

Year 11 Overview 2025-26 (Health & Social Care)										
Date	Week	Assess	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 Weeks / 38 Days										
TUES 2-Sep ¹	A	1	<u>Component 3: Health and Wellbeing (9 Weeks/23 Lessons)</u> What does being healthy actually mean? It can mean different things to different people: some might think 'healthy' is not having to visit the doctor, but an older person might consider it being mobile and being able to get out and about, being happy and having friends. In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes. They will develop skills in analysing information and communicating for a specific purpose, which will support their progression to Level 2 or 3 vocational or academic qualifications. Learning Outcomes: GW: Students demonstrate knowledge and understanding of factors that affect health & wellbeing. BI: Students interpret health indicators. EW: Students design wellbeing improvement plans and investigate how to overcome obstacles related to those plans. <table><tr><th>Prior (Y7-Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Share the features of a healthy lifestyle, outlined in PE. Understand what makes good mental health from previous EFL lessons. Explore how to improve an individual's health and wellbeing, studied in EFL, PE and Biology.</td><td>. Continue enhancing knowledge and practice assessment style questions to make progress from Y10. Identify factors that can have a positive or negative influence on an individual's health and wellbeing. Understand how physiological and lifestyle indicators, such as disease/illness and how much alcohol a person drinks, impact someone's health. Create wellbeing improvement plans based on a range of scenarios.</td><td>Prepare to enhance knowledge further on the foundational concepts studied at KS4, such as human lifespan development and meeting individual needs. Begin to study psychological perspectives and explore a more practical approach to Health & Social Care.</td></tr></table>	Prior (Y7-Y10)	Now (Y11)	Next (Y12)	Share the features of a healthy lifestyle, outlined in PE. Understand what makes good mental health from previous EFL lessons. Explore how to improve an individual's health and wellbeing, studied in EFL, PE and Biology.	. Continue enhancing knowledge and practice assessment style questions to make progress from Y10. Identify factors that can have a positive or negative influence on an individual's health and wellbeing. Understand how physiological and lifestyle indicators, such as disease/illness and how much alcohol a person drinks, impact someone's health. Create wellbeing improvement plans based on a range of scenarios.	Prepare to enhance knowledge further on the foundational concepts studied at KS4, such as human lifespan development and meeting individual needs. Begin to study psychological perspectives and explore a more practical approach to Health & Social Care.	Foundational Concepts: Wellness: Exploring PIES Exam Technique: Practice Papers/Key terms Curriculum Theme: Self-Care/Decision Making EDI: ***** Assessment Component 3: External Exam (Paper)
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8-Sep	B	2								
15-Sep ²	A	3								
22-Sep	B	4								
29-Sep	A	5								
6-Oct	B	6								
13-Oct	A	7								
20-Oct	B	8								
OCTOBER HALF TERM 7 Weeks / 34 Days			<u>Component 1 & Component 2 Re-sit PSA (5 Weeks/12 Lessons)</u> Students who require a re-sit for either Component 1 or Component 2 will apply their knowledge of Human Lifespan Development (C1) or Health and Social Care Services and Values (C2) to meet the requirements of the PSA. All other students will work through some carefully planned revision to prepare for the Component 3 Exam.	Assessment Component 1: PSA (Internal Assessment) – 12 hours. Assessment Component 2: PSA (Internal Assessment) – 12 hours.						
3-Nov	A	9								
10-Nov	B	PSA								
17-Nov	A	PSA								
24-Nov	B	PSA								
1-Dec	A	PSA								
8-Dec	B	PSA								
15-Dec	A	15								
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			<u>Component 3: Health and Wellbeing (7 Weeks/18 Lessons)</u> What does being healthy actually mean? It can mean different things to different people: some might think 'healthy' is not having to visit the doctor, but an older person might consider it being mobile and being able to get out and about, being happy and having friends. In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes. They will develop skills in analysing information and communicating for a specific purpose, which will support their progression to Level 2 or 3 vocational or academic qualifications. The course content will have been taught, and students will begin to complete practice papers, create bespoke revision materials and work through carefully planned revision sessions, in readiness for the exam. Learning Outcomes: GW: Students demonstrate knowledge and understanding of factors that affect health & wellbeing. BI: Students interpret health indicators. EW: Students design wellbeing improvement plans and investigate how to overcome obstacles related to those plans. <table><tr><th>Prior (Y7-Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Share the features of a healthy lifestyle, outlined in PE. Understand what makes good mental health from previous EFL lessons. Explore how to improve an individual's health and wellbeing, studied in EFL, PE and Biology.</td><td>. Continue enhancing knowledge and practice assessment style questions to make progress from Y10. Identify factors that can have a positive or negative influence on an individual's health and wellbeing. Understand how physiological and lifestyle indicators, such as disease/illness and how much alcohol a person drinks, impact someone's health. Create wellbeing improvement plans based on a range of scenarios.</td><td>Prepare to enhance knowledge further on the foundational concepts studied at KS4, such as human lifespan development and meeting individual needs. Begin to study psychological perspectives and explore a more practical approach to Health & Social Care.</td></tr></table>	Prior (Y7-Y10)	Now (Y11)	Next (Y12)	Share the features of a healthy lifestyle, outlined in PE. Understand what makes good mental health from previous EFL lessons. Explore how to improve an individual's health and wellbeing, studied in EFL, PE and Biology.	. Continue enhancing knowledge and practice assessment style questions to make progress from Y10. Identify factors that can have a positive or negative influence on an individual's health and wellbeing. Understand how physiological and lifestyle indicators, such as disease/illness and how much alcohol a person drinks, impact someone's health. Create wellbeing improvement plans based on a range of scenarios.	Prepare to enhance knowledge further on the foundational concepts studied at KS4, such as human lifespan development and meeting individual needs. Begin to study psychological perspectives and explore a more practical approach to Health & Social Care.	Foundational Concepts: Wellness: Exploring PIES Exam Technique: Practice Papers/Key terms Curriculum Theme: Self-Care/Decision Making EDI: ***** Assessment Component 3: External Exam (Paper)
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5-Jan	B	16								
12-Jan	A	17								
19-Jan	B	18								
26-Jan	A	19								
2-Feb	B	20								
9-Feb	A	21								
FEBRUARY HALF TERM 6 Weeks / 29 Days			<u>Component 1 & Component 2 Re-sit PSA (5 Weeks/13 Lessons)</u> Students who require a re-sit for either Component 1 or Component 2 will apply their knowledge of Human Lifespan Development (C1) or Health and Social Care Services and Values (C2) to meet the requirements of the PSA. All other students will work through some carefully planned revision to prepare for the Component 3 Exam.	Assessment Component 1: PSA (Internal Assessment) – 12 hours. Assessment Component 2: PSA (Internal Assessment) – 12 hours.						
23-Feb	B	22								
2-Mar	A	23								
9-Mar	B	24								
16-Mar	A	PSA								
23-Mar	B	PSA								
30-Mar ³	A	PSA								
EASTER HOLIDAY (Inc. BH) 5 Weeks / 24 Days					Component 3 Exam: 5th May 2026					
20-Apr	B	PSA								
27-Apr	A	PSA								
4-May ⁴	B	30								
11-May	A	31								
18-May	B	32								
SPRING HALF TERM 7 Weeks / 35 Days			Course Complete							
1-Jun	A	33								
8-Jun	B	34								
15-Jun	A	35								
22-Jun	B	36								
29-Jun ⁵	A	37								
6-Jul	B	38								
13-Jul	A	39								
1. 1/9/25 INSET (In School) 2. 19/9/25 INSET (In School/At Home) 3. 1/4/26 BREAK UP WED 4. 4/5/25 BH (May Day) 5. 3/7/24 INSET (SJBf Trust)										