Programme of study for: **Health and Social Care – Level 2 Tech Award – Year 11 (2026-2027)**

| Autumn (1st term) | Autumn (2nd term) | Spring (1st term) | Spring (2nd Term) | Summer (1st term) | Summer (2nd term) |
|---|---|---|---|---|---|
| Other timescale:<br>From: 09/26 To: 10/26 | Other timescale:<br>From: 11/26 To: 12/26 | Other timescale:<br>From: 01/27 To: 02/27 | Other timescale:<br>From: 03/27 To: 04/27 | Other timescale:<br>From: 04/27 To: 05/27 | Other timescale:<br>From: 06/27 To: 07/27 |
| Topic / Big Question:<br>**Revision (Retake)**<br>**Component 1** – Human Lifespan and Development<br>Topic: A:1 – Human growth and development across the life stages<br>Topic: A:2 – Factors affecting growth and development<br>Topic: B:1 – Different types of life events.<br>Topic: B:2 – Coping with change caused by life events<br><br>**Component 2** – Health and Social Care Values<br>Topic: A:1 – Health and Social Care Services<br>Topic: A:2 – Barriers to Accessing Services.<br>Topic B:1 – Care Values<br>Topic: B:2 – Reviewing own application of care values<br><br>Skills (students should be able to do):<br>**Component 1** - Students should be able to describe the growth and development of individuals across the life stages in each of the PIES categories. They | Topic / Big Question:<br>**Revision (Retake)**<br>**Component 1** – Human Lifespan and Development<br>Topic: A:1 – Human growth and development across the life stages<br>Topic: A:2 – Factors affecting growth and development<br>Topic: B:1 – Different types of life events.<br>Topic: B:2 – Coping with change caused by life events<br><br>**Component 2** – Health and Social Care Values<br>Topic: B3: The obstacles individuals requiring care may face.<br>Topic B4: The benefits to individuals of the skills, attributes and values in health and social care practice.<br><br>Skills (students should be able to do):<br>**Component 1** - Students should be able to describe the growth and development of individuals across the life stages in each of the PIES categories. They | Topic / Big Question:<br>**Component 3** – Health and Wellbeing<br>Topic:<br>A:1 – Factors affecting health and wellbeing<br><br>Skills (students should be able to do):<br>**Component 3** - Students should be able to explore how physical, social, emotional, cultural, economic and environment factors can affect an individual's health and wellbeing positively or negatively. | Topic / Big Question:<br>**Component 3** – Health and Wellbeing<br>Topics:<br>B:1 - Physiological Indicators<br>B:2 - Lifestyle indicators<br>C:1 Health and wellbeing improvement plans.<br><br>Skills (students should be able to do):<br>**Component 3 –** Students should be able to interpret indicators that can be used to measure physiological health, interpreting data using published guidance. Students should be able to interpret lifestyle data in relation to risks posed to physical health. This will allow students to create wellbeing improvement plans. | Topic / Big Question:<br>**Component 3** – Health and Wellbeing<br>Topics: C:2 Obstacles to implementing plans<br><br>Skills (students should be able to do):<br>**Component 3 -** Students should be able to explore the obstacles that individuals can face when implementing wellbeing improvement plans and how they may be mitigated. | Completed the HSC course |

| | | | | | |
|---|---|---|---|---|---|
| should be able to explain how relevant factors may have affected the growth and development of an individual.<br>Students should be able to explain the impact that the same life event had on different individuals.<br>Students should be able to explain the ways in which individuals adapted to the life event and how they coped with this and compare this with other individuals who have experienced the same life events.<br><br>Skills (students should be able to do):<br>**Component 2** –<br>Students must be able to explain ways in which health and social care services meet the needs of individuals in a scenario provided by the teacher. Students must be able to explain ways in which barriers would affect one individual from a scenario provided by the teacher.<br>Students should be able to demonstrate the care values in one or more simulated situations. | should be able to explain how relevant factors may have affected the growth and development of an individual.<br>Students should be able to explain the impact that the same life event had on different individuals.<br>Students should be able to explain the ways in which individuals adapted to the life event and how they coped with this and compare this with other individuals who have experienced the same life events.<br><br>Skills (students should be able to do):<br>**Component 2** –<br>Students must be able to explain and explore the personal obstacles that individuals requiring and receiving care may face. Students should be able to explore how skills and values benefit individuals when receiving care.<br><br>Key Learning Outcomes (students should know):<br>**Component 1** – Students should be able to describe the physical, intellectual, emotional and social development | Key Learning Outcomes (students should know):<br>**Component 3** – Students should be able to explore potential obstacles they may face when trying to implement a wellbeing plan. | Key Learning Outcomes (students should know):<br>**Component 3** – Students should be able to define health and wellbeing and understand the different factors that can impact a person's health and wellbeing. | Key Learning Outcomes (students should know):<br>**Component 3** – Students should be able to measure and interpret indicators of health and wellbeing. They should be able to create a wellbeing improvement plan. | |

| | | | | | |
|---|---|---|---|---|---|
| Students must be able to reflect on their performance in their simulated situations and suggest improvements.<br><br>Key Learning Outcomes (students should know):<br>**Component 1** – Students should be able to describe the physical, intellectual, emotional and social development in humans across all life stages.<br>Students should be able to explain the different physical, social, cultural and economic factors that affect growth and development.<br>Students should be able to explain the impact that the same life event had on their chosen individual and compare this with another individual who has experienced the same life events.<br>Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.<br><br>Key Learning Outcomes | in humans across all life stages.<br>Students should be able to explain the different physical, social, cultural and economic factors that affect growth and development.<br>Students should be able to explain the impact that the same life event had on their chosen individual and compare this with another individual who has experienced the same life events.<br>Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.<br><br>**Component 2** – Students will be able to explain the different obstacles people face when requiring care and the benefits of the many skills and values in health and social care to support better care. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| (students should know):<br>**Component 2** – Students will be able to explain the different health and social care services available to clients and explain what barriers they may face when accessing these services.<br>Students will be able to demonstrate the care values in role teacher assessed role plays.<br>Students will be able to review their role plays and review their own application of the care values so improvements could be made in the future. | | | | | |
| End of term 1 assessment to cover:<br>**Component 1 (Retake) –** In class PSA during term prior to Sept - Dec 2026 deadline for submission to Pearson<br>**Component 2 (Retake) –** In class PSA during term prior to Sept - Dec 2026 deadline for submission to Pearson | | End of term 2 assessment to cover:<br>**Component 3 –** In class mock papers, individual exam questions in lesson with a full mock paper in November 2026. | | End of year assessment to cover:<br>C3 exam (2 hours) First Attempt Jan 2027<br>C3 exam (2 hours) Retake May 2027<br>C1 / C2 exam retakes Sept - Dec 2026 | |
| **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught to students to ensure broad coverage of the topic. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught to students to ensure broad coverage of the topic. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught to students to ensure broad coverage of the topic. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br>N/A |
| Home – Learning:<br>**Component 1** – | Home – Learning:<br>**Component 1** – | Home – Learning:<br>**Component 3** – Use online textbook and | Home – Learning:<br>**Component 3** – Use online textbook and hard copy | Home – Learning:<br>**Component 3** – Use online textbook and | Home – Learning:<br>N/A |

| | | | | | |
|---|---|---|---|---|---|
| Prepare notes for PSA C1 retake coursework assessment.<br><br>**Component 2 –**<br>Prepare notes for PSA C2 coursework assessment. | Prepare notes for PSA C1 retake coursework assessment.<br><br>**Component 2 –**<br>Prepare notes for PSA C2 coursework assessment. | hard copy of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early. | of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early. | hard copy of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early. | |
| Reading / literacy:<br>**Component 1** -<br>Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.<br>Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.<br>Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA.<br><br>Reading / literacy:<br>**Component 2** – Reading is required of online textbook, internet websites and discussing case studies.<br>Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. | Reading / literacy:<br>**Component 1** -<br>Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.<br>Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA.<br>Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA.<br><br>Reading / literacy:<br>**Component 2** – Reading is required of online textbook, internet websites and discussing case studies.<br>Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. | Reading / literacy:<br>**Component 3** –<br>Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning. | Reading / literacy:<br>**Component 3** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning. | Reading / literacy:<br>**Component 3** –<br>Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning. | Reading / literacy:<br>N/A |
| Numeracy:<br>**Component 1** -<br>Reviewing of centile charts to measure development in Infancy 0-2 years old.<br>Looking at statistics related to life expectancy | Numeracy:<br>**Component 1** -<br>Reviewing of centile charts to measure development in Infancy 0-2 years old.<br>Looking at statistics related to life expectancy and incidences of older | Numeracy:<br>**Component 3** –<br>Reviewing of statics related to ill health and amounts of nutrients needs to have a balanced diet. | Numeracy:<br>**Component 3** –<br>Students will learn how to take a client's pulse, blood pressure, peak-flow and body mass index. They will have to interpret | Numeracy:<br>**Component 3** –<br>Students will have to think of financial restrains when planning a wellbeing improvement plan and plan for obstacles. | Numeracy:<br>N/A |

| | | | | | |
|---|---|---|---|---|---|
| and incidences of older ages conditions (ie: heart disease and dementia). Looking at statistics related to expected and unexpected life events.<br><br>Numeracy:<br>**Component 2** - To understand how HSC setting have to budget for health and social care to ensure fairness for all. | ages conditions (ie: heart disease and dementia). Looking at statistics related to expected and unexpected life events.<br><br>Numeracy:<br>**Component 2** - To understand how HSC setting have to budget for health and social care to ensure fairness for all. | | measurements and learn the normal parameters. | | |
| Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):<br>**Component 1 -** Students will have to work from case studies supplied by the examination board regarding the physical, intellectual emotion and social developments of individuals.<br>**Component 2** - Students to understand what it is like to work in the HSC sector while finding out what the roles and responsibilities are of HCPs. Students to understand what it is like to work in the HSC sector.<br>**Component 3 –** SMSC woven throughout this component of study as students are asked to learn about the factors that affect health and wellbeing, while learning about physiological and lifestyle indicators. They then need to apply this knowledge to create wellbeing plans which will not only support their learning for the exam, but their own personal life and that of their family members. | | | | | |