THE GREEN SCHOOL FOR GIRLS

Cambridge Level 3 Health and Social Care KS5 Curriculum Map

Core knowledge and sequencing

Vision Statement

Aim: Students will become active and independent learners, with the ability to think critically and apply their learning to the world around them
In particular our students will:

Develop Person-Centred Care Values
o Learners will develop the confidence to apply key care values such as dignity, respect, and promote independence in real-world settings, preparing them for careers where compassion and individualised care are central.
Strengthen Professional Communication Skills
o Building on existing knowledge, learners will refine skills to manage sensitive conversations, adapt to different service users' needs, and work effectively within multidisciplinary teams.
Use Reflective Practice for Self-Development
oLearners will be introduced to structured reflection tools, supporting them to evaluate their own performance and make positive changes — a vital skill for continuous improvement in health and social care roles.
Develop Safeguarding Skills and Knowledge
oLearners will deepen their understanding of safeguarding responsibilities, gaining the knowledge and confidence to recognise concerns, follow procedures, and help create safe, supportive environments for vulnerable individuals.
Make Ethical, Professional Decisions in Care Settings

o Through case studies and scenario-based work, learners will build decision-making skills, learning how to balance rights, responsibilities, and care values when faced with complex or challenging situations.

Understanding the Human Body and the Impact of Ill Health

oLearners will develop a clear understanding of human anatomy and physiology, learning how the body's systems work together and what happens when they are affected by ill health. This knowledge will help learners understand service users' care needs and how to respond appropriately in health and social care settings.

Mapping Key:

Core knowledge
Syllabus/NC requirements & coverage
Spiralled concepts / sequences
Hinterland knowledge, experiences, reading
Hyperlink - Units of learning / sequences of lessons / Hyperlink Knowledge Organisers

Year 12

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
What comes before and after (GCSE/Y13)?	Students who have previously studied Health and social care in KS3 will have underlying knowledge of key terms (PIES, illnesses, H&SC professionals etc) Students who have not studied health and social care before will be able to apply knowledge from subjects such as biology, PSHCE, PE and English Students can use this qualification to apply for universities to study a range of Health and Social Care related subjects e.g. nursing, teaching, midwifery, social workers, support workers, occupational therapy and radiography.		

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
What do we teach? Core knowledge Spiralled concepts	**Knowledge / Concepts** **F090 - Principles Of Health and Social Care** - Care values - Rights and Equality - Managing risk **F092 - Person - Centered Approach To Care** - Person centered approach - Meeting the needs of service users. - Communication skills needed for person centered care. **Big Questions:** ● Evaluate the role of person-centered care when providing care for service users. ● Discuss the benefits of a person centered approach. ● Analyse ways of minimising risk in healthcare settings. ● What role do HSC values play in patient satisfaction? Spiralled Concepts ● **Both units have concepts that link with one another - values, equality, person centred approach.**	**Knowledge / Concepts** **F090 - Principles Of Health and Social Care** - Health and Safety - Legislation in practice - Best Practice **F092 - Person - Centered Approach To Care** - Sit and complete set assignment tasks under supervision in class. **F093 - Supporting people with mental health conditions** - Definitions of mental health - Mental health conditions - Provision of mental health services **Big Questions:** ● What are the impacts for service users if health and safety is ignored? ● What role does legislation play in keeping people safe in healthcare? ● How do definitions of mental health vary between organisations? ● What provision of care is available for service users with mental health conditions? Spiralled Concepts ● **Legislation in F090 will link to mental health care and provision.**	**Knowledge / Concepts** **F090 - Principles Of Health and Social Care** - Revision and exam skills to prepare students for exams. - Intervention sessions for students. - Sit exam **F093 - Supporting people with mental health conditions** - Treatment and support for mental health conditions. - Sit and complete set assignment tasks under supervision in class. **F091 - Anatomy and Physiology for health and social care** - Cardiovascular System - Respiratory System **Big Questions:** ● What is the function and role of different parts of the cardiovascular system? ● How does the respiratory system allow for effective gaseous exchange? Spiralled Concepts ● **Understanding body systems and how the functioning of them impacts other illnesses.**

	Autumn Term Y12	Spring Term Y12	Summer Term Y12
How does this meet the syllabus/NC requirements?	• Researching, synthesising and critiquing information about topics for NEA's. • Producing electronic and written answers to meet criteria of NEA's and Exam Units. • Analysing, Assessing and evaluating the effectiveness of tools used in Health and Social Care. • Develop awareness and implement strategies in your own lives through knowledge learnt in class. • Personal health and safety. • Understanding of illness prevention and treatment.		
Why do we teach in this sequence?	The course is taught in this sequence as having an understanding of the key values in Health and Social Care will allow students to build and apply their knowledge with these values and they progress through the other units.		
Inter-curricular links (to build schema)	There are links to other courses such as: • Psychology (same perspectives learnt but are applied to H&SC settings in this subject) • Sociology (links to mental health, equality, discrimination, relationships, family) • Ethics and philosophy (ethical theories are taught within unit 5 and then applied to ethical problems which can H&SC) • PE (learning of physiological measurements, Physiological disorders, body systems.		
Hinterland Knowledge; Cultural capital; Challenging, vocabulary-building, reading material	All units require students to relate topics to life scenarios and case studies. Students regularly apply topics to real scenarios e.g Physiological disorders, ethical dilemmas, H&SC news related stories.		

Year 13

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
What comes before and after (GCSE/Y12)?	Students who have previously studied Health and social care in KS3 will have underlying knowledge of key terms (PIES, illnesses, H&SC professionals etc. Previous knowledge of anatomy and physiology will apply to units in second year of course. PSHE sexual health concepts learned through KS3 will be developed and applied.		
What do we teach? Core knowledge **Spiralled concepts**	**Knowledge / Concepts** **<u>Fo91 - Anatomy and Physiology for health and social care</u>** - Digestive system - Musculoskeletal System **<u>Fo96 - Supporting people in relation to sexual health, pregnancy and postnatal health</u>** - Advice and guidance on sexual health issues. - Advice and guidance on pregnancy, birth and postnatal issues. - Plan to deliver and review an advice and guidance session. **<u>Big Questions</u>** ● How do personal choices about sexual health impact physical, emotional, and social wellbeing throughout a person's life?	**Knowledge / Concepts** **<u>Fo91 - Anatomy and Physiology for health and social care</u>** - Control and regulatory systems - Reproductive System **<u>Fo96 - Supporting people in relation to sexual health, pregnancy and postnatal health</u>** - Sit and complete controlled assessment tasks in class. **<u>Fo97 - Supporting Nutrition and Healthy Lifestyles</u>** - Dietary and activity needs of individuals - Factors that influence dietary choices and physical activity levels. - Supporting individuals to plan meals that meet their needs. - Sit controlled assessment for	**Knowledge / Concepts** **<u>Fo91 - Anatomy and Physiology for health and social care</u>** - Prepare for exams with revision and exam skills sessions. - Interventions / extended revision sessions to prepare students for exams. **<u>Fo97 - Supporting Nutrition and Healthy Lifestyles</u>** - Complete any outstanding controlled assessment work / tasks. **Students begin study leave.**

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
	• Why is good nutrition essential for maintaining health, preventing illness, and supporting recovery in health and social care settings? • In what ways should health and social care practitioners promote healthy, informed decisions about diet and sexual health while respecting individual rights and beliefs? **Spiralled Concepts** • Revisiting how different factors (including sexual health and nutrition) contribute to an individual's overall physical, emotional, and social wellbeing at different life stages. • Exploring how inclusive, non-judgemental care supports individuals' rights in areas like sexual health advice and nutritional care, revisited in different contexts across the course.	moderation window in May. **'Big Questions'** • How can stereotypes, cultural beliefs, and social stigma influence people's attitudes towards sexual health and nutrition? • How can health and social care practitioners balance promoting healthy lifestyles with respecting personal choice and autonomy? **Spiralled Concepts** • Developing the ability to make informed, safe, and healthy choices, starting with personal health decisions and progressing to advising others in professional care roles.	
How does this meet the national curriculum?	• Researching, synthesising and critiquing information about topics for NEA's. • Producing electronic and written answers to meet criteria of NEA's and Exam Units. • Analysing, Assessing and evaluating the effectiveness of tools used in Health and Social Care. • Develop awareness and implement strategies in your own lives through knowledge learnt in class. • Personal health and safety. • Understanding of illness prevention and treatment.		

	Autumn Term Y13	Spring Term Y13	Summer Term Y13
Why do we teach in this sequence?	• Building on content covered in Year 12 - students will have learned about the fundamentals of HSC and can apply them when learning about sexual health, pregnancy and nutrition. • Sexual health knowledge will be extended when completing anatomy and physiology components for exam.		
Inter-curricular links (to build schema)	There are links to other courses such as: • Psychology (same perspectives learnt but are applied to H&SC settings in this subject) • Sociology (links to mental health, equality, discrimination, relationships, family) • Ethics and philosophy (ethical theories are taught within unit 5 and then applied to ethical problems which can H&SC) • PE (learning of physiological measurements, the impact of drug use to performance, the effects of exercise to the body) • Biology (links to genetic illnesses including cystic fibrosis and PKU)		
Hinterland Knowledge; **Cultural capital;** Challenging, vocabulary-building, **reading material**	• Additional reading materials that allow students to explore issues that are happening in contemporary society eg: Mental Health, Aging Population, Cost of living crisis, environmental impacts. .		

How Do We Study ?
The OCR Cambridge Advanced National in Health and Social Care offers students a practical and engaging insight into the skills, values, and knowledge needed for careers in health, social care, and early years settings. Through a combination of applied learning and real-world scenarios, students will explore topics such as HSC values, anatomy and physiology, nutrition, sexual health, and person-centred care. The course equips

learners with vital skills in communication, ethical decision-making, and reflective practice, while promoting values of equality, diversity, and inclusion. Assessment is through a combination of internally assessed Non-Exam Units (NEA's) and externally assessed units, including written examinations and controlled assessments.

Why Do We Study ?

- To inspire and enthuse students to consider a career in the health and social care sector, or in a related sector where knowledge of health and social care will be of use, such as early years.
- To give students the opportunity to gain a broad understanding and knowledge of, and skills in, the health and social care sector, e.g. the underpinning care values and an understanding of the different life stages that individuals go through
- To support progression health and social care related university course or an apprenticeship or, more broadly, progression to qualifications in other sectors, such as early years
- To give students the potential opportunity, in due course, to enter employment within a range of junior job roles across the health and social care sector

Co-curricular Provision

Students have available a range of enrichment activities including guest speakers, trips and support sessions after school.

Employability Skills									
Communication & Interpersonal Skills	✔	Problem Solving Skills	✔	Using initiative & being self-motivated	✔	Working under pressure & meeting deadlines	✔	Organisational skills	✔
Team working	✔	Ability to learn and adapt	✔	Numeracy	✔	Valuing diversity & difference	✔	Negotiation skills	✔

SMSC	
Spiritual	Students will have the opportunity to apply their own beliefs to a range of social issues experienced by case studies explored within the course. Students will also consider others opinions and viewpoints to develop a good understanding of diversity and how best to meet individual needs.
Moral	Throughout the duration of the two years, students will be developing their knowledge on equality, diversity and the rights of individuals in the community and how best to prevent discrimination within health and social care services.
Social	All units help to encourage understanding of how to demonstrate care values within a H&SC role and how to care and look after vulnerable individuals. This course also involves students working as part of a team, for example peer working activities. Unit 14 encourages students to consider the local community and the health and social care services available in order to meet the variety of needs that individuals experience.
Cultural	The internal and external units include many opportunities for students to learn about individuals in different communities. This includes how to meet and respect the needs of people from different religious and cultural backgrounds. Students will develop a level of respect for others and understand the importance of celebrating diversity.