

**Year 12**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 5: Meeting Individual Care and Support Needs (90, CW) – Mandatory Internally Assessed (EV)</b></p> <p><u><b>LA.A</b> Examine principles, values and skills which underpin meeting the care and support needs of individuals</u></p> <p><b>A1</b> Promoting equality, diversity and preventing discrimination</p> <p><b>A2</b> Skills and personal attributes required for developing relationships with individuals</p> <p><b>A3</b> Empathy and establishing trust with individuals</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Psychology</li> </ul>	<p><b>Democracy</b></p> <p>All students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected.</p> <p><b>Mutual Respect and Tolerance</b></p> <p>Students will develop an understanding of the importance of identifying and combatting discrimination. Students will also develop an understanding of the acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 5: Meeting Individual Care and Support Needs (90, CW) – Mandatory Internally Assessed (EV)</b></p> <p><u><b>LA.B</b> Examine the ethical issues involved when providing care and support to meet individual needs</u></p> <p><b>B1</b> Ethical issues and approaches</p> <p><b>B2</b> Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Creativity</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Psychology</li> </ul>	<p><b>Rule of Law</b></p> <p>Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<b>Unit 5: Meeting Individual Care and Support Needs (90, CW) – Mandatory Internally Assessed (EV)</b> <b>LA.C</b> Investigate the principles behind enabling individuals with care and support needs <b>C1</b> Enabling individuals to overcome challenges <b>C2</b> Promoting personalisation <b>C3</b> Communication techniques	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> <li>• Planning</li> </ul> <b>Subject links:</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Psychology</li> <li>• Sport</li> </ul>	<b>Individual Liberty</b> Throughout the course students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Students will also explore alternative forms of communication and the importance of effective communication to meet the needs of specific individuals.
<b>TERM 4 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<b>Unit 1: Human Lifespan Development (90, Exam) – Mandatory Externally Assessed</b> <b>LA.A</b> Human growth and development through the life stages <b>A1</b> Physical development across the life stages <b>A2</b> Intellectual development across the life stages <b>A3</b> Emotional development across the life stages <b>A4</b> Social development across the life stages <b>LA.B</b> Factors affecting human growth and development <b>B1</b> The nature/nurture debate related to factors <b>B2</b> Genetic factors that affect development	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> </ul> <b>Subject links:</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Public Services</li> <li>• Food and Nutrition</li> <li>• Psychology</li> <li>• Biology</li> </ul>	<b>Mutual Respect and Tolerance</b> Students will learn about the stages of human development which can promote mutual respect by fostering an understanding of the diversity of experiences and challenges individuals face at different life stages. This encourages empathy and respect for the unique journey of each person.
<b>TERM 5 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<b>Unit 1: Human Lifespan Development (90, Exam) – Mandatory Externally Assessed</b> <b>LA.B</b> Factors affecting human growth and development <b>B3</b> Environmental factors that affect development <b>B4</b> Social factors that affect development <b>B5</b> Economic factors that affect development <b>B6</b> Major life events that affect development <b>LA.C</b> Effects of ageing	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> </ul>	<b>Democracy</b> Students will explore the Social, cultural and emotional factors that affect development throughout the life stages, providing opinions and exploration of factors which they may not

<p><b>C1</b> The physical changes of ageing</p> <p><b>C2</b> The psychological changes of ageing</p> <p><b>C3</b> The societal effects of an ageing population</p>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Public Services</li> <li>• Psychology</li> <li>• Sport</li> <li>• Biology</li> <li>• Applied Science</li> </ul>	<p>have understood previously. Encouraging respect for democracy within society.</p> <p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>• Health care assistant</li> <li>• Care worker</li> <li>• Support worker</li> <li>• Personal care assistant</li> <li>• Physiotherapist</li> <li>• Occupational therapist</li> <li>• Nurse</li> <li>• Social worker</li> <li>• Mental health nurse</li> <li>• Care coordinator</li> <li>• Care manager</li> <li>• Speech and language therapist</li> </ul>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 5: Meeting Individual Care and Support Needs (90, CW) – Mandatory Internally Assessed (EV)</b></p> <p><b>LA.D</b> Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p> <p><b>D1</b> How agencies work together to meet individual care and support needs</p> <p><b>D2</b> Roles and responsibilities of key professionals on multidisciplinary teams</p> <p><b>D3</b> Maintaining confidentiality</p> <p><b>D4</b> Managing information</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Communication</li> <li>• Analytical writing</li> <li>• Interpersonal</li> <li>• Problem-solving</li> <li>• Ethical awareness</li> <li>• Policy Awareness</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Uniformed Protective Services</li> <li>• Public Services</li> </ul>	<p><b>Democracy</b></p> <p>Students will learn about collaborative decision-making processes within healthcare teams. Emphasising the importance of communication, teamwork, and involving individuals in their care decisions supports the idea of shared decision-making and patient autonomy.</p> <p><b>Rule of Law</b></p> <p>Students will learn about the legal and ethical frameworks that guide health and social care practices reinforces the rule of law. This includes discussions on codes of conduct, confidentiality, and respect for individual rights within the established legal framework.</p>

**Year 13**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p align="center"><b>Unit 2: Working in Health and Social Care (120, Exam) – Mandatory Externally Assessed</b></p> <p><b>LA.A</b> <u>The roles and responsibilities of people who work in the health and social care sector practices within the health and social care sector</u></p> <p><b>A1</b> The roles of people who work in health and social care settings</p> <p><b>A2</b> The responsibilities of people who work in health and social care settings</p> <p><b>A3</b> Specific responsibilities of people who work in health and social care settings</p> <p><b>A4</b> Multidisciplinary working in the health and social care sector</p> <p><b>A5</b> Monitoring the work of people in health and social care settings</p> <p><b>LA.B</b> <u>The roles of organisations in the health and social care sector</u></p> <p><b>B1</b> The roles of organisations in providing health and social care services</p> <p><b>B2</b> Issues that affect access to services</p> <p><b>B3</b> Ways organisations represent interests of service users</p> <p><b>B4</b> The roles of organisations that regulate and inspect health and social care services</p> <p><b>B5</b> Responsibilities of organisations towards people who work in health and social care settings</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Uniformed Protective Services</li> <li>• Public Services</li> </ul>	<p align="center"><b>Democracy</b></p> <p>Students will learn about the importance of involving service users, patients, and the wider community in decision-making processes. This could include discussions on patient participation, feedback mechanisms, and collaborative approaches to service planning and delivery.</p> <p align="center"><b>Individual Liberty</b></p> <p>Students will learn about the role of healthcare organisations in respecting and promoting individual liberty. This includes discussions on patient rights, informed consent, and the provision of person-centered care that respects the autonomy and choices of individuals receiving care.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p align="center"><b>Unit 2: Working in Health and Social Care (120, Exam) – Mandatory Externally Assessed</b></p> <p><b>LA.C</b> <u>Working with people with specific needs in the health and social care sector</u></p> <p><b>C1</b> People with specific needs</p> <p><b>C2</b> Working practices</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Compassion</li> <li>• Organisation</li> <li>• Tolerance</li> <li>• Independence</li> <li>• Research</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Psychology</li> </ul>	<p align="center"><b>Tolerance and Understanding</b></p> <p>Students will learn about tolerance and understanding of diverse needs, abilities, and conditions promotes an inclusive and tolerant mindset. This helps students develop empathy and open-mindedness, contributing to a culture of acceptance and understanding within the health and social care sector.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p align="center"><b>Unit 2: Working in Health and Social Care (120, Exam) – Mandatory Externally Assessed</b></p> <p><b>LA.A</b> <u>The roles and responsibilities of people who work in the health and social care sector practices within the health and social care sector</u></p> <p><b>LA.B</b> <u>The roles of organisations in the health and social care sector</u></p> <p><b>LA.C</b> <u>Working with people with specific needs in the health and social care sector</u></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Independence</li> <li>• Empathy</li> <li>• Compassion</li> <li>• Organisation</li> <li>• Teamwork</li> <li>• Critical thinking</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>• Health care assistant</li> <li>• Care worker</li> <li>• Support worker</li> <li>• Personal care assistant</li> <li>• Physiotherapist</li> <li>• Occupational therapist</li> <li>• Nurse</li> <li>• Social worker</li> </ul>

	<b>Subject links:</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Public Services</li> <li>• Psychology</li> <li>• Sport</li> <li>• Biology</li> <li>• Applied Science</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health nurse</li> <li>• Care coordinator</li> <li>• Care manager</li> <li>• Speech and language therapist</li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 11: Psychological Perspectives (60, CW) – Optional Internally Assessed (EV)</b></p> <p><b>LA.A</b> Examine how psychological perspectives contribute to the understanding of human development and behaviour</p> <p><b>A1</b> Principal psychological perspectives as applied to the understanding of development and behaviour</p> <p><b>A2</b> Application of psychological perspectives to health and social care practice</p> <p><b>A3</b> Contribution of psychological perspectives to the understanding of specific behaviours</p> <p><b>LA.B</b> Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p> <p><b>B1</b> Factors that affect human development and specific behaviours</p> <p><b>B2</b> Contribution of psychological perspectives to the management of behaviours</p> <p><b>B3</b> Contribution of psychological perspectives to the treatment of behaviours</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> <li>• Analytical thinking</li> <li>• Organisation</li> <li>• Emotional intelligence</li> <li>• Reflective thinking</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Uniformed Protective Services</li> <li>• Psychology</li> </ul>	<p><b>Individual Liberty</b></p> <p>Students will learn about how psychological perspectives contribute to understanding individual differences, personality development, and the importance of personal autonomy.</p> <p><b>Mutual Respect and Tolerance</b></p> <p>Students will develop an understanding of the complexity of human behavior and the importance of mutual respect.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 11: Psychological Perspectives (60, CW) – Optional Internally Assessed (EV)</b></p> <p><b>LA.C</b> Examine how psychological perspectives are applied in health and social care settings</p> <p><b>C1</b> Behaviour of service users in health and social care settings</p> <p><b>C2</b> Practices in health and social care settings</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Cultural awareness</li> <li>• Reflective thinking</li> <li>• Ethical awareness</li> <li>• Empathy</li> <li>• Communication</li> <li>• Research</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Psychology</li> </ul>	<p><b>Rule of Law</b></p> <p>Students will learn about the legal and ethical considerations in applying psychological perspectives reinforces the rule of law within healthcare settings. This includes discussions on confidentiality, informed consent, and the legal framework that guides mental health practices, ensuring that students understand and respect established rules.</p> <p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>• Clinical psychologist</li> <li>• Counsellor</li> <li>• Therapist</li> <li>• Educational psychologist</li> </ul>

		<ul style="list-style-type: none"><li>• Forensic psychologist</li><li>• Human resources specialist</li></ul>
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