

De Lisle College Curriculum

“Rooted and grounded in Love”.

Health and Social Care



Intent – ‘Rooted and grounded in Love’

Intent – Rooted

At some point in life, everyone will need health care and providing high quality health and social care services is a fundamental expression of our shared humanity. Rooted and grounded in love, the study of Health and Social Care draws inspiration from the values of Catholic Social Teaching, promoting the dignity of every person and affirming the essential worth of all individuals.

Health and Social Care practitioners understand how people grow and develop throughout their lives and how factors such as lifestyle choices, relationships and life circumstances impact wellbeing. Informed by the principle of the dignity of all people, we teach our students to treat everyone with respect and compassion, recognising each individual as a person of infinite value. Our curriculum encourages a commitment to the common good, ensuring that all members of society, especially the most vulnerable, can flourish. For example, students explore how to help individuals overcome barriers to accessing health and social care services, such as how to communicate with or advocate on behalf of individuals with speech and language impairments.

We promote solidarity by encouraging students to stand with those who suffer. This is demonstrated through case studies which are used extensively in Health and Social Care, where students learn about individuals facing challenges such as chronic illness or disability and consider how to take a person centred approach to their care, whilst advocating for their rights and respecting their dignity. By emphasising subsidiarity and participation, we empower our students to recognise the importance of listening to the voices of those they serve and to foster inclusive environments where all can contribute.

Health and Social Care students develop a wide range of transferable skills, such as effective written and verbal communication, empathy, critical thinking and ethical decision-making, skills that are essential in any sector involving client and community interaction. It is our hope that, inspired by love, justice and the principles of Catholic Social Teaching, our students will go on to become compassionate professionals, such as social workers, nurses and doctors, who empower individuals to live full and dignified lives in their own homes, in residential settings or within healthcare services.



Health & Social Care

Year 10



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- *The dignity of all people*

Denying dignity can negatively impact a person's emotional and social development. During challenging life events such as illness or bereavement, feeling respected can also strengthen emotional resilience.

- *The common good*

Promoting the common good allows people at all life stages to grow and thrive. Lack of access to basic needs due to poverty can limit development in all areas of PIES.

- *Option for the poor*

Putting the needs of the poor first ensures they have access to essentials that support physical and intellectual development. This principle helps vulnerable individuals manage life events like unemployment or housing loss with dignity and support. Poverty can severely impact growth and development in every area of life, especially in early childhood.

- *Subsidiarity*

People should be involved in decisions about their own healthcare. Individuals must be empowered to speak up about what support works best for them. Addressing barriers allows people to advocate for themselves.

Advent 1	Component 1 Human Lifespan Development	Advent 2	Component 1 Human Lifespan Development
Description	Learning outcome A: Understand human growth and development across life stages and the factors that affect it • A1 Human growth and development across life stages Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.	Description	Learning outcome A: Understand human growth and development across life stages and the factors that affect it • A2 Factors affecting growth and development Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development in both positive and negative ways.

Lent 1	Component 1 Human Lifespan Development	Lent 2	Component 1 Human Lifespan Development
Description	Learning outcome B: Understand how individuals deal with life events • B1 Different types of life event Learners will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development.	Description	Learning outcome B: Understand how individuals deal with life events • B2 Coping with change caused by life events Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event. ❖ Pearson-set Assignment Internal Assessment for Component 1 The assessment for component one is set by Pearson and designed to assess all learning outcomes. It is completed under timed (approximately 6 hours), supervised conditions and consists of four tasks.
Pentecost 1	Component 2 Health and Social Care Services and Values	Pentecost 2	Component 2 Health and Social Care Services and Values
Description	Learning outcome A: Understand the different types of health and social care services and barriers to accessing them • A1 Healthcare services Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. • A2 Social care services Learners will explore a range of social care needs and how these can be met by the social care services that are available.	Description	Learning outcome A: Understand the different types of health and social care services and barriers to accessing • A3 Barriers to accessing services Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

Health & Social Care

Year 11



Curriculum Outline

Link to Catholic Social Teaching:

- *The dignity of all people*

Care values like compassion and confidentiality reflect this principle in action. Person-centred care honours individual dignity, giving people choice and control in their care.

- *Solidarity*

Care workers show solidarity through active listening, reassurance, and emotional support. Values like kindness and compassion help build trust and reduce fear. Personal obstacles such as grief, illness or isolation require support from others. Solidarity ensures people do not face health challenges alone.

- *Participation*

Care planning should encourage individuals to be active participants in their own care. Barriers such as mobility, fear or lack of motivation can be overcome with encouragement and support. Engaging in decisions and actions helps people commit to long-term health improvement.

- *Stewardship of creation*

Promoting healthy environments and sustainable practices supports long-term physical health. Educating individuals about the impact of lifestyle choices on health (e.g. smoking, exercise, diet) aligns with stewardship. Physiological indicators (e.g. BMI, blood pressure) can reflect the impact of poor lifestyle or environmental factors. Encouraging health-promoting behaviours helps relieve pressure on the healthcare sector and protects the NHS for future generations.

Advent 1	Component 2 Health and Social Care Services and Values	Advent 2	Component 2 Health and Social Care Services and Values
Description	Learning outcome B: Understand the skills, attributes and values required to give care • B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care. • B2 Values in health and social care Learners will explore the values that are required when planning and delivering care.	Description	Learning outcome B: Understand the skills, attributes and values required to give care • B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face. • B4 The benefits to individuals of the skills, attributes and values in health and social care practice. Learners will explore how skills, attributes and values benefit individuals when receiving care. ❖ Pearson-set Assignment Internal Assessment for Component 2 The assessment for component one is set by Pearson and designed to assess all learning outcomes. It is completed under timed (approximately 6 hours), supervised conditions and consists of four tasks.
Lent 1	Component 3 Health and Wellbeing	Lent 2	Component 3 Health and Wellbeing
Description	A Factors that affect health and wellbeing • A1 Factors affecting health and wellbeing Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.	Description	B Interpreting health indicators • B1 Physiological indicators Learners will explore how physiological indicators are used to measure health. • B2 Lifestyle indicators Learners will explore how lifestyle choices determine physical health.

Pentecost 1	Component 3 Health and Wellbeing / Revision	Pentecost 2	External synoptic assessment
Description	C Person-centred approach to improving health and wellbeing • C1 Person-centred approach Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care. • C2 Recommendations and actions to improve health and wellbeing Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care. • C3 Barriers and obstacles to following recommendations Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face. ❖ Revision of Component 3	Description	This is a synoptic assessment which allows students to show their depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts.