

Curriculum Overview – Health and Social Care



Introduction

This document outlines **the curriculum and key considerations** including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term, and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

The **Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (603/7047/6)** is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners’ experience and understanding of the varied progression options available to them

Wolfreton Curriculum Intent

Our health and social care curriculum is underpinned by our Intent statement.

Improving health and well-being

Health and Social Care offers an exciting opportunity to develop your knowledge and understanding of health and social care services, jobs and skills.

Curriculum Aims

The Wolfreton curriculum for Health and social care aims to ensure:

- The curriculum is designed to offer practical, vocational learning experiences, complementing traditional academic subjects like GCSEs.
- It focuses on developing sector-specific knowledge and skills relevant to a wide range of health and social care roles.
- This includes understanding how to meet the needs of individuals using services and specialized equipment, while also challenging stereotypes and discrimination.
- The curriculum aims to prepare students for various career paths within the health and social care field, such as nursing, teaching, social work, or working with children.
- The curriculum also emphasizes the development of transferable skills that are valuable in any workplace, such as communication, teamwork, and problem-solving.
- Studying Health and Social Care encourages students to develop essential skills like empathy, compassion, and commitment.
- It fosters an understanding of care values, promoting respect, dignity, and the upholding of human rights.
- The curriculum also aims to develop students' ability to analyse real-life situations, build resilience, and contribute positively to society.
- The curriculum explores human growth and development across different life stages, including physical, intellectual, emotional, and social aspects.
- It examines factors that affect health and well-being, such as culture, religion, and personal preferences.
- Students learn about various health and social care services and how they meet the needs of individuals with diverse circumstances and challenges.

Building on prior learning

At Key Stage 3, students will have studied health, relationships and well-being as part of the Personal Development (PSHE) curriculum. They will also have discussed the theme of families and communities during their Religious Studies lessons. In Science, they have studied basic human biology and growth.

They will have personal experience of family school and community, with some students having the opportunity to observe care roles such as teachers, nurses and support workers.

What are the knowledge and skills gaps?

1. Basic Understanding of Health and Social Care Concepts

- Lack of familiarity with what the sector involves (e.g., roles of care workers, settings like hospitals, care homes, etc.)
- Limited knowledge of key terms (e.g., safeguarding, dignity, confidentiality)

2. Communication Skills in a Care Context

- Less exposure to the importance of effective communication in care settings (e.g., active listening, non-verbal communication)
- Underdeveloped awareness of how communication needs vary (e.g., age, disability, language)

3. Empathy and Person-Centred Thinking

- May not have practised or explored the value of empathy, respect, and individuality in care
- Limited understanding of what “person-centred care” means in practice

4. Awareness of Diversity, Equality, and Inclusion

- Less knowledge of protected characteristics and their importance in a care environment
- Difficulty identifying discrimination or promoting inclusivity in case studies or scenarios

5. Health and Wellbeing Knowledge

- Limited understanding of physical, intellectual, emotional, and social (PIES) development
- Gaps in recognising life stages or the factors affecting health and wellbeing

6. Ethical and Legal Awareness

- May lack knowledge of basic legislation relevant to health and social care (e.g. Data Protection Act, Children Act, etc.)
- Unfamiliar with concepts like consent, safeguarding responsibilities, or rights of individuals in care

7. Study Skills Specific to the Subject

- Inexperience with writing reflective accounts or using case studies
- May not be used to applying theory to real-life scenarios, which is essential in HSC coursework

Curriculum Structure

At Wolfreton, we design our curriculum to develop students' ... from Year 7 to Year 13. These concepts are interwoven throughout Key Stage 4 schemes of learning and provide students with **a framework to make synoptic links** between the different topics they encounter.

Key Concepts

Content Area	Subject Content	Skills
<ul style="list-style-type: none"> • Human Development • Care Values • Health and Wellbeing 	<p>Component 1: Human Lifespan Development (Internally assessed coursework)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Life stages: Understand the key stages of human development (infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood). • Growth and development: Physical, intellectual, emotional, and social development at each life stage (PIFS) • Factors affecting development: <ul style="list-style-type: none"> ○ Physical (e.g. genetic inheritance, illness) ○ Social and cultural (e.g. relationships, culture, religion) ○ Economic (e.g. income, housing) ○ Environmental (e.g. pollution, location) • Life events: Predictable (e.g. starting school, marriage) and unpredictable (e.g. illness, job loss) events. • Coping with change: Support systems (e.g. family, professional support like GPs, social workers). 	<p>1. Communication Skills</p> <ul style="list-style-type: none"> • Verbal and non-verbal communication • Active listening • Using appropriate language with different service users (children, elderly, people with disabilities) • Understanding and using communication aids (e.g., Makaton, BSL, picture boards)
		<p>2. Empathy and Emotional Intelligence</p> <ul style="list-style-type: none"> • Understanding how to respond to others' feelings and emotions • Showing compassion and sensitivity • Building trusting relationships with clients and colleagues
		<p>3. Teamwork and Collaboration</p> <ul style="list-style-type: none"> • Working effectively with others in a care setting • Understanding roles and responsibilities in a team • Supporting colleagues to meet service user needs
		<p>4. Problem Solving</p> <ul style="list-style-type: none"> • Responding appropriately to unexpected situations (e.g., emergencies, conflicts) • Making decisions that protect and support individuals' health and wellbeing
	<p>Component 2: Health and Social Care Services and Values (Internally assessed coursework)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Health and social care services: <ul style="list-style-type: none"> ○ Primary care (e.g. GPs, dentists) ○ Secondary care (e.g. hospitals) ○ Tertiary care (e.g. specialist treatments) ○ Social care services (e.g. residential care, home care) • Barriers to access: 	<p>5. Time Management and Organisation</p> <ul style="list-style-type: none"> • Planning tasks and managing time efficiently • Keeping records and documentation accurate and up to date

Content Area	Subject Content	Skills
	<ul style="list-style-type: none"> ○ Physical (e.g. mobility) ○ Psychological (e.g. fear, stigma) ○ Financial, geographical, cultural, or language barriers. ● Care values (vital for working in the sector): <ul style="list-style-type: none"> ○ Respecting individuals ○ Promoting rights and choices ○ Maintaining confidentiality ○ Anti-discriminatory practice ○ Effective communication ○ Empowering service users ● Demonstrating care values in role plays or practical assessments. 	<p>6. Personal Responsibility and Professionalism</p> <ul style="list-style-type: none"> ● Following policies and procedures (e.g., safeguarding, confidentiality) ● Demonstrating a responsible and caring attitude
		<p>7. Understanding of Health and Social Care Values</p> <ul style="list-style-type: none"> ● Applying the Six Cs of Care (Care, Compassion, Competence, Communication, Courage, Commitment) ● Promoting equality, diversity, and inclusion ● Understanding the importance of dignity, respect, and rights
	<p>Component 3: Health and Wellbeing (Externally assessed exam)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Factors affecting health and wellbeing: <ul style="list-style-type: none"> ○ Physical, lifestyle, social, emotional, economic, environmental ● Health indicators: <ul style="list-style-type: none"> ○ Physiological (e.g. pulse, BMI, blood pressure) ○ Lifestyle (e.g. smoking, diet, exercise) ● Interpreting health data: Identifying health risks and providing advice. ● Health improvement plans: <ul style="list-style-type: none"> ○ SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound) ○ Recommendations for improvement (diet, exercise, support services) ○ Barriers to improvement (motivation, cost, access) 	<p>8. Basic Knowledge of Human Development and Health Needs</p> <ul style="list-style-type: none"> ● Understanding physical, emotional, intellectual, and social development through life stages ● Recognising how life events impact individuals ● Knowing about common health conditions
		<p>9. Basic First Aid and Health & Safety Awareness</p> <ul style="list-style-type: none"> ● Knowing how to respond in a first aid situation (may be included depending on the unit) ● Understanding how to maintain safety in health and social care environments
		<p>10. Reflective Practice</p> <ul style="list-style-type: none"> ● Evaluating personal performance ● Identifying strengths and areas for improvement ● Setting goals for learning and development

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for students to succeed, both in school and throughout their lives.

Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. On the other side of the spectrum, Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that aren’t used outside of the context of a specific subject, or have a different meaning in one subject versus another. In the middle of these two tiers is Tier 2 vocabulary. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow us to access academic texts, such as high-level literature, newspaper articles and exam papers.

At Wolfreton, Tier 3 and Tier 2 vocabulary is explicitly taught across our school curriculum. The Tier 3 vocabulary is indicated for each topic in the curriculum sequencing below. The following Tier 2 words are developed and used throughout our [subject] curriculum.

Tier 2 Health and social vocabulary, developed throughout Key Stage 4:

Tier 2 vocabulary includes:

- PIES
- Life events
- Barriers
- Primary and secondary services
- Values

Curriculum Sequencing

Key Stage 4: Year 10 – Long Term Planning [BTEC Health and Social Care]

	Autumn term	Spring term	Summer term
Knowledge	<p>Human Lifespan Development</p> <p>Main life stages: o infants (birth to 2 years) o early childhood (3–8 years) o adolescence (9–18 years) o early adulthood (19–45 years) o middle adulthood (46–65 years) o later adulthood (65+ years).</p> <ul style="list-style-type: none"> • PIES growth and development in the main life stages: o physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity o intellectual/cognitive development across the life 	<p>Human Lifespan Development</p> <p>Physical events, to include: o accident/injury o ill health. • Relationship changes, to include: o entering into relationships o marriage o divorce o parenthood o bereavement. • Life circumstances, to include: o moving house, school or job o exclusion from education o redundancy o imprisonment o retirement.</p> <ul style="list-style-type: none"> • How individuals adapt to these changes. • Sources of support: o family, friends, partners o professional carers and services o 	<p>Services and Values</p> <p>Different health care services and how they meet service user needs: o primary care, e.g. GPs, dental care, optometry, community health care o secondary and tertiary care, e.g. specialist medical care o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. • Different social care services and how they meet service user needs: o services for children and young people, e.g. foster care, residential care, youth work o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care,</p>

	<p>stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall o emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image o social development across the life stages, including the formation of relationships with others and the socialisation process.</p> <p>Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. • Physical factors, to include: o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance. • Social and cultural factors, to include: o culture, e.g. community involvement, religion, gender roles and expectations o educational experiences o the influence of role models o the influence of social isolation o personal relationships with friends and family. • Economic factors, to include: o income/wealth o material possessions</p>	<p>community groups, voluntary and faith-based organisations.</p> <ul style="list-style-type: none"> • Types of support: o emotional o information and advice o practical help, e.g. financial assistance, childcare, transport 	<p>domiciliary care o services for older adults, e.g. residential care, domiciliary care o the role of informal social care provided by relatives, friends and neighbours</p> <p>Types of barrier and how they can be overcome by the service providers or users: o physical barriers, e.g. issues getting into and around the facilities o sensory barriers, e.g. hearing and visual difficulties o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence o language barriers, e.g. differing first language, language impairments o geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers, e.g. learning difficulties o resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand o financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services</p>
<p>Skills – links to the disciplinary concepts</p>	<ul style="list-style-type: none"> • Practical and transferable skills applied to a health and social care sector. • Research and assignment writing. • Referencing. 	<ul style="list-style-type: none"> • . Practical and transferable skills applied to a health and social care sector. • Research and assignment writing. • Referencing. 	
<p>Tier 3 Vocabulary</p>	<ul style="list-style-type: none"> • Safeguarding, Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation 	<ul style="list-style-type: none"> • Safeguarding, Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation 	<ul style="list-style-type: none"> • Safeguarding, Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation

	<ul style="list-style-type: none"> • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion 	<ul style="list-style-type: none"> • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion 	<ul style="list-style-type: none"> • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion
Assessment		Controlled Assessment- Jan to April. 30%	

Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Services and Values Care values: <ul style="list-style-type: none"> • empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered or respect for the individual by respecting service users' needs, beliefs and identity 	Health and well being Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness <ul style="list-style-type: none"> • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: o genetic inheritance, including 	Health and well being

	<ul style="list-style-type: none"> • maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) • preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth • safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm • promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour 	<p>inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.</p> <ul style="list-style-type: none"> • Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: o social interactions, e.g. supportive/unsupportive relationships, social integration/isolation o stress, e.g. work-related o willingness to seek help or access services, e.g. influenced by culture, gender, education. • Economic factors that can have positive or negative effects on health and wellbeing: o financial resources. • Environmental factors that can have positive or negative effects on health and wellbeing: o environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location. • The impact of life events relating to relationship changes and changes in life circumstances 	
<p>Skills – links to the disciplinary concepts</p>	<ul style="list-style-type: none"> • identifying own strengths and areas for improvement against the care values 	<ul style="list-style-type: none"> • Students will then learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health. 	

	<ul style="list-style-type: none"> • Responding to feedback and identifying ways to improve own performance 	<ul style="list-style-type: none"> • Finally, they will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome. 	
Tier 3 Vocabulary	<ul style="list-style-type: none"> • Safeguarding, Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion 	<ul style="list-style-type: none"> • Safeguarding, Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion 	
Assessment	Controlled assessment Sept to December. 30%	Exam May 40%	

Key Stage 5: Year 12 – Long Term Planning BTEC AAQ in Health and social care.

	Autumn term	Spring term	Summer term
Knowledge	<p>Human lifespan development Health promotion</p> <p>1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.</p> <p>AO3 Demonstrate application of knowledge and understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.</p> <p>AO4a Analyse how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan;</p>	<p>Human lifespan development Health promotion Unit 5: Promoting Health Education</p> <p>A Understand the purpose of health education</p> <p>B Explore key issues and priorities for health and the factors that affect health and wellbeing</p> <p>C Examine approaches to health education campaigns and their impact on health and wellbeing.</p>	<p>Human lifespan development Health promotion</p> <p>A Understand the purpose of health education</p> <p>B Explore key issues and priorities for health and the factors that affect health and wellbeing</p> <p>C Examine approaches to health education campaigns and their impact on health and wellbeing.</p>

	<p>and how the roles and responsibilities of those working in health and social care meet the needs of individuals.</p> <p>AO4b Evaluate how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals</p>		
<p>Skills – links to the disciplinary concepts</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Verbal and non-verbal communication • Active listening and empathy • Communicating with service users, professionals, and families • Adapting communication to meet different needs (e.g. people with disabilities, language barriers) <p>2. Teamwork and Collaboration</p> <ul style="list-style-type: none"> • Working effectively in teams • Understanding professional roles • Supporting colleagues in multi-agency environments <p>3. Empathy and Compassion</p> <ul style="list-style-type: none"> • Understanding the needs of vulnerable individuals • Building trusting relationships with service users • Showing sensitivity to cultural and emotional issues <p>4. Organisational Skills</p> <ul style="list-style-type: none"> • Planning and prioritising tasks • Managing time effectively in care settings 	<p>As Autumn term</p>	<p>As Autumn term</p>

	<ul style="list-style-type: none"> • Meeting deadlines and handling paperwork or reports <p>5. Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Responding to challenges in care settings • Making ethical decisions • Reflective practice to improve performance <p>6. Observation and Assessment</p> <ul style="list-style-type: none"> • Monitoring health, wellbeing, and behaviour • Recording information accurately • Identifying risks and reporting concerns <p>7. Health and Safety Awareness</p> <ul style="list-style-type: none"> • Infection control procedures • Risk assessment and safeguarding • Manual handling and emergency protocols 		
	<p>Technical/Academic Skills</p> <ul style="list-style-type: none"> • Understanding human lifespan development • Knowledge of health promotion and public health • Learning legislation and policy (e.g. Equality Act, Data Protection, Health and Social Care Act) • Writing case studies and care plans • Conducting research and referencing (e.g. Harvard style) • Applying psychological and sociological theories to practice 		
	<p>Work Placement (if included)</p> <p>Many Level 3 BTEC courses require or encourage work experience in health or social care settings, which enhances:</p> <ul style="list-style-type: none"> • Practical care skills • Real-world understanding of professional roles 		

	<ul style="list-style-type: none"> • Confidence in dealing with diverse service users 		
Tier 3 Vocabulary	<ul style="list-style-type: none"> • Safeguarding, Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion 	As Autumn term	As Autumn term
Assessment	<p>The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Students will be assessed through multiple-choice, short- and long-answer questions. The questions will assess knowledge and understanding of human growth and development through the life stages; application of knowledge of the factors affecting</p>	As Autumn term	The PSAB will take approximately 17 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.

	human growth and development across each life stage and making connections between lifestyle factors and health inequalities; and evaluation and analysis of health and social care workers and how they promote, prevent and treat health conditions at different life stages. The assessment availability is twice a year in January and May/June.		
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Key Stage 5: Year 13 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Unit 2 Biology and health</p> <p>AO1 Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it.</p> <p>AO2 Demonstrate understanding of the structure, organisation and function of the human body and common disorders that affect it.</p> <p>AO3 Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems.</p> <p>AO4 Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems.</p>	<p>Unit 3: Principles of Health and Social Care Practice</p> <p>A Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals</p> <p>B Examine how organisation, legislation and guidance inform practice in health and social care</p> <p>C Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice</p>	
Skills – links to the disciplinary concepts	<ul style="list-style-type: none"> • Communication Skills • Verbal and non-verbal communication • Active listening and empathy • Communicating with service users, professionals, and families 	<ul style="list-style-type: none"> • .As Autumn term • 	

	<ul style="list-style-type: none"> • Adapting communication to meet different needs (e.g. people with disabilities, language barriers) • 2. Teamwork and Collaboration • Working effectively in teams • Understanding professional roles • Supporting colleagues in multi-agency environments • 3. Empathy and Compassion • Understanding the needs of vulnerable individuals • Building trusting relationships with service users • Showing sensitivity to cultural and emotional issues • 4. Organisational Skills • Planning and prioritising tasks • Managing time effectively in care settings • Meeting deadlines and handling paperwork or reports • 5. Critical Thinking and Problem Solving • Responding to challenges in care settings • Making ethical decisions • Reflective practice to improve performance • 6. Observation and Assessment • Monitoring health, wellbeing, and behaviour • Recording information accurately • Identifying risks and reporting concerns • 7. Health and Safety Awareness • Infection control procedures • Risk assessment and safeguarding • Manual handling and emergency protocols 		
	<p>Technical/Academic Skills</p> <ul style="list-style-type: none"> • Understanding human lifespan development 		

	<ul style="list-style-type: none"> • Knowledge of health promotion and public health • Learning legislation and policy (e.g. Equality Act, Data Protection, Health and Social Care Act) • Writing case studies and care plans • Conducting research and referencing (e.g. Harvard style) • Applying psychological and sociological theories to practice 		
	<p>Work Placement (if included)</p> <ul style="list-style-type: none"> • Many Level 3 BTEC courses require or encourage work experience in health or social care settings, which enhances: • Practical care skills • Real-world understanding of professional roles • Confidence in dealing with diverse service users 		
Tier 3 Vocabulary	<ul style="list-style-type: none"> • Safeguarding • Confidentiality • Empowerment • Advocacy • Discrimination • Equality • Diversity • Legislation • Codes of practice • Duty of care • Holistic care • Challenging behaviour • Person-centred care 	As Autumn term	

	<ul style="list-style-type: none"> • Transition • Developmental milestones • Socialisation • Non-verbal communication • Safeguarding Lead • Care plan • Health promotion 		
Assessment	<p>The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Students will be assessed through multiple-choice, short- and long-answer questions. The questions will assess knowledge and understanding of the structure, organisation and function of the human body and common disorders that affect it; application of knowledge on the structure and function of body systems to the primary and secondary effects of common disorders on those body systems; and connections between the primary and secondary effects of common disorders and how they affect interlinked body systems. The assessment availability is twice a year in January and May/June.</p>	<p>Pearson sets the assignment for the assessment of this unit. The PSAB will take 12 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.</p>	

Appendix – Key Stage 4 Vocabulary and Key Terms - Definitions

- Safeguarding, Confidentiality
- Empowerment
- Advocacy
- Discrimination
- Equality

- Diversity
- Legislation
- Codes of practice
- Duty of care
- Holistic care
- Challenging behaviour
- Person-centred care
- Transition
- Developmental milestones
- Socialisation
- Non-verbal communication
- Safeguarding Lead
- Care plan
- Health promotion

Appendix – Key Stage 5 Vocabulary and Key Terms - Definitions

- Safeguarding, Confidentiality
- Empowerment
- Advocacy
- Discrimination
- Equality
- Diversity
- Legislation
- Codes of practice
- Duty of care
- Holistic care
- Challenging behaviour
- Person-centred care
- Transition
- Developmental milestones
- Socialisation
- Non-verbal communication

- Safeguarding Lead
- Care plan
- Health promotion