

# Subject: Health and Social Care

## Year 12

### Scheme of Learning 2025 - 2026

**Subject Leader: Mrs S Murphy**

Topics by term	Topic overview for Year 12					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>	<p>Topic 1: Human growth and development through the lifespan</p> <p>Topic 2: Health education</p>	<p>Topic 1: Factors affecting growth and development</p> <p>Topic 2: Health issues and priorities</p>	<p>Topic 1: Health and social care promotion, prevention and treatment</p> <p>Topic 2: Factors affecting health and wellbeing</p>	<p>Topic 1: Health and social care professionals</p> <p>Topic 2: Health education campaigns</p>	<p>Topic 1: Revision</p> <p>Topic 2: Planning a health education event</p>	<p>Topic 1: Human biology</p> <p>Topic 2: Body systems</p>
	<b>Vital prerequisites</b> L2, Component 1 Human Lifespan Development	<b>Vital prerequisites</b> L2, Component 1 Human Lifespan Development	<b>Vital prerequisites</b> KS3 -4 PSHE Curriculum, Physical health (food choices,	<b>Vital prerequisites</b> L2, Component 2 Skills in health and social care	<b>Vital prerequisites</b> KS3 -4 PSHE Curriculum, Physical health (food choices,	<b>Vital prerequisites</b> KS3-4 Biology

			exercise, dental health, sleep)		exercise, dental health, sleep)	
	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
	Introduce unit 1 in preparation for exam in May	In preparation for external exam in May	Introduce unit 2 in preparation for exam in January			

**Exam Board: Pearson Edexcel**

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>Term 1</b>							
<b>Topic 1: Human Lifespan Development</b>							
	What is the difference between growth and development? What is physical, intellectual, emotional and social development?	Weeks 1-3 <ul style="list-style-type: none"> <li>Development across the life stages</li> </ul>	All students will be able to: <ul style="list-style-type: none"> <li>Identify the different life stages</li> <li>Describe the development that happens across the life stages</li> <li></li> </ul>	Growth Development Development norms Milestone Gross motor skills Fine motor skills Puberty Hormones Menopause Cognitive impairment	At school: Assessment practice  At home: Research the theories of – disengagement and activity	Power points Text book Case studies <a href="https://www.youtube.com/watch?v=Jt3-PIC2nCs">https://www.youtube.com/watch?v=Jt3-PIC2nCs</a> <a href="#">Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</a>	SMSC: Nature/nurture debate BV: Developing relationships with others – mutual respect PSHE: understanding of development through the life stages
<b>Topic 2: Health education</b>							
	What is the purpose of health education? Why is it important to monitor the health of the nation?	Weeks 4-6 <ul style="list-style-type: none"> <li>The purpose of health education</li> </ul>	All students will be able to: <ul style="list-style-type: none"> <li>Describe the purpose of health education</li> <li>Explain how organisations influence health education</li> </ul>	Health risks Risk-taking Public health Trend Statutory Resilient Objectives Epidemiological	At school: Assessment practice activity  At home: Research the NHS England Operating Framework	Text book Power points	SMSC: Promotes teamwork through discussions and group activities about health topics. PSHE:

			<ul style="list-style-type: none"> <li>Assess the importance of monitoring the health of the nation</li> </ul>				Understand how lifestyle choices (e.g. diet, exercise, sleep, substance use) affect physical and mental health.
<b>Term 2</b>							
<b>Topic 1: Factors affecting growth and development</b>							
<p>How is growth and development impacted by genetic factors?</p> <p>How do lifestyle factors affect growth and development?</p> <p>What are health inequalities?</p> <p>How do the health issues of others impact on society?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> <li>Genetic factors that affect development</li> <li>Lifestyle factors that affect development</li> <li>Health inequalities that affect development</li> </ul> <p>Weeks 4-6</p> <ul style="list-style-type: none"> <li>Health issues and priorities – smoking, diet, alcohol and substance abuse</li> <li>Health issues and priorities – pollution, mental health, sexual health and reproductive health</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the different genetic and lifestyle factors</li> <li>Describe the impact of biological and lifestyle factors on development</li> <li>Evaluate the impact of the health issues of others on society</li> </ul>	<p>Genetic predisposition</p> <p>Congenital</p> <p>Cholesterol Variants</p> <p>Binge drinking</p> <p>Fertility</p> <p>Malnutrition</p> <p>Prevalence</p> <p>Levelling up</p>	<p>At school:</p> <p>Case study</p> <p>Skye</p> <p>Activity 1</p> <p>At home:</p> <p>Research services available from your local GP surgery</p>	<p>Text book</p> <p>Power points</p>	<p>PSHE:</p> <p>Understand how lifestyle choices (e.g. diet, exercise, sleep, substance use) affect physical and mental health.</p> <p>BV:</p> <p>Encourages students to participate in discussions and decision-making about health issues that affect them and their communities.</p>	
<b>Term 3</b>							
<b>Topic 1: Health and social care promotion, prevention and treatment</b>							

<p>Why is health and social care promotion and prevention important?</p> <p>What is herd immunity?</p> <p>How can schools and colleges help to promote health education?</p> <p>How do social and economic factors impact on health and wellbeing?</p> <p>How do environmental factors impact on health and well being?</p> <p>What are health inequalities?</p>	<p><b>Weeks 1-3:</b></p> <ul style="list-style-type: none"> <li>Importance of health and social care promotion and prevention</li> <li>Vaccinations and herd immunity</li> <li>Importance of school and college involvement in promoting health education</li> </ul> <p><b>Weeks 4-6:</b></p> <ul style="list-style-type: none"> <li>Social and economic factors affecting health and wellbeing</li> <li>Environmental factors affecting health and well being</li> <li>Health inequalities – social class, race, age, gender, disability, sexual orientation, geographical location</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify different areas of health and social care promotion and prevention</li> <li>Describe how schools and colleges can promote health education</li> <li>Explain the impact of different factors on health and wellbeing</li> </ul>	<p>Pandemic Pathogens Antigen Epidemic Statutory Employment status Determinants Compliant behaviour Empowerment</p>	<p>At school: Activity 1 and 2 Assessment practice activity</p> <p>At home: Research gender health inequalities <a href="#">Women's health outcomes: Is there a gender gap? - House of Lords Library</a></p>	<p>Text book Power points</p>	<p>SMSC Understanding how someone living in poverty may struggle to access healthcare can foster a deeper sense of gratitude and responsibility in others.</p> <p>BV:</p> <p>Health inequalities can limit an individual's freedom to live a healthy life due to poverty, poor education, or lack of access to care.</p>	
<b>Term 4</b>							
<b>Topic 1: Health and Social Care Professionals</b>							
<p>What are the responsibilities of nurses/midwives and GPs when working with service users?</p>	<p>Weeks 1-3:</p> <ul style="list-style-type: none"> <li>Nurses and midwives</li> </ul>	<p>All students will be able to:</p>	<p>Antenatal Postnatal Preventative care</p>	<p>At school: End of unit assessment</p>	<p>Text book Power points</p>	<p>PSHE: <b>Careers Education:</b> Inspiring future</p>	

	What are allied health professions?	<ul style="list-style-type: none"> <li>Doctors and allied health professionals</li> <li>Social care professionals</li> </ul>	<ul style="list-style-type: none"> <li>Different health and social care professionals</li> <li>Explain roles and responsibilities of health and social care professionals</li> <li>Assess the importance of professionals working together</li> </ul>	Domiciliary Multi-disciplinary team	At home: Research the role of the following: Dentist, dental hygienist, dietician, counsellor		careers in health or social care.
Topic 2: Health education campaigns							
	<p>Why do we need international health campaigns?</p> <p>How are different organisations involved in health campaigns?</p> <p>What are the different models of behaviour used in health campaigns?</p>	<p>Weeks 4-6:</p> <ul style="list-style-type: none"> <li>International health campaigns</li> <li>National and local health campaigns</li> <li>Models of behaviour used in health education</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the difference between international, national and local health campaigns</li> <li>Describe the models of behaviour used in health campaigns</li> <li>Explain the importance of multi-</li> </ul>	Demographics Psychologists Autonomy Morbidity jargon	<p>At school: Case study Chen</p> <p>At home: Research a health education campaign from the last five years and find the main messages and the different methods used</p>	Text book Power points Assignment brief	<p>PSHE: Educate the public about health risks. Encourage positive lifestyle choices.</p> <p>SMSC: Campaigns like <b>Mental Health Awareness Week</b> help reduce stigma and support inner growth.</p>

			disciplinary working				
Term 5 Revision							
	Topic 1: Revision						
		<p>Weeks 1-3:</p> <ul style="list-style-type: none"> <li>Revision for unit 1 exam</li> </ul> <p>Weeks 4-6:</p> <ul style="list-style-type: none"> <li>Plan health education event</li> </ul>	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>Identify life stages and associated development</li> <li>Assess the impact of different factors on development</li> <li>Evaluate the significance of a diagnosis of additional needs</li> </ul>	<p>Diagnose</p> <p>Symptoms</p> <p>Diagnostic procedures</p> <p>Cognitive</p> <p>Key worker</p>	<p>At school:</p> <p>Mock</p> <p>Complete PSAB</p> <p>At home:</p> <p>Revision</p>	<p>Text book</p> <p>Power points</p> <p>Assignment brief</p>	<p>PSHE:</p> <p>Educate the public about health risks.</p> <p>Encourage positive lifestyle choices.</p> <p>SMSC:</p> <p>Campaigns like <b>Mental Health Awareness Week</b> help reduce stigma and support inner growth.</p>
Term 6							
	Topic 1 Human Biology						

	How is the human body organised?	Weeks 1-6: <ul style="list-style-type: none"> <li>• Cells and tissues</li> <li>• The cardiovascular system</li> <li>• The respiratory system</li> <li>• The nervous system</li> <li>• The reproductive system</li> <li>• The digestive system</li> <li>• The endocrine system</li> </ul>	All students will be able to: <ul style="list-style-type: none"> <li>• Identify different body systems</li> <li>• Describe the functions of cells and tissues</li> <li>• Explain the functions of different body systems</li> </ul>	Organelle Aerobic respiration Enzymes Diffusion Osmosis Alveoli Intercostal muscles Peristalsis Somatic nervous system Autonomic nervous system Homeostasis Enzymes	At school: Assessment practice activity  At home: Research the role of the gut bacteria that live in the colon	Text book Power points Assignment brief	PSHE: <b>PSHE link:</b> Importance of healthy eating and hydration.  Puberty, body changes, respect, and relationships education.