when assessing health risks and proposing improvements.</p> <p>Careers: Prepares students for roles in health and social care by developing skills in assessment, planning, and promoting wellbeing. (Eg: Healthcare analyst, Surgeon, Personal Trainer, GP, Rehabilitation worker)</p> <p>Earthshot: Promotes awareness of how environmental, social, and community factors affect health, and encourages sustainable, healthy lifestyle choices.</p>	<p>Component teaches students how to assess health and wellbeing and create realistic improvement plans and skills needed in real health and social care practice. We teach this component at the end because it relies on the knowledge gained in Components 1 and 2 and is the external exam, so students are best prepared when they have developed a full understanding of development, services and care values first. Together, the components give students the knowledge, skills and confidence needed to understand individuals holistically and provide effective, person-centred care.</p>