

Health and Social Care Curriculum

Health and Social Care at Maltby Academy

Introduction

The Maltby Academy curriculum is designed to deliver exceptional learning experiences that enable all young people to thrive academically, personally, and socially. Each subject curriculum is ambitious, coherently planned, and carefully sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

Health and Social Care - intent statement

The Health & Social Care curriculum at Maltby Academy provides students with the knowledge, understanding, and skills to explore the health, well-being, and care sectors. Students learn about human development, health needs, and the importance of care values, preparing them for both further study and employment. The curriculum is applied and practical, with students developing communication, empathy, and problem-solving skills. Health & Social Care supports our key drivers through rigorous Teaching & Learning, Careers preparation in health, social care, and education sectors, and Enrichment opportunities linked to community and volunteering. Personal Development is central, as students grow in resilience, compassion, and responsibility. Health & Social Care at Maltby Academy empowers students to make a positive difference in the lives of others while thriving academically and personally.

Why do we study Health and Social Care?

Health and Social Care prepares students to understand human development, health needs, and the importance of care values. It promotes empathy, professionalism, and practical knowledge of working with people in varied health and social contexts.

Qualification

Our Key Stage 4 exam board for Health and Social Care is BTEC. Our Key Stage 5 exam board for Health and Social Care is BTEC.

Key Tier 2 Vocabulary

analyse, evaluate, interpret, apply, ethics, diversity, safeguarding, empowerment, equality, legislation, care, intervention, outcome, resilience, professionalism

Disciplinary Requirements

- Students must apply theoretical and practical understanding to real-world health and social contexts.
- Analyse case studies, ethical dilemmas, and legislation that impact care provision.
- Demonstrate effective communication and empathy within professional and reflective practice.
- Evaluate the impact of health and social policy on individual wellbeing and service delivery.

Vocabulary and Substantive Knowledge Summary

The Health and Social Care curriculum at Maltby Academy equips students with the knowledge, understanding, and skills needed to explore the health, well-being, and care sectors. Through applied and practical study, learners develop communication, empathy, and professionalism while understanding the key principles that underpin effective care practice. The curriculum promotes personal growth, compassion, and resilience, enabling students to make a positive contribution to society and prepare for careers in the health and social care industries.

Key Stage 4 – Health and Social Care

Vocabulary focus:

Students develop core terminology used across the care sector, including growth, development, puberty, menopause, self-esteem, attachment, bereavement, disability, resilience, empathy, communication, equality, diversity, legislation, safeguarding, and person-centred care. They also use applied terminology related to professional practice such as confidentiality, empowerment, and holistic support.

Substantive knowledge themes:

- Understanding physical, intellectual, emotional, and social development across the human lifespan.
- Exploring how life events, relationships, and environments affect health and well-being.
- Analysing factors that influence growth and development including genetics, lifestyle, income, and social conditions.
- Examining health and social care services, including primary, secondary, and tertiary care.
- Investigating barriers to accessing services and strategies to overcome them.
- Developing understanding of care values such as respect, dignity, and compassion in professional practice.
- Learning how to measure health indicators and interpret physiological data to make recommendations for improved well-being.

Progression goal:

By the end of Key Stage 4, students can explain the principles of human growth and development, apply care values within case studies, and evaluate how life events and social factors impact health. They use specialist vocabulary accurately and demonstrate empathy, communication, and analytical thinking when exploring care contexts.

Key Stage 5 - Health and Social Care

Vocabulary focus:

Students master advanced sector-specific terminology including homeostasis, negative feedback, legislation, health promotion, epidemiology, safeguarding, empowerment, holistic care, ethics, capacity, diversity, and equality. They use evaluative and analytical terms such as intervention, prevention, assessment, and critical reflection to interpret case studies and health campaigns.

Substantive knowledge themes:

- Understanding human biology and how body systems maintain health through processes such as thermoregulation, blood glucose control, and homeostasis.
- Applying knowledge of anatomy, physiology, and pathology to health conditions and treatment.
- Exploring key legislation and ethical frameworks including the Care Act, Health and Care Act, and safeguarding regulations.
- Investigating social determinants of health such as education, housing, income, and access to services.
- Analysing health promotion models (Health Belief Model, Transtheoretical Model, Social Cognitive Theory) and evaluating their effectiveness.
- Developing professional attributes including communication, empathy, and teamwork within care settings.
- Conducting independent health education projects using research, data interpretation, and evaluation skills.

Progression goal:

By the end of Key Stage 5, students can confidently apply theoretical and biological understanding to real-world care scenarios, evaluate health promotion strategies, and demonstrate professionalism in communication and ethics. They use advanced sector vocabulary fluently to analyse, justify, and evaluate care practices, preparing them for progression into higher education or employment in the health, social, or education sectors.

Across Key Stages 4 and 5

The Health and Social Care curriculum develops compassionate, reflective, and skilled learners who understand how to promote well-being and equality in diverse contexts. Through consistent application of theory to practice, students develop the empathy, communication, and critical analysis required for success in further study and professional roles within the health and social care sectors.




Appendix


39-week plans


Tier 3 vocabulary





 Health and Social Care Year 10							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Component 1 Task 1 - Life stages and the expected key characteristics in each of the PIES classifications	Component 1 Task 1 - Life stages and the expected key characteristics in each of the PIES classifications	Component 1 Task 2 - Different factors that can affect an individual's growth and development	Component 1 Task 2 - Different factors that can affect an individual's growth and development	Component 1 Task 2 - Different factors that can affect an individual's growth and development	Component 1 Task 2 - Different factors that can affect an individual's growth and development	Component 1 Task 3a - Life events that occur in an individual's life	Component 1 Task 3a - Life events that occur in an individual's life
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Component 1 Task 3b - how individuals can adapt or be supported through changes caused by life events	Component 1 Task 3b - how individuals can adapt or be supported through changes caused by life events	Component 2 Task 1 - healthcare conditions and how they can be managed by the individual and the different healthcare services	Component 2 Task 1 - healthcare conditions and how they can be managed by the individual and the different healthcare services	Component 2 Task 1 - healthcare conditions and how they can be managed by the individual and the different healthcare services	Component 2 Task 1 - healthcare conditions and how they can be managed by the individual and the different healthcare services	Component 2 Task 2 - social care needs and how these can be met by the social care services that are available	Component 2 Task 2 - social care needs and how these can be met by the social care services that are available
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Component 2 Task 3 - explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome	Component 2 Task 3 - explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome	Component 2 Task 3 - explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome	Component 2 Task 3 - explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome	Component 2 Task 4 - the skills and attributes that are required when delivering care	Component 2 Task 4 - the skills and attributes that are required when delivering care	Component 2 Task 5 - the skills, attributes and values of professionals required when overcoming client obstacles/barriers	Component 2 Task 5 - the skills, attributes and values of professionals required when overcoming client obstacles/barriers
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Component 2 Task 5 - the skills, attributes and values of professionals required when overcoming client obstacles/barriers	Component 2 Task 5 - the skills, attributes and values of professionals required when overcoming client obstacles/barriers	Component 3 How factors can affect an individual's health and wellbeing	Component 3 How factors can affect an individual's health and wellbeing	Component 3 How physiological indicators are used to measure health	Component 3 How physiological indicators are used to measure health	Component 3 A person-centred approach to care and recommendations/actions to improve health and wellbeing	Component 3 Barriers and obstacles to improving health
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Component 1 or 2 (resit) Task 1	Component 1 or 2 (resit) Task 1	Component 1 or 2 (resit) Task 2	Component 1 or 2 (resit) Task 2	Component 1 or 2 (resit) Task 3a / Task 3	Component 1 or 2 (resit) Task 3a / Task 3	Component 1 or 2 (resit) Task 3b / Task 4	



 Health and Social Care Year 11							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Component 1 or 2 (resit) Task 3b / Task 4	Component 1 or 2 (resit) Task 3bi / Task 5	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision	Component 3 Revision (exam this week)
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	

 Health and Social Care Year 12 - Teacher 1							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 5: Promoting Health Education (controlled assessment) Task 1 - The purpose and role of health education	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Organisations influencing health education	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Organisations influencing health education	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Legislation and regulations impacting on health education and monitoring the health of the nation	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Legislation and regulations impacting on health education and monitoring the health of the nation	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Legislation and regulations impacting on health education and monitoring the health of the nation	Unit 5: Promoting Health Education (controlled assessment) Typing task 1 (Learning Aim A)	Unit 5: Promoting Health Education (controlled assessment) Typing task 1 (Learning Aim A)
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 5: Promoting Health Education (controlled assessment) Task 1 – Health issues and priorities	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Health issues and priorities	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Factors affecting health and wellbeing	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Factors affecting health and wellbeing	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Factors affecting health and wellbeing	Unit 5: Promoting Health Education (controlled assessment) Task 1 – Health education, monitoring and responses in relation to factors affecting health and wellbeing	Unit 5: Promoting Health Education (controlled assessment) Typing task 1 (Learning Aim B)	Unit 5: Promoting Health Education (controlled assessment) Typing task 1 (Learning Aim B)
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 5: Promoting Health Education (controlled assessment) Typing task 1 (Learning Aim B)	Unit 5: Promoting Health Education (controlled assessment) Task 2 - Models and approaches used in current and ongoing health education campaigns to improve health and wellbeing	Unit 5: Promoting Health Education (controlled assessment) Task 2 - Models and approaches used in current and ongoing health education campaigns to improve health and wellbeing	Unit 5: Promoting Health Education (controlled assessment) Task 2 – Planning a health education event	Unit 5: Promoting Health Education (controlled assessment) Task 2 – Planning a health education event	Unit 5: Promoting Health Education (controlled assessment) Task 2 – Justifying a health education event with reference to the health and wellbeing issues, models and approaches used	Unit 5: Promoting Health Education (controlled assessment) Typing task 2 (Learning Aim C)	Unit 5: Promoting Health Education (controlled assessment) Typing task 2 (Learning Aim C)
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 5: Promoting Health Education (controlled assessment) Typing task 2 (Learning Aim C)	Unit 5: Promoting Health Education (controlled assessment) Typing task 2 (Learning Aim C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 5: Promoting Health Education (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Work experience week (no lessons)	Unit 1 lessons (see Mrs Nixon's 39-week plan)	

 Health and Social Care Year 12 - Teacher 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A1 Cells	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A2 Tissues	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A2 Tissues	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A3 Energy in the body	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A3 Energy in the body	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A3 Homeostatic mechanisms	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body A3 Homeostatic mechanisms	Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body LAA assessment
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 2: Human Health and Biology (exam) LAA - Organisation of the Human Body LAA CTG	Unit 2: Human Health and Biology (exam) LAB - Body Systems B1 The Cardiovascular System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B1 The Cardiovascular System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B2 The Respiratory System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B2 The Respiratory System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B3 The Nervous System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B3 The Nervous System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B4 The Endocrine and Renal Systems
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 2: Human Health and Biology (exam) LAB - Body Systems B4 The Endocrine and Renal Systems	Unit 2: Human Health and Biology (exam) LAB - Body Systems B5 The Musculoskeletal System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B5 The Musculoskeletal System	Unit 2: Human Health and Biology (exam) LAB - Body Systems B6 The function of further body systems	Unit 2: Human Health and Biology (exam) LAB - Body Systems B6 The function of further body systems	Unit 2: Human Health and Biology (exam) LAB - Body Systems LAA & B assessment & CTG	Unit 2: Human Health and Biology (exam) LAC - Disorders of the body C1 The main disorders of the body systems	Unit 2: Human Health and Biology (exam) LAC - Disorders of the body C1 The main disorders of the body systems
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 2: Human Health and Biology (exam) LAC - Disorders of the body C1 The main disorders of the body systems	Unit 2: Human Health and Biology (exam) LAC - Disorders of the body C1 The main disorders of the body systems	Unit 2: Human Health and Biology (exam) LAC - Disorders of the body LAA, B & C Assessment and CTG	Walking talking mock	Mock assessment & CTG	Revision	Revision	Unit 2 Exam
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Unit 1: Human Lifespan Development (exam) LAA - Human growth and development through the life stages A1 Physical, intellectual, emotional and social development at each life stage	Unit 1: Human Lifespan Development (exam) LAA - Human growth and development through the life stages A1 Physical, intellectual, emotional and social development at each life stage	Unit 1: Human Lifespan Development (exam) LAA - Human growth and development through the life stages A1 Physical, intellectual, emotional and social development at each life stage	Unit 1: Human Lifespan Development (exam) LAA - Human growth and development through the life stages A1 Physical, intellectual, emotional and social development at each life stage	Unit 1: Human Lifespan Development (exam) LAA - Human growth and development through the life stages A1 Physical, intellectual, emotional and social development at each life stage End of LAA assessment	Work experience week (no lessons)	Unit 1: Human Lifespan Development (exam) LAB - Factors affecting human growth and development across each life stage B1 - Genetic factors	

 Health and Social Care Year 13							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 1: Human Lifespan Development (exam) LAB - Factors affecting human growth and development across each life stage B2 - Lifestyle factors	Unit 1: Human Lifespan Development (exam) LAB - Factors affecting human growth and development across each life stage B3 - Health inequalities	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C1 - Prevalent health conditions	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C1 - Prevalent health conditions	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C2 - Health and social care promotion and prevention	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C2 - Health and social care promotion and prevention	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C3 - Health and social care professionals	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C3 - Health and social care professionals
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C4 - Personalised care and multi-disciplinary working	Unit 1: Human Lifespan Development (exam) LAC - Health and social care promotion, prevention, and treatment at different life stages C4 - Personalised care and multi-disciplinary working	WTM	Mock & CTG	Revision	Revision	Unit 1 exam	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 1 - Values essential to health and social care practice and person-centred care and approaches
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 1 - Values essential to health and social care practice and person-centred care and approaches	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 1 - Communication in health and social care and confidentiality	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 1 - Duty of care and vulnerable children/adults at risk	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Typing task 1 (Learning Aim A)	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Typing task 1 (Learning Aim A)	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 2 - Organisations, legislation and guidance affecting health and social care services	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 2 - Organisations, legislation and guidance affecting health and social care services	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 2 - Organisation of health and social care services
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 2 - Organisation of health and social care services	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Typing task 2 (Learning Aim B)	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 3 - The effect of social determinants on individuals' health status	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 3 - Improving health outcomes in practice	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Task 3 - Potential barriers to improving health outcomes in practice	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Type task 3 (Learning Aim C)	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)	Unit 3: Principles of Health and Social Care Practice (controlled assessment) Resubmission typing task 1 & 2 (Learning Aim A, B & C)
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	COURSE COMPLETE	

Key Stage 4 – Tier 3 Vocabulary and Definitions

Health and Social Care – Year 10

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Component 1 – Life stages and PIES development	Growth	A physical increase in size.
1	Component 1 – Life stages and PIES development	Development	Acquiring new skills and abilities.
2	Component 1 – Life stages and PIES development	Gross Motor Skills	Control of the larger muscles used for movement.
2	Component 1 – Life stages and PIES development	Fine Motor Skills	Control of smaller muscles for tasks such as writing.
3	Component 1 – Life stages and PIES development	Puberty	Stage when adolescents reach sexual maturity.
3	Component 1 – Life stages and PIES development	Primary Sexual Characteristics	Features present from birth that develop during puberty.
4	Component 1 – Life stages and PIES development	Secondary Sexual Characteristics	Physical changes during adolescence not directly linked to reproduction.
4	Component 1 – Life stages and PIES development	Sexual Maturity	When an individual is biologically able to reproduce.
5	Component 1 – Life stages and PIES development	Menopause	The end of menstruation and fertility in women.
5	Component 1 – Life stages and PIES development	Ageing Process	Natural physical and mental changes associated with ageing.
6	Component 1 – Life stages and PIES development	Language	The ability to communicate through speech and words.
6	Component 1 – Life stages and PIES development	Cognitive Ability	Mental processes for learning and reasoning.
7	Component 1 – Factors affecting growth and development	Inherited Condition	A genetic condition passed from parents to children.
7	Component 1 – Factors affecting growth and development	Nutrition	Obtaining the food necessary for health and growth.
8	Component 1 – Factors affecting growth and development	Balanced Diet	Eating a variety of foods in the correct proportions.
8	Component 1 – Factors affecting growth and development	Substance Misuse	Harmful or excessive use of drugs or alcohol.
9	Component 1 – Life events	Life Event	A significant experience that impacts an individual's life.
9	Component 1 – Life events	Expected Life Event	A foreseeable event that can be planned for.
10	Component 1 – Life events	Unexpected Life Event	An unplanned or sudden experience.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	Component 1 – Life events	Resilience	The ability to recover from difficulties.
11	Component 2 – Healthcare services	Primary Care	First point of contact healthcare services such as GPs.
11	Component 2 – Healthcare services	Secondary Care	Specialist healthcare provided by referral.
12	Component 2 – Healthcare services	Tertiary Care	Highly specialised care for complex conditions.
12	Component 2 – Healthcare services	Allied Health Professions	Health workers other than doctors or nurses.
13	Component 2 – Social care services	Social Care	Support for individuals who need help with daily living.
13	Component 2 – Social care services	Residential Care	Long-term care in a home setting.
14	Component 2 – Social care services	Domiciliary Care	Support provided in an individual's own home.
14	Component 2 – Social care services	Informal Care	Unpaid care given by friends or family.
15	Component 2 – Barriers to accessing services	Barrier	Something that prevents access to care or services.
15	Component 2 – Barriers to accessing services	Physical Barrier	Difficulty entering or using facilities.
16	Component 2 – Barriers to accessing services	Language Barrier	Difficulty understanding or communicating.
16	Component 2 – Barriers to accessing services	Financial Barrier	Inability to afford services.
17	Component 2 – Barriers to accessing services	Cultural Barrier	Lack of understanding of beliefs or customs.
17	Component 2 – Barriers to accessing services	Geographical Barrier	Distance limiting access to care.
18	Component 2 – Skills and attributes in care	Empathy	Understanding and sharing another person's feelings.
18	Component 2 – Skills and attributes in care	Compassion	Showing kindness, respect, and dignity.
19	Component 2 – Skills and attributes in care	Communication	Sharing information clearly and listening actively.
19	Component 2 – Skills and attributes in care	Observation	Noticing and monitoring details accurately.
20	Component 2 – Skills and attributes in care	Competence	Having the skills and knowledge to perform effectively.
20	Component 2 – Skills and attributes in care	Commitment	Dedication to improving care quality.
21	Component 2 – Professional values	Trustworthiness	Being honest and dependable.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
21	Component 2 – Professional values	Honesty	Being truthful and transparent.
22	Component 2 – Professional values	Courage	Speaking up or acting correctly when difficult.
22	Component 2 – Professional values	Care	Providing proper and consistent attention to needs.
23	Component 3 – Physiological indicators	Physiological Data	Information from the physical body such as pulse or blood pressure.
23	Component 3 – Physiological indicators	Indicator	A measurable sign of health status.
24	Component 3 – Physiological indicators	Heart Rate	The number of heartbeats per minute.
24	Component 3 – Physiological indicators	Blood Pressure	The force of blood against artery walls.
25	Component 3 – Physiological indicators	BMI (Body Mass Index)	A measure of body weight relative to height.
25	Component 3 – Physiological indicators	Abnormal Reading	A measurement outside the healthy range.
26	Component 3 – Health risks	Short-Term Risk	Immediate effects on health.
26	Component 3 – Health risks	Long-Term Risk	Health impacts that develop over time.
27	Component 3 – Person-centred approach	Person-Centred Approach	Focusing care on the individual's needs and preferences.
27	Component 3 – Person-centred approach	Recommendation	A suggested course of action to improve health.
28	Component 3 – Barriers to improving health	Obstacle	A factor that prevents progress.
28	Component 3 – Barriers to improving health	Lack of Support	Insufficient help from others.

Health and Social Care – Year 11

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Component 1 Resit – Life events and adaptation	Bereavement	The loss of someone important through death.
1	Component 1 Resit – Life events and adaptation	Grief	Deep sadness experienced after a loss.
2	Component 1 Resit – Life events and adaptation	Emotional Intelligence	Recognising and managing one's own and others' emotions.
2	Component 1 Resit – Life events and adaptation	Disposition	A person's usual attitude or outlook.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	Component 3 Revision – Health factors	Illness	A disease or period of poor health.
3	Component 3 Revision – Health factors	Disease	A disorder affecting normal bodily function.
4	Component 3 Revision – Health factors	Mental Ill Health	Conditions affecting mood, thinking or behaviour.
4	Component 3 Revision – Health factors	Anxiety	Feelings of worry or nervousness.
5	Component 3 Revision – Health factors	Stress	Mental or emotional strain caused by pressure.
5	Component 3 Revision – Health factors	Disability	A long-term impairment affecting daily activities.
6	Component 3 Revision – Health factors	Impairment	Loss of normal physical or mental ability.
6	Component 3 Revision – Health factors	Sensory Impairment	Reduced function in one or more senses.
7	Component 3 Revision – Health conditions	Arthritis	Inflammation of the joints causing pain.
7	Component 3 Revision – Health conditions	Coronary Heart Disease	Narrowing of arteries reducing blood flow to the heart.
8	Component 3 Revision – Health conditions	Stroke (CVA)	Interruption of blood supply to the brain.
8	Component 3 Revision – Health conditions	Type 2 Diabetes	High blood sugar caused by insulin resistance.
9	Component 3 Revision – Health conditions	Dementia	Progressive decline in memory and thinking ability.
9	Component 3 Revision – Health conditions	Obesity	Excess body fat affecting health.
10	Component 3 Revision – Health conditions	Asthma	A respiratory condition causing breathing difficulties.
10	Component 3 Revision – Health conditions	COPD	Chronic lung disease that obstructs airflow.
11	Component 3 Revision – Lifestyle factors	Calories	Units measuring energy from food.
11	Component 3 Revision – Lifestyle factors	Moderate Activity	Physical activity raising heart rate and breathing.
12	Component 3 Revision – Lifestyle factors	Vigorous Activity	Intense exercise causing rapid breathing.
12	Component 3 Revision – Lifestyle factors	Stamina	Ability to sustain effort over time.
13	Component 3 Revision – Social factors	Employment	Having paid work.
13	Component 3 Revision – Social factors	Unemployment	Not having paid work.
14	Component 3 Revision – Social factors	Income	Money earned or received.
14	Component 3 Revision – Social factors	Savings	Money set aside for future use.
15	Component 3 Revision – Environmental factors	Housing Conditions	Quality and safety of a living environment.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
15	Component 3 Revision – Environmental factors	Pollution	Harmful substances contaminating the environment.
16	Component 3 Revision – Support and services	Formal Support	Professional paid care from trained staff.
16	Component 3 Revision – Support and services	Informal Support	Unpaid help from friends or family.
17	Component 3 Revision – Support and services	Volunteer	A person offering help without payment.
17	Component 3 Revision – Support and services	Community	A group of people with shared interests or goals.
18	Component 3 Exam Preparation	Impact	The effect something has on health or wellbeing.
18	Component 3 Exam Preparation	Unachievable Target	A goal too unrealistic or difficult to reach.

Key Stage 5 – Tier 3 Vocabulary and Definitions

Health and Social Care – Year 12

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Unit 2 – Organisation of the Human Body (Cells)	Cell Membrane	A thin barrier controlling what enters and leaves the cell.
1	Unit 2 – Organisation of the Human Body (Cells)	Nucleus	The control centre of the cell containing DNA.
2	Unit 2 – Organisation of the Human Body (Cells)	Ribosomes	Tiny structures producing proteins.
2	Unit 2 – Organisation of the Human Body (Cells)	Mitochondria	The cell's powerhouse producing energy (ATP).
3	Unit 2 – Organisation of the Human Body (Cells)	Organelle	Specialised cell structure performing a specific function.
3	Unit 2 – Organisation of the Human Body (Cells)	Cytoplasm	Jelly-like fluid in which organelles are suspended.
4	Unit 2 – Organisation of the Human Body (Cells)	Phospholipid Bilayer	The double lipid layer forming the cell membrane.
4	Unit 2 – Organisation of the Human Body (Cells)	DNA	The molecule containing genetic instructions.
5	Unit 2 – Energy in the Body	ATP	The main energy carrier in cells.
5	Unit 2 – Energy in the Body	Protein Synthesis	The process of building proteins from amino acids.
6	Unit 2 – Homeostatic Mechanisms	Homeostasis	Maintaining stable internal conditions.
6	Unit 2 – Homeostatic Mechanisms	Negative Feedback	Mechanism reversing changes to maintain balance.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
7	Unit 2 – Homeostatic Mechanisms	Thermoregulation	Regulation of body temperature.
7	Unit 2 – Homeostatic Mechanisms	Blood Glucose Regulation	Maintaining blood sugar balance.
10	Unit 2 – Cardiovascular System	Heart	Muscular organ pumping blood.
10	Unit 2 – Cardiovascular System	Arteries	Vessels carrying blood away from the heart.
11	Unit 2 – Cardiovascular System	Veins	Vessels carrying blood back to the heart.
11	Unit 2 – Cardiovascular System	Capillaries	Tiny blood vessels for gas exchange.
12	Unit 2 – Respiratory System	Trachea	Air passage leading to lungs.
12	Unit 2 – Respiratory System	Bronchi	Airway branches entering the lungs.
13	Unit 2 – Respiratory System	Bronchioles	Smaller airway branches.
13	Unit 2 – Respiratory System	Alveoli	Air sacs where gas exchange occurs.
14	Unit 2 – Nervous System	Central Nervous System	Brain and spinal cord.
14	Unit 2 – Nervous System	Peripheral Nervous System	Nerves outside the brain and spinal cord.
15	Unit 2 – Nervous System	Autonomic Nervous System	Controls involuntary actions.
16	Unit 2 – Endocrine System	Endocrine System	Produces and secretes hormones.
16	Unit 2 – Endocrine System	Insulin	Hormone lowering blood sugar.
17	Unit 2 – Musculoskeletal System	Ligaments	Connect bones to bones.
17	Unit 2 – Musculoskeletal System	Tendons	Attach muscles to bones.
18	Unit 2 – Musculoskeletal System	Synovial Joints	Freely movable joints.
20	Unit 2 – Immune & Digestive Systems	Immune System	Defends the body against disease.
20	Unit 2 – Immune & Digestive Systems	Pathogens	Microorganisms causing illness.
21	Unit 2 – Immune & Digestive Systems	Antibodies	Proteins that neutralise pathogens.
21	Unit 2 – Immune & Digestive Systems	Lymphatic System	Drains excess fluid and supports immunity.
23	Unit 2 – Disorders of Body Systems	Atherosclerosis	Fatty build-up narrowing arteries.
23	Unit 2 – Disorders of Body Systems	Hypertension	Persistently high blood pressure.
24	Unit 2 – Disorders of Body Systems	Metastasis	Spread of cancer cells to other areas.
33	Unit 1 – Human Lifespan Development	Milestones	Key achievements in development.
33	Unit 1 – Human Lifespan Development	Genetic Predisposition	Inherited tendency to certain conditions.
34	Unit 1 – Human Lifespan Development	Health Inequalities	Uneven health outcomes between groups.



Week Curriculum Component	Tier 3 Vocabulary	Definition
35 Unit 1 – Human Lifespan Development	Life Expectancy	Average number of years expected to live.

Health and Social Care – Year 13

Week Curriculum Component	Tier 3 Vocabulary	Definition
1 Unit 1 – Lifestyle Factors	Lifestyle	Daily habits affecting health.
1 Unit 1 – Lifestyle Factors	Carcinogens	Substances that cause cancer.
2 Unit 1 – Health Inequalities	Social Determinants	Social and economic factors influencing health.
2 Unit 1 – Health Inequalities	Mortality Rate	Frequency of deaths in a population.
3 Unit 1 – Prevalent Health Conditions	Tuberculosis	Infectious bacterial disease of the lungs.
3 Unit 1 – Prevalent Health Conditions	Influenza	Viral respiratory infection.
4 Unit 1 – Health Promotion & Prevention	Prevention	Stopping problems before they start.
4 Unit 1 – Health Promotion & Prevention	Health Promotion	Enabling people to increase control over health.
5 Unit 1 – Health Promotion & Prevention	Vaccination	Preventative immunisation against disease.
5 Unit 1 – Health Promotion & Prevention	Herd Immunity	Community protection through widespread immunity.
7 Unit 1 – Health Professionals	Physiotherapist	Treats movement and mobility issues.
7 Unit 1 – Health Professionals	Dietician	Advises on nutrition and diet.
16 Unit 3 – Principles of Health and Social Care Practice	Duty of Care	Legal responsibility to protect others from harm.
16 Unit 3 – Principles of Health and Social Care Practice	Confidentiality	Keeping personal information private.
17 Unit 3 – Principles of Health and Social Care Practice	Equality	Fair access and treatment.
17 Unit 3 – Principles of Health and Social Care Practice	Diversity	Valuing individual differences.
18 Unit 3 – Principles of Health and Social Care Practice	Empowerment	Supporting independence and informed decision-making.
18 Unit 3 – Principles of Health and Social Care Practice	Vulnerability	Being at higher risk of harm.
22 Unit 3 – Legislation & Organisations	Legislation	Laws governing health practice.
22 Unit 3 – Legislation & Organisations	Regulatory Body	Organisation overseeing professional standards.
23 Unit 3 – Legislation & Organisations	Care Act 2014	Law protecting individual wellbeing and safeguarding.



Week Curriculum Component	Tier 3 Vocabulary	Definition
23 Unit 3 – Legislation & Organisations	Health and Care Act 2022	Law integrating health and social care services.
27 Unit 3 – Social Determinants & Barriers	Discrimination	Unfair treatment harming wellbeing.
27 Unit 3 – Social Determinants & Barriers	Unconscious Bias	Unintentional prejudgment.
28 Unit 3 – Improving Outcomes	Person-Centred Approach	Respecting individual needs and preferences.
28 Unit 3 – Improving Outcomes	Holistic Care	Treating the person as a whole.

