Health & Social Care Two Year Plan

Subject Intent

Dixons Broadgreen Psychology department instilled a passion for understanding human behaviour whilst ensuring that all students left the academy with a range of transferrable analytical and reasoning skills that would equip them for further academic study and employment.

Teaching students to communicate through listening, speaking, reading and writing.

- What skills are you teaching
- What is the wider reach of the curriculum
- How is it sequenced

Two Year Plan

Year 10			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**1) PIES across the life stages**	**1) Factors Effecting PIES development**	**1) Health & Social Care Services**
Skills	Applying subject-specific terminology accurately and consistently (PIES, life stage, milestone, norm, prophecy) Categorising and classifying information against an established framework (sorting evidence by PIES strand and by life stage) Making explicit links between cause (factor) and effect (developmental outcome), including chains of cause and effect Using case study information to draw evidence-based conclusions about an individual's likely development Extended writing: structuring a developmental explanation using a clear point–evidence–link structure Comparing development across two or more life stages to identify patterns of change and continuity Beginning to evaluate the relative weighting of different factors (which matter more, and why) in a given scenario	Comparing and contrasting expected versus unexpected events in terms of how predictability affects coping and preparedness Evaluating the effectiveness of different types of support for a given individual and scenario, including identifying which type of provider is most appropriate Building empathy-based, ethically sensitive responses to case studies involving loss, illness, hardship or family breakdown Synthesising PIES knowledge from Cycle 1 with new content — applying the PIES framework to change and transition rather than steady-state development Justifying a recommended course of support using evidence from the scenario, an early step toward the higher-tariff justify/discuss questions in the Component 3 exam Recognising bias or assumption in case study material and avoiding stereotyping when discussing sensitive personal circumstances	Researching and presenting factual information about real services accurately, including correct use of sector terminology Applying knowledge to unfamiliar scenario-based case studies — identifying which sector and type of provision is most appropriate for a given individual's needs Identifying and justifying solutions to specific barriers in a scenario — analytical, evaluative writing rather than pure description Distinguishing between similar or easily-confused sector types and referral routes (a frequent area of student misconception) Drawing reasoned conclusions about why a particular barrier might affect one individual more than another, linking back to PIES and life-event knowledge from earlier cycles Structuring a multi-part scenario response that addresses provision, barriers and solutions together, rehearsing the integrated answer style required at Component 3
Progression	Foundational vocabulary used throughout the rest of the course — every later cycle refers	Builds on the life-events support services introduced in Cycle 2 by classifying them formally into	Builds on the life-events support services introduced in Cycle 2 by classifying them formally into

	back to PIES and life stages, so misconceptions here compound if not addressed early Builds directly into Cycle 2 (life events) as the developmental 'baseline' against which change, disruption and transition will be measured First introduction to the holistic, multi-factorial thinking required for Component 2 case studies and the Component 3 exam, where students must weigh several interacting factors simultaneously Establishes the case-study analysis skill (apply knowledge to a named individual) that recurs in every subsequent component and in the external exam Sequenced before life events deliberately: students need a secure sense of 'typical' development before they can assess how an event disrupts or accelerates it	sectors, giving students a structured framework for what was previously more intuitive knowledge Provides the contextual and structural knowledge needed before Component 3's focus on care values, physiological indicators and lifestyle factors in Year 11 First sustained exposure to scenario-based assessment style used in the external Component 3 exam, including multi-strand questions that require identification, explanation and justification together Acts as the bridge cycle of the course: it draws on Component 1 knowledge (life stages, life events) while laying essential groundwork for Component 3, making it pivotal to overall course coherence	sectors, giving students a structured framework for what was previously more intuitive knowledge Provides the contextual and structural knowledge needed before Component 3's focus on care values, physiological indicators and lifestyle factors in Year 11 First sustained exposure to scenario-based assessment style used in the external Component 3 exam, including multi-strand questions that require identification, explanation and justification together Acts as the bridge cycle of the course: it draws on Component 1 knowledge (life stages, life events) while laying essential groundwork for Component 3, making it pivotal to overall course coherence
Link to Level 3 / A-Level	Maps onto Unit 1 (Human Growth and Development) of OCR/Cambridge Technical L3 Health and Social Care, and onto BTEC L3 National HSC Unit 4 (Anatomy and Physiology) where lifespan context is also required Underpins AS/A Level Psychology developmental topics directly — attachment theory, cognitive development (Piaget), and lifespan approaches in the Developmental Psychology option Directly relevant to A Level Health and Social Care equivalents and Level 3 nursing/midwifery access courses, both of which assume secure lifespan knowledge from the outset Provides groundwork for Level 3 Sociology topics on socialisation, family and the life course Gives early-years and childcare pathways (Level 3 CACHE/NCFE) the developmental milestone knowledge they build on immediately	Maps closely to Cambridge Technical L3 Unit 5 (Health, Social Care and Early Years Provision) and Unit 6 (Work Placement), both of which require detailed sector and access knowledge Relevant to A Level Sociology topics on health and illness, the welfare state, and the marketisation of public services Provides essential background for any post-16 vocational route into nursing, social work, occupational therapy or early years practice, where understanding referral pathways and sector boundaries is fundamental Supports A Level Psychology Health Psychology content on access to treatment and health-seeking behaviour Underpins Level 3 Extended Diploma units on safeguarding and multi-agency working, which assume secure knowledge of how sectors interact	Maps closely to Cambridge Technical L3 Unit 5 (Health, Social Care and Early Years Provision) and Unit 6 (Work Placement), both of which require detailed sector and access knowledge Relevant to A Level Sociology topics on health and illness, the welfare state, and the marketisation of public services Provides essential background for any post-16 vocational route into nursing, social work, occupational therapy or early years practice, where understanding referral pathways and sector boundaries is fundamental Supports A Level Psychology Health Psychology content on access to treatment and health-seeking behaviour Underpins Level 3 Extended Diploma units on safeguarding and multi-agency working, which assume secure knowledge of how sectors interact

Year 11			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**1) Skills & Values,** **2) Consolidation & Exam Prep**	**Consolidation & Exam Prep**	
Skills	Applying abstract values to concrete, realistic care scenarios — a key Component 3 exam skill Interpreting physiological data and linking it to health risk and lifestyle factors Justifying why a specific value or skill matters in a given context (not just identifying it) Joining together Component 1 and 2 content with new physiological knowledge — the most synthesis-heavy point of the course	Self- and peer-assessment against mark schemes Exam technique: planning answers, addressing all parts of multi-strand questions, using correct terminology under time pressure Resilience and metacognition — identifying personal knowledge gaps and acting on them Retrieval practice across the full two-year content base	
Progression	Pulls together life stages (Cycle 1/2 Y10) and provision/sectors (Cycle 3 Y10) into the values-based, person-centred lens Provides the knowledge base tested across all sections of the Component 3 exam Directly feeds into Cycle 2's exam preparation — this is the last new content before consolidation	Synthesises content from every prior cycle (Y10 Cycles 1–3 and Y11 Cycle 1) into exam-ready knowledge Final stage of the course — consolidation rather than new content, mirroring the structure of the external assessment	
Link to GCSE / A-Level	Maps to Cambridge Technical L3 Unit 3 (Health, Safety and Security) and Unit 7 (Promoting Health and Wellbeing) Strong foundation for A Level Psychology (health psychology, doctor-patient communication) and Sociology (health inequalities) Essential grounding for Level 3 nursing/midwifery access courses and apprenticeship entry into care professions		