



Curriculum Intent Health and Social Care

1. Vision & Purpose

- To inspire and equip learners with the knowledge, empathy, and practical skills to make a meaningful difference in people's lives—championing dignity, inclusion, and wellbeing across diverse health and social care contexts.
- Health & Social Care curriculum aims to equip pupils with knowledge, understanding, values and skills to thrive in roles where caring, empathy, responsibility and professionalism matter.
- It seeks to develop not only subject knowledge but also understanding of wellbeing, health services, and how social care underpins community health.

2. Ambition for All Learners

- Every pupil, regardless of prior experience or background, will have opportunities to engage with Health & Social Care. Support will be available for pupils needing additional help (SEND, disadvantaged) to ensure access to theory and practical learning.
- Stretching tasks / enrichment for higher-ability pupils: exploring in-depth analysis of individuals needs, enabling pupils to go beyond the basics.

3. Knowledge & Skills Development

- Pupils will learn about health across the lifespan: physical, emotional, intellectual, social development at different life stages.
- Pupils will develop key communication skills and understand peoples' behaviours and needs and evaluate how they can support health and wellbeing.
- Skills: communication, teamwork, empathy, ability to evaluate needs, plan care, reflect on ethical issues (e.g. confidentiality, dignity).
- Understanding how lifestyle choices and life events impact physical and mental health in relation to social determinants.
- Knowledge of health and social care services: what they exist, how they operate, barriers to access, roles/responsibilities.

4. Sequencing & Progression

- In KS3 pupils learn about the importance of interpersonal skills, basic health, nutrition and wellbeing from their PSHE programmes.
- At KS4 the health and social care programme is carefully sequenced to build skills and knowledge and ensure that pupils are successful in both their non-examination assessments and their final assessment preparation.
- The course is well planned and taught with enough time to allow for resubmission and to build synoptic links with the exam unit later.
- Progression: building from understanding through to application and evaluation; perhaps preparing pupils for further education, careers in social care / health sector.

Our Vision

We aim for all of our pupils to live life in all its fullness so they can flourish spiritually, academically and personally.

5. Literacy, Oracy & Vocabulary

- Technical vocabulary will be taught explicitly (e.g. “service user”, “carer”, “health promotion”, “confidentiality”, “empowerment”, “self-esteem”, “barrier to access”).
- Opportunities for pupils to communicate ideas: presenting health promotion campaign, group discussions, reflecting on case studies, ethical debates.
- Written work: reports, detailed planning documents and presentation, detailed evaluation and analyse the success of their health promotion campaign. Pupils learn how to reference their research.

6. Enrichment & Cultural Capital

- Pupils experience visits from health professionals linked to their learning.
- Trips and visits are carefully mapped to their learning and requirements of the non-examined assessments.
- Pupils enjoy taking home and learning with ‘interactive’ babies. This is a powerful, immersive strategy in Health and Social Care bringing theory to life and deepen learners’ understanding of infant care, responsibility, and empathy.

7. Cross-Curricular Links & Real-World Relevance

- Links with Science (biology, human body systems, nutrition), PSHE (wellbeing, relationships, mental health), and Citizenship (roles of health/social care in society, ethics, government policy).
- Pupils are being prepared for careers such as nursing, social work, health promotion, healthcare support roles.

8. Safeguarding & Online Safety

- Pupils are taught about the process of safeguarding procedures and how to protect themselves and others.
- Mental health is also part of safeguarding, ensuring pupils are aware of emotional wellbeing within health/social care topics.

9. Assessment & Impact

- Formative assessment: frequent tasks, group work, reflective writing, quizzes to check understanding.
- Summative assessments: exams, non-examination assessment
- Measure impact via outcomes (grades), pupil feedback, engagement, and tracking of pupils’ work.
- Graded at Pass, Merit, Distinction, Distinction*
- Units are modular, allowing for resits and tailored delivery. (Care Settings, Person Centred Values, Effective Communication, Safety and Security within Health and Social Care Settings)
- Emphasis on realistic scenarios, vocational relevance, and reflective practice

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