

INTENT:

What do you want to achieve in your subject through the curriculum that you're planning?

Studying health and social care at The King's promotes the understanding of many important issues faced within today's health and social care system. It is a discipline that equips students with the knowledge and skills necessary for further study and work in the sector by looking into key areas such as legislation changes, barriers that people in society may face, major life changes and their effects on people's self-esteem.











The department takes great pride in its professional relationship with local employers and as students progress through their courses, they will be given opportunities to undertake work experience placements in a variety of settings that can include working with children, young adults, older adults or individuals with special needs. Ultimately, this helps students to make the connections between the theory they learn in the classroom to the wider world so that learning makes sense to them and has a clear purpose.

Beyond the classroom, we are keen for our students to learn about the importance of having good communication skills, being healthy, staying safe, and behaving respectfully so that they can become inspiration future health and social care professionals.






"They say that apples don't fall far from the tree but every apple has its own seeds which need to be understood and nurtured" - O.S Hickman



Curriculum plan: BTEC Tech Award L1/2 Health and Social Care (2022 Spec)

Mixed ability	1	2	3	4	5	6
	CO1: Human Lifespan Development				CO2: HSC services and values	
10	A1 Human growth and development (0-65+years)  Learning includes: <u>Physical development</u> <ul style="list-style-type: none"> gross and fine motor skills (infancy), growth patterns (childhood), sexual characteristics (adolescence), physical peaks (early adulthood), aging – beginning (middle adulthood) to end (later adulthood)  <u>Intellectual development</u> language development and thinking, complex and abstract thinking, loss of memory and recall  <u>Emotional and Social development</u> bonding and attachment, independence and self-esteem, relationships, independent living, retirement and dependency on others.	A2 Factors affecting growth and development  Learning includes: <ul style="list-style-type: none"> <u>Physical factors</u> (inherited conditions, illness and disease, mental and physical health, disabilities and sensory impairments) <u>Lifestyle factors</u> (nutrition, exercise, smoking, alcohol and substance misuse) Emotional factors (fear, anxiety, upset, bereavement, happiness and security) <u>Social factors</u> (relationships with others, social inclusion and exclusion, bullying and discrimination) <u>Cultural factors</u> (religion, gender roles, gender identity, sexual orientation, and race) <u>Environmental factors</u> (housing needs, conditions, location, home environment and exposure to pollution) <u>Economic factors</u> (employment and finances) 	B1 Different types of life event  Learning includes: impact of life events on PIES development <ul style="list-style-type: none"> <u>health and wellbeing</u> (accident/injury, physical illness and mental and emotional health) <u>relationship changes</u> (entering, marriage, divorce, parenthood) <u>life circumstances</u> B2 Coping with change  Learning includes: Adapting or being supported to adapting to change <ul style="list-style-type: none"> <u>character traits</u> (resilience, self-esteem, and disposition) <u>sources of support</u> (formal/informal, community groups and multidisciplinary working) <u>adapting using support</u> (emotional support, information, practical) 	PEARSON SET ASSESSMENT Pearson sets the assignment. The assignment for this component consists of four tasks. TASK 1. learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. TASK 2. learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. TASK 3a. learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. TASK 3b. learners will demonstrate their knowledge and understanding of how individuals adapt to life events.	A1 Healthcare services and A2 Social care services   Learning includes: <ul style="list-style-type: none"> <u>health conditions</u> (arthritis, cardiovascular conditions, diabetes, dementia, obesity, respiratory problems and additional needs) health services (primary, secondary and tertiary care and allied health professional and multidisciplinary working) <u>social care and social care services</u> (services for children/young people, adults and later adults) <u>additional care</u> (informal and voluntary care) A3 Barriers to accessing services  Learning includes: <u>Exploring barriers for people with</u> <ul style="list-style-type: none"> physical, sensory disabilities social and cultural backgrounds language barriers including ESOL geographical barriers text barriers to people with learning disabilities financial barriers B1 Skills and attributes in HSC  Learning includes: <u>Skills</u> <ul style="list-style-type: none"> problem solving, observation, dealing with difficult situations and organisations <u>Attributes</u> <ul style="list-style-type: none"> empathy, patience, trustworthiness and honesty 	

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Mixed ability	1	2	3	4	5	6
	CO2: HSC services and values		CO3: Health and Wellbeing			
11	B1 Skills and attributes in HSC  Learning includes: <u>The 6Cs</u> <ul style="list-style-type: none">o Careo Compassiono Competenceo Communicationo Courageo commitment B3 Obstacles Learning includes: <u>Exploring obstacles</u> <ul style="list-style-type: none">o emotional/psychological, time constraints, availability of resources, unachievable targets, and other factors specific to the individual B4 Benefits to individuals of the skills, attributes and values in HSC Learning includes: Exploring how skills, attributes and values benefit individuals when receiving care	PEARSON SET ASSESSMENT Pearson sets the assignment. The assignment for this component consists of four tasks. <u>TASK 1</u> , learners will demonstrate their knowledge of how HCS work together to meet the needs of an individual. <u>TASK 2</u> , learners will demonstrate their knowledge of how SCS meet the needs of an individual. <u>TASK 3</u> , learners will demonstrate their knowledge of barriers an individual could face when accessing services in HSC <u>TASK 4</u> , learners will demonstrate their knowledge of how HC professionals demonstrate the skills, attributes and values when delivering care to an individual. <u>TASK 5</u> , learners will demonstrate their knowledge of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.	A Factor affecting health & wellbeing  Learning includes: Health and wellbeing; positive and negatives (physical, social and emotional wellbeing, and not just the absence of disease or illness). <ul style="list-style-type: none">o physicalo lifestyleo socialo culturalo economico environmentalo life events linked to PIES B Interpreting health indicators  Learning includes: <ul style="list-style-type: none">o <u>Physiological indicators</u> that are used to measure short and long term risk to health: resting heart rate (pulse - resting and recovery rate after exercise), blood pressure and body mass index (BMI)o <u>Interpretation of lifestyle data according to published guidelines</u> (nutrition, physical activity, smoking, alcohol and substance misuse)	C1 Person-centred approach  Learning includes: <ul style="list-style-type: none">o The importance of a <u>person-centred approach</u> that takes into account an individual's needs, wishes and circumstances.o <u>Recommendations</u> to improve health and wellbeing, to ensure unique and person needs are met including actions to improve health C4 Recommendation and actions to improve health and wellbeing Learning includes: <ul style="list-style-type: none">o <u>exploring recommendations and actions</u> (improving health and wellbeing, alongside support - formal/informal) C3 Barriers and obstacles to following recommendations  Learning includes: <u>Overcoming barriers</u> <ul style="list-style-type: none">o physicalo sensory disabilitieso social and cultural backgroundso language barriers including ESOLo geographical barrierso text barrierso financial barriers <u>Overcoming obstacles</u> <ul style="list-style-type: none">o emotional/psychological, time constraints, availability of resources, unachievable targets, and other factors specific to the individual	EXAMINATION Assessment objectives <u>AO1</u> Knowledge of health and wellbeing <u>AO2</u> Understanding of health and wellbeing <u>AO3</u> Apply knowledge and understanding of health and wellbeing <u>AO4</u> Analyse and evaluate knowledge and understanding of health and wellbeing	

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Across the course:

Encourages reflective practice, students evaluate how attitudes, communication, and compassion shape their own development as future care professionals.



Spirituality (Self):

Component 1: Human Lifespan Development

Learners explore **physical, intellectual, emotional and social (PIES) development across life stages**, developing **self-awareness** and understanding **how people grow, adapt and cope with challenges**. Studying **life events and coping strategies** supports the development of **emotional resilience, reflection and empathy** for individuals experiencing change or adversity.

Component 3: Health and Wellbeing

Students assess **their own health and lifestyle choices** by interpreting **health indicators**, promoting **self-reflection, responsibility and informed decision-making**. Learning about **motivation, goal-setting and realistic health improvements** encourages **perseverance, confidence and personal growth**.



Spirituality (Others):

Component 1: Human Lifespan Development (adaptation and support)

Students investigate **formal and informal sources of support**, developing awareness of the role of **family, community groups and peer relationships** in supporting wellbeing. Examining **multi-disciplinary teamwork** highlights the importance of **collaboration, respect and shared responsibility** in care settings.

Component 2: Health and Social Care Services and Values

There is a clear focus on the **6Cs – Care, Compassion, Competence, Communication, Courage and Commitment**, which promotes **kindness, empathy and professionalism when supporting others**. Learners explore how professionals support individuals with **diverse needs**, including **disabilities, physical illness and mental health conditions**, and how **barriers to accessing services** can be reduced to promote **inclusion, equality and understanding**.



Spirituality (Beauty):

Component 1: Human Lifespan Development

Learners recognise the **value, dignity and uniqueness of human life**, from **infancy through to later adulthood**, appreciating **milestones, identity and personal growth** at each stage. Exploring **emotional and social development** encourages appreciation of **relationships, compassion and resilience**.

Component 3: Health and Wellbeing

Understanding how the **human body functions, adapts and recovers** promotes **a sense of awe** towards human complexity and the **positive impact of health and care interventions**. Students recognise the **transformative power of compassionate care, communication and empowerment**.



Spirituality (Beyond):

Component 2: Values and Ethics in Health and Social Care

Learners explore **moral and ethical principles** such as **dignity, respect, equality and person-centred care**, reinforcing understanding of the **intrinsic value and worth of every individual**. This encourages students to consider **moral purpose, responsibility and ethical decision-making** in professional practice.

Component 3: Health Promotion and Wellbeing

Learning promotes understanding of **public health, social responsibility and moral duty**, highlighting the role of health and social care professionals in **improving quality of life and reducing inequality**.

