

## SJBC Curriculum Termly Plan: BTEC Health and Social Care – Year 12

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p><u>Unit 1:</u> Learning Aim A - Human growth and development through the life stages</p> <p>Learning Aim B - Factors affecting human growth and development across each life stage</p>	<p>Students will explore how humans change throughout their lifespan using a holistic approach with a focus on physical, intellectual, emotional and social development. Students will learn the key characteristics of each life stage (infancy, early childhood, adolescence, early adulthood, middle adulthood, late and later adulthood) and analyse how development differs between individuals.</p> <p>Students will study the various factors that influence growth and development, including genetic factors, culture, education, socio-economic factors and environment. Additionally, students will understand how lifestyle factors such as alcohol and tobacco use, diet, physical activity can impact individuals' health and wellbeing.</p> <p>Students will also explore the impact of health inequalities, and how these affect the health and treatment of individuals based on their gender, ethnicity, ability and social class.</p>	<p>Life expectancy Milestones Growth Attachment Percentile chart Development PIES Maturation Puberty Menopause Disparity Health inequality Discrimination Congenital disorders Genetic predisposition Calories Basal metabolic rate Foetal development Substance misuse Oral health</p>	45 minute assessment	<p><u>Books:</u> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• NHS conditions</li> <li>• Diabetes UK</li> <li>• British Heart Foundation (BHF)</li> <li>• National Childbirth Trust (NCT)</li> <li>• Age UK</li> <li>• Mental Health UK</li> <li>• National Foetal Alcohol Spectrum Disorder (FASD)</li> <li>• Drinkaware UK</li> <li>• Action on Smoking and Health (ASH)</li> <li>• Office for National Statistics (ONS)</li> </ul>
Autumn 2	Learning Aim C: Health and social care promotion, prevention and treatment at different life stages	<p>Students will explore the promotion, prevention and treatment provided by health and social care professionals and the roles and responsibilities of health and social care professionals when providing effective, holistic care across a range of health conditions.</p> <p>Students will develop their knowledge and understanding of the NHS checks, vaccinations, mandatory screening and age-specific tests applicable to individuals in different life stages and develop an understanding of professional roles and responsibilities and how effective, holistic care is provided for individuals with a range of needs.</p>	<p>Prevalent health Vaccinations NHS Health checks Screening Allied professionals Multidisciplinary working Integrated Care Systems Person-centred approach</p>	1hr 30 minute assessment	<p><u>Books:</u> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• NHS England</li> <li>• Healthcare Professionals Council (HCPC)</li> </ul>

Spring 1	<p><u>Unit 3:</u> Learning Aim A - Principles of health and social care practice which underpin meeting the care and support needs of individuals</p>	<p>This is a mandatory coursework unit which will use a Pearson Set Assignment Brief (PSAB) to internally assess students on their application of principles of health and social care practice to two fictional case studies.</p> <p>Students will explore core values expected of NHS and health and social care professionals, including principles such as person-centred care, respect for dignity, and duty of care. They will consider how these values underpin professional standards, skills, and attributes, and how they should be applied in practice to meet the individual needs of service users.</p> <p>Students will also examine how care and support should be personalised and inclusive, especially for individuals with complex or changing needs. This includes consideration of the role of legislation, policies, governance, and regulation in ensuring high-quality care. They will explore how professionals work together in primary, secondary and tertiary care settings to safeguard and support individuals in a holistic way.</p>	<p>NHS Core Values Person-centered care Inclusive practices Support plans Confidentiality Duty of care Safeguarding Vulnerabilities Legislation Primary care Secondary care Tertiary care Palliative care Electronic health records (EHR) Multi-agency working</p>	30 minute written assessment	<p><u>Books:</u> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• Gov UK</li> <li>• NHS England</li> </ul>
Spring 2	<p>Learning Aim B - Examine how organisations, legislation and guidance inform practice in health and social care</p>	<p>Students will gain knowledge on the roles and responsibilities of key organisations, regulatory bodies and institutions that govern the practice of national health care services and the department of health and social care in the UK. These organisations and regulatory bodies include, but are not limited to: National Institute for Care Excellence (NICE), Social Care Institute for Excellence (SCIE), Care Quality Commission (CQC).</p> <p>Students will explore the key legislation set out to inform health and social care practices and its purpose, as well as protecting and safeguarding the most vulnerable service users. Such legislation includes but is not limited to; Human Rights Act (1998), Freedom of Information Act (2000), Health and Social Care Act (2008), Equality Act (2010), and Deprivation of Liberty Safeguards (DOLS).</p>	<p>Legislation Regulatory body National Institute for Care Excellence (NICE) Care Quality Commission (CQC) Safeguarding Codes of Practice Integrated Care Systems (ICS) Tertiary care Domiciliary care Community health</p>	45 minute written assessment	<p><u>Books:</u> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• Gov UK</li> <li>• NHS England</li> <li>• Unison</li> <li>• Legislation.Gov</li> </ul>

<p>Summer 1</p>	<p>Learning Aim C - Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice</p> <p><b>Link to other subjects:</b> <b>A-level Geography</b> <b>A-level Sociology</b></p>	<p>Students will investigate how wider social determinants such as income, housing, education, employment, and social support can influence an individual's physical and mental health. They will consider how inequality and discrimination can negatively affect health outcomes and limit access to services.</p> <p>Students will explore strategies that health and social care services use to overcome these challenges, including promoting equality, diversity, and inclusive practice. They will evaluate how person-centred approaches and anti-discriminatory practice can improve care experiences and ensure individuals receive fair and equitable treatment.</p> <p>External moderation of NEA</p>	<p>Social determinants Health outcomes Socio-economic factors Social exclusion Discrimination Equality Diversity Inclusion Unconscious bias Pandemic</p>		<p><b>Books:</b> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• Office for National Statistics</li> <li>• The Sutton Trust</li> <li>• Equality Trust UK</li> <li>• House of Commons Library</li> <li>• The Health Foundation</li> <li>• The King's Fund</li> <li>• The National Institute of Health</li> </ul>
<p>Summer 2</p>	<p><u>Unit 2:</u> Learning Aim A - Organisation of the human body</p> <p><b>Link to other subjects:</b> <b>A-level Biology</b> <b>BTEC Human Biology</b></p>	<p>Students will explore the organisation, structure and normal physiological functioning of the human body.</p> <p>Students will learn how the body is organised into cells, tissues, organs and organ systems and how healthy bodily function is achieved. They will develop their foundational knowledge on cellular structure and function, the different tissue types, including where they are found in the body and how their structure supports their function.</p> <p>Students will also explore respiration and energy metabolism in the human body and the homeostatic mechanisms that work to maintain the internal environment of the body.</p>	<p>Cells Tissues Membrane Nucleus Ribosomes Mitochondria Organ systems Neurons Energy metabolism Nutrients Cellular respiration Cell division Homeostasis Blood glucose regulation</p>		<p><b>Books:</b> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Stem Learning</li> </ul>

## SJBC Curriculum Termly Plan: BTEC Health and Social Care - Year 13

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>The roles and responsibilities of people who work in the health and social care sector</p> <p>Working with people with specific needs</p> <p>Working practices</p>	<p>Students explore the wide range of roles within the health and social care sector, including professionals such as doctors, nurses, social workers, occupational therapists, and care assistants. They will learn about the key responsibilities of these professionals, including safeguarding, promoting equality, providing personalised care and maintaining confidentiality.</p> <p>Students will also investigate the needs of individuals with specific physical, emotional, cognitive or sensory needs and how care can be adapted to support them.</p> <p>Additionally, students will explore different working practices including the importance of multi-disciplinary working, the use of policies and procedures, risk assessments, safeguarding practices, and whistleblowing in promoting effective care and maintaining service user wellbeing.</p>	<p>Policies Procedures Adaptations Personal care Multi-disciplinary working Anti-discriminatory practice Service users Learning disabilities Rehabilitation Domiciliary care Risk assessments Whistleblowing Safeguarding Holistic</p>	<p>Summative assessments (1 hour)</p>	<p>Core resources:</p> <p>Enrichment and extension resources:</p>
Autumn 2	<p>The roles of organisations in the health and social care sector</p>	<p>Students explore the roles of public, private and voluntary organisations in providing health and social care services. They will learn how services are commissioned, funded and regulated by organisations such as the NHS, local authorities, the Care Quality Commission (CQC) and other regulatory bodies.</p> <p>Students will also investigate how referral and assessment processes determine an individual's access to services and how eligibility criteria are used to allocate support. The roles of advocacy, trade unions, and continuous professional development will also be considered in relation to workforce effectiveness and service quality.</p>	<p>Referral Eligibility criteria Advocacy Regulators Inspection Trade unions Continuous Professional Development</p>	<p>Mock exam paper (1 hour 30 mins)</p>	<p>Core resources:</p> <p>Enrichment and extension resources:</p>
Spring 1	<p>Psychological perspectives:</p>	<p>Students will explore the six psychological perspectives that contribute to human development and behaviour and analyse how</p>	<p>Operant conditioning Classical conditioning Reinforcement</p>	<p>A written report</p>	

	<p>Contribution to the understanding of human development and behaviour</p>	<p>they can be applied to Health and Social Care treatment of service users.</p> <p>Students will also evaluate the effectiveness of these treatments by applying them to two case studies presenting with various mental health challenges such as phobias, eating disorders and addiction. They will evaluate the effectiveness of each approach to Health and Social Care practice and treatment, identifying the strengths and weaknesses depending on the context of service user.</p> <p>Students will also investigate the effectiveness of different therapies and treatments of behaviours such as behaviour modification programmes, cognitive behavioural therapy and neurolinguistic programming.</p>	<p>Social Learning Theory Self-fulfilling prophecy Psychodynamic Unconscious Hierarchy of needs Self-actualisation Maturational theory Genetics Endocrine system Continuity Discontinuity Nomothetic Idiographic Client-centred therapy Cognitive Behavioural Therapy Genetic predisposition</p>		
Spring 2	<p>Psychological perspectives: Application of psychological perspectives in health and social care settings</p>	<p>Students will apply the six psychological perspectives to real Health and Social Care contexts in their local area showing how theories can be used to understand and support service users in everyday practice. They will explore how each perspective informs the work of health and social care professionals when assessing needs, planning care, encouraging positive behaviour, and promoting well-being.</p> <p>Students will use case studies to analyse how psychological concepts such as conformity, obedience and conditioning influence behaviour in care settings. They will examine how professionals use these theories when communicating with service users, empowering individuals, promoting independence, and delivering person-centred care.</p> <p>Students will also evaluate the strengths and limitations of using psychological perspectives in practice, considering issues such as ethical implications, reliability of theories, cultural differences, and the value base of care.</p>	<p>Concept of role Conformity Influence Obedience Attitude change Empowerment Independence Value base of care</p>	A written report	

**SJBC Curriculum Termly Plan: BTEC Health and Social Care (AAQ) - Year 13**

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p><u>Unit 2</u> Learning Aim B – Body systems</p>	<p>Students will know and understand the structure and normal physiological functioning of the body systems and their organs.</p>	<p>Cardiovascular system Respiratory system Nervous system Endocrine system Musculoskeletal system Renal system Reproductive system Digestive system Lymphatic system Hypothalamus Thyroid Sexual characteristics Pituitary gland Hormones Kidneys Pancreas Insulin Fight or flight response Adrenal glands Immune system Red blood cells White blood cells</p>	<p>45 minute assessment</p>	<p><u>Books:</u> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• NHS England</li> <li>• Gov UK</li> <li>• BBC bitesize</li> <li>• National Institutes of Health</li> <li>• British Heart Foundation (BHF)</li> <li>• The London Endocrine Centre</li> <li>• British Thyroid Foundation (BTF)</li> <li>• Cancer Research</li> </ul>
Autumn 2	<p>Learning Aim C - Disorders of the body and effect on body systems</p>	<p>Students will know and understand how disorders such as stroke, heart disease, diabetes, cancer and dementia can affect various body systems, including the primary and secondary effects on those systems.</p>	<p>Primary effects Secondary effects Disease Cardiovascular Respiratory Reproductive system Musculoskeletal Anxiety Depression Trauma Insulin Cognitive function Carcinogens Metastasis</p>	<p>1 hour 30 mins</p>	<p><u>Books:</u> L3 AAQ BTEC National 2025 Health and Social Care Extended Certificate Student Book</p> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• NHS conditions</li> <li>• Cancer Research</li> <li>• Arthritis and Musculoskeletal Alliance (ARMA)</li> <li>• Diabetes UK</li> </ul>

					• British Heart Foundation (BHF)
Spring 1	<p><u>Unit 5</u> Learning Aim A - Understand the purpose of health education</p> <p>Learning Aim B - Explore key issues and priorities for health and the factors that affect health and wellbeing</p>	<p>This is a mandatory coursework unit which will use a Pearson Set Assignment Brief (PSAB) to internally assess students on the purpose of health education, models and approaches to educating the public and encouraging behaviour change in the population.</p> <p>Students will understand the purpose of health education and how this supports the development of healthy behaviours for society. They will understand how organisations and legislations can influence health education, promoting wellbeing and having a positive impact on a range of health behaviours.</p> <p>Students will explore a range of issues and priorities for health at a local and national level, considering the impact that they have on individuals, their holistic health and wider society. They will also explore a range of factors that can affect health and wellbeing, with both positive and negative outcomes.</p>	<p>Health education Prevalence Risky behaviour Environmental hazards Infectious disease Smoking Diet Substance misuse Pollution Mental health Sexual health Reproductive health Economic factors Environmental factors Stereotypes Prejudice Discrimination Health inequalities Social relationships</p>	NEA	
Spring 2	Learning Aim C - Examine approaches to health education campaigns and their impact on health and wellbeing	Students will investigate health education campaigns at an international, national and local level. They will explore the use of models and approaches in these campaigns to support behaviour change and will use this information to support their own planning of a health education event.	<p>Health education Health belief model Transtheoretical model Stages of change Social cognitive theory Theory of Reasoned Action Equality and diversity</p>	NEA	