



Year 13 Health and Social Care Curriculum Overview

The Year 13 Health and Social Care curriculum builds upon the knowledge and understanding developed in Year 12, enabling students to explore contemporary issues and professional practice within the health and social care sector. Students study **Unit 3: Health and Social Care Practice** and **Unit 5: Promoting Health Education**, developing a deeper understanding of how services are designed, delivered and evaluated to meet the needs of individuals and communities.

In **Unit 3: Health and Social Care Practice** (3 lessons per week), students investigate the principles and values that underpin professional practice within health and social care settings. They explore the roles and responsibilities of practitioners, legislation and policies that guide practice, safeguarding procedures, person-centred approaches and the importance of effective communication. Students develop their understanding of how professionals work collaboratively to meet the diverse needs of service users and ensure positive outcomes. Through coursework-based assessments, students apply their knowledge to realistic scenarios, demonstrating their ability to analyse, evaluate and recommend appropriate care and support strategies. In **Unit 5: Promoting Health Education** (2 lessons per week), students examine the factors that influence health and wellbeing and the role of health promotion in improving outcomes for individuals and communities. They explore public health priorities, methods of health promotion and the effectiveness of health education campaigns. Students develop practical skills by researching health issues, analysing health data and designing health promotion materials targeted at specific audiences. This unit encourages students to consider how education and awareness can empower individuals to make informed lifestyle choices and improve their overall wellbeing. The curriculum is designed to further develop students' personal and professional skills, including empathy, communication, leadership, teamwork and problem-solving. Students are encouraged to consider the ethical and professional responsibilities of working within the health and social care sector and to develop the confidence required to support individuals with a range of needs. Academically, students refine their ability to conduct independent research, critically analyse information from a range of sources and construct well-reasoned arguments supported by evidence. They develop advanced skills in coursework planning, report writing, evaluation and the application of theory to practice. Through the completion of both units, students become increasingly independent learners, well prepared for progression to higher education, apprenticeships and careers within health, social care and related professions.

Length of Time	Outline- Brief information about the specific unit:	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	Unit 3: Health and Social Care Practice Throughout Learning Aim A, students develop an understanding of the key principles, values and professional skills that underpin effective health and social care practice. Students explore how practitioners provide person-centred care and support individuals with diverse needs while promoting dignity, respect, independence and wellbeing.	The assessment framework is based on the following: Students begin to plan the completion of the Pearson Set Assignment for Learning Aim A: Learning Aim A.P1 Explained the values essential to providing care and support person-centred care in health and social care practice in context of two case studies.	Homework: - Complete the planning for Pearson Set Assignment- Learning Aim A report for the following criteria: - Explained the values essential to providing care and support person-centred care in health and social care practice in context of two case studies. - Explained how effective communication can be used by professionals to build relationships with two provided case studies.

	Students begin by examining the core values of care, including promoting equality and diversity, maintaining confidentiality, safeguarding individuals from harm, and supporting individual rights and choices. They investigate how these values are applied within a range of health and social care settings to ensure high-quality care and positive outcomes for service users. The unit then explores the importance of effective communication and interpersonal skills. Students develop an understanding of different forms of communication, barriers that may affect communication and strategies practitioners use to overcome these barriers. They consider how professional relationships are built and maintained with individuals, families, carers and multidisciplinary teams. Students study the role of legislation, policies and codes of practice in shaping professional behaviours and standards within the sector. They examine how practitioners work within legal and ethical frameworks to protect individuals and ensure safe, effective care. A key focus of Learning Aim A is the development of person-centred approaches. Students investigate how care plans are developed, implemented and reviewed to meet individual needs and preferences. They explore how practitioners promote empowerment, independence and informed decision-making,	Learning Aim A.P2 Explained how effective communication can be used by professionals to build relationships with two provided case studies. Learning Aim A.M1 Assessed methods and strategies that professionals use when building relationships and establishing trust with two provided case studies. Learning Aim A.P3 Explained the implications of a duty of care in health and social care in health and social care practice with specific reference to two provided case studies. Learning Aim A.M2 Assessed the importance of balancing individual rights and choices with a duty of care when providing care for two provided case studies. Learning Aim.D1 Evaluated the methods and strategies used by professionals to overcome challenges in providing person-centred care that meets the needs of two provided case studies.	- Assessed methods and strategies that professionals use when building relationships and establishing trust with two provided case studies. - Explained the implications of a duty of care in health and social care in health and social care practice with specific reference to two provided case studies. - Assessed the importance of balancing individual rights and choices with a duty of care when providing care for two provided case studies. - Evaluated the methods and strategies used by professionals to overcome challenges in providing person-centred care that meets the needs of two provided case studies. Optional homework & literacy resources: Reading list: - Being Mortal: Medicine and What Matters in the End, Atul Gawande, 2014 - This is Going to Hurt, Adam Kay, 2017 Documentaries: - Hospital (BBC Two)- Episodes: Various (available on BBC iPlayer periodically)- https://www.bbc.co.uk/programmes/b088rp6x - The NHS: A People's History (BBC Documentary Series)- https://www.bbc.co.uk/programmes/p05rmvmh
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	ensuring individuals remain at the centre of care provision. Throughout the learning aim, students apply their knowledge to realistic case studies, analysing how practitioners use professional skills such as problem-solving, teamwork, empathy, observation and reflective practice. Students evaluate the effectiveness of different approaches to care and make justified recommendations for improving outcomes for individuals. Content Covered (A1–A6): • A1 Principles and values of health and social care practice • A2 Promoting equality, diversity and inclusion • A3 Safeguarding, confidentiality and duty of care • A4 Communication skills and overcoming barriers to communication • A5 Professional skills, behaviours and working practices • A6 Person-centred approaches and meeting individual needs		
	<u>Unit 5: Promoting Health Education</u> Throughout Learning Aim A, students will examine the purpose of health education and how this supports the development of healthy behaviours for society. They will develop an understanding of how organisations and legislation can influence	The assessment framework is based on the following: Students begin to plan the completion of the <i>Pearson Set Assignment for Task 1 (comprising Learning Aim A and B:</i>	Homework: • Research some health promotion campaigns -as directed in the lesson. • Complete the planning for Pearson Set Assignment- Learning Aim A report for the following criteria:

	health education, promote wellbeing and have a positive impact on a range of health behaviours. Students explore the importance of health education in improving the health and wellbeing of individuals and communities. They will examine how health education supports informed decision-making, healthier lifestyles, disease prevention and the reduction of health inequalities. Students will also investigate local and national health priorities, how health data is used to identify health concerns, and the role of health education in encouraging positive behaviour change. Students study the organisations responsible for developing and delivering health education programmes, alongside the legislation, policies and guidance that shape public health practice. They will learn how health information is collected and analysed to monitor the health of the population, identify trends and inform services and policy decisions. Through this topic, students will develop skills in analysing health data, evaluating the effectiveness of health education initiatives, and assessing the influence of organisations and legislation on health outcomes. Content covered: A1 – Purpose of health education A2 – the role of health education A3 – Organisations influencing health education A4 – Legislation and regulations impacting on health education	A.P1 Explain the purpose and role of health education A.P2 Explain organisations and legislation involved in health education. A.M1 Discuss how the health of the nation is monitored through organisations and legislation.	• You will have explained the purpose and role of health education. • You will have explained the organisations and legislation involved in health education. • You will have discussed how the health of the nation is monitored through organisations and legislation. Optional homework & literacy resources: Reading list: The Health Fix: Transforming Britain's Health Service – Dr Tim Cooksley An accessible introduction to the challenges facing public health and healthcare services in the UK. Students gain insight into why health education and prevention are increasingly important. The Boy Who Was Raised as a Dog – Bruce D. Perry and Maia Szalavitz Although focused on childhood trauma, this book helps students understand how early experiences influence health outcomes and why public health interventions are important. Factfulness – Hans Rosling A highly engaging book about understanding data and global health trends. It supports students' ability to interpret statistics and challenge assumptions about health issues. The Health Foundation Reports The Health Foundation regularly publishes short, student-friendly reports on health inequalities, obesity, mental health and public health priorities. Visit: The Health Foundation
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	A5 – Monitoring the health of the nation		Documentaries Health Unequal (BBC) A useful documentary exploring health inequalities across different communities in the UK, linking directly to public health and health education. Podcasts Inside Health (BBC Radio 4) A reliable and accessible podcast covering current health issues, medical research and public health developments. Excellent for developing wider subject knowledge. The King's Fund Podcast Produced by the health policy organisation The King's Fund. Episodes explore NHS policy, public health, health inequalities and current healthcare challenges. Public Health Disrupted Produced by The Royal Society for Public Health. Covers topics such as health promotion, vaccination, health inequalities and community health initiatives. You're Dead to Me (Selected Episodes) Although primarily a history podcast, episodes on pandemics, sanitation and public health provide engaging context for understanding how health education has developed over time. Useful websites for the unit overall: Useful Websites • NHS Health A–Z – Reliable information on health conditions and public health campaigns. • UK Health Security Agency – Useful for understanding disease prevention and health protection.
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			Office for National Statistics – Provides health data, statistics and reports that support A5 Monitoring the Health of the Nation.
Autumn 2	Unit 3 Health and Social Care Practice Throughout Learning Aim B, students develop an understanding of the organisations, legislation and guidance that shape the delivery of health and social care services within the United Kingdom. Students examine how services are structured, funded and regulated to ensure individuals receive safe, effective and high-quality care that meets their needs. Students begin by exploring the key organisations involved in the provision, regulation and inspection of health and social care services. They investigate the roles and responsibilities of national and local organisations, including government departments, regulatory bodies and service providers, and consider how these organisations work together to improve health outcomes and maintain standards of care. The curriculum then focuses on the legislation, policies and guidance that underpin professional practice and service delivery. Students examine how laws relating to equality, safeguarding, confidentiality and health and safety influence the way services are organised and delivered. They develop an understanding of the importance of	Students complete Pearson Set Assignment for Learning Aim A (3 weeks) Students begin to plan the completion of the Pearson Set Assignment for Learning Aim B: Learning Aim B.P4 Explained the influence of organisations, legislation and guidance on practice within health and social care services for two provided case studies. Learning Aim B.P5 Explained how different health and social care services work together to meet the care and support needs of the two provided case studies. Learning Aim B.M3 Analysed the impact of organisations, legislation and guidance on health and social care services working together to meet the needs of the two provided case studies.	Homework: - Complete the write up for Pearson Set Assignment- Learning Aim A report. - Complete the planning for Pearson Set Assignment- Learning Aim B report for the following criteria: - Explained the influence of organisations, legislation and guidance on practice within health and social care services for two provided case studies. - Explained how different health and social care services work together to meet the care and support needs of the two provided case studies. - Analysed the impact of organisations, legislation and guidance on health and social care services working together to meet the needs of the two provided case studies. Optional homework & literacy resources: Reading list: - How Not to be a Doctor, John Launer, 2019 - The Health Gap, Micheal Marmot, 2015 Documentaries:

	regulation in protecting individuals, promoting rights and ensuring accountability within the sector. Students also explore how health and social care services are organised to meet the diverse and changing needs of the population. They investigate the range of services available across primary, secondary and tertiary care, as well as public health, social care and voluntary sector provision. Through the study of integrated and multidisciplinary approaches, students consider how organisations work collaboratively to provide coordinated care and improve outcomes for service users. Throughout the learning aim, students apply their knowledge to contemporary issues and case studies, analysing how organisations and services respond to the needs of different population groups. They evaluate the effectiveness of service provision and consider how the organisation of health and social care services contributes to improving health, wellbeing and quality of life. Content Covered (B1-B3) • B1: Organisations, Legislation and Guidance Affecting Health and Social Care Services • B2: Organisation of Health and Social Care Services • B3: How Health and Social Care Services are Organised to Benefit the Population		• Inside the Care Crisis with Ed Balls (BBC Two)- https://era.org.uk/streaming-service-resource/episode-1-inside-the-care-crisis-with-ed-balls/ • Ambulance (BBC One)- https://www.bbc.co.uk/programmes/b09393rd
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	<u>Unit 5: Promoting Health Education</u> In Learning Aim B, students explore the major health issues facing society and the factors that influence health and wellbeing across different groups of people. They will investigate current public health priorities, including physical and mental health concerns, and examine how health needs can vary within the population. Students will also study the wide range of factors that affect health and wellbeing, such as lifestyle choices, income, education, housing, environment and access to healthcare. Through this topic, students will develop their understanding of the causes of health inequalities and learn how different factors can impact an individual's overall health outcomes and quality of life. Content covered: B1 – Health issues and priorities B2 – Factors affecting health and wellbeing	Students start the write up (PSA) for Task 1 (one week) – this will be completed in Spring 1. Students begin to plan the completion of the <i>Pearson Set Assignment for Learning Aim B (Task 1)</i> B.P3 – Explain one health and wellbeing issue (as outlined on the PSA) affecting the health and wellbeing of individuals at a local and national level. B.P4 Explain factors affecting the health and wellbeing of individuals and wider society in relation to chosen health issue. B.M2 Discuss the impact of factors affecting health and wellbeing on individuals, their holistic health and wider society. AB.D1 Justified the need for health education, monitoring and responses in relation to factors that affect health and wellbeing at a local and national level.	Homework: • Complete the <i>write up</i> for Pearson Set Assignment- Learning Aim A report. • Complete the <i>planning</i> for Pearson Set Assignment- Learning Aim B.... • You will have explained one health and wellbeing issue (as outlined on the PSA) affecting the health and wellbeing of individuals at a local and national level. • You will have discussed the impact of factors affecting health and wellbeing on individuals, their holistic health and wider society. • You will have also reflected on Learning Aim A and justified the need for health education, monitoring and responses in relation to factors that affect health and wellbeing at a local and national level. Optional homework & literacy resources: Reading list: The Health Gap - Michael Marmot This is an excellent account of health inequalities and the wider factors that influence health. Documentaries: Panorama: Fixing the NHS Selected episodes often explore public health challenges, prevention strategies and pressures on healthcare services. Useful websites: • Faculty of Public Health – Information about public health priorities and policy.
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Spring 1	Unit 3 Health and Social Care Practice Students begin the half term completing Learning Aim B. Students continue the study of integrated and multidisciplinary approaches, students consider how organisations work collaboratively to provide coordinated care and improve outcomes for service users. Throughout Learning Aim C, students develop an understanding of the factors that influence health outcomes and wellbeing across different population groups. Students examine how social determinants of health can create inequalities in health status and life opportunities, and how health and social care services seek to address these challenges through effective interventions and support strategies. Students begin by investigating the impact of social determinants on individuals' health and wellbeing. They explore how factors such as income, education, employment, housing, environment, social support networks and access to healthcare can positively or negatively affect health outcomes. Students consider how these determinants contribute to health inequalities and influence the experiences of individuals and communities. The curriculum then focuses on strategies used by health and social care services to improve health outcomes. Students examine a range of interventions, including health promotion campaigns, preventative services, public health	Students continue to plan the completion of the Pearson Set Assignment for Learning Aim B: Learning Aim B. D2 Evaluated the effectiveness of health and social care services working together to meet the care and support needs of two provided case studies. Students complete Pearson Set Assignment for Learning Aim B (2 weeks) Students begin to plan the completion of the Pearson Set Assignment for Learning Aim C: Learning Aim C.P6 Explained the factors that may affect the health status of the two provided case studies. Learning Aim C.P7 Explained the importance of equality, diversity and inclusion in practice to improve the health outcomes of the two provided case studies.	Homework: • Complete the write up for Pearson Set Assignment- Learning Aim B report. • Complete the planning for Pearson Set Assignment- Learning Aim C report for the following criteria: ○ Explained the factors that may affect the health status of the two provided case studies. ○ Explained the importance of equality, diversity and inclusion in practice to improve the health outcomes of the two provided case studies. Optional homework & literacy resources: Reading list: • <i>The Spirit Level: Why More Equal Societies Almost Always Do Better</i>, Wilkinson & Pickett, 2009 • This is Going to Hurt, Adam Kay, 2017 Documentaries: • Poor Kids (BBC Panorama)- https://www.bbc.co.uk/programmes/b011vnls • Our Dementia Choir with Vicky McClure (BBC One) https://www.bbc.co.uk/programmes/m0004pyg
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	initiatives and person-centred approaches to care. They consider how practitioners and organisations work collaboratively to support individuals in making informed decisions about their health and wellbeing and to reduce inequalities across the population. Students also investigate the barriers that can prevent individuals from accessing services or achieving positive health outcomes. These may include financial constraints, cultural differences, language barriers, geographical location, discrimination, limited health literacy and personal circumstances. Students evaluate how health and social care providers can overcome these barriers to ensure services remain accessible, inclusive and effective. A key element of this learning aim is the development of critical thinking skills. Students analyse evidence, interpret information from a range of sources and draw reasoned conclusions about the effectiveness of health interventions and service provision. Through the use of case studies and contemporary health issues, students develop the ability to make informed judgements and recommendations to improve outcomes for individuals and communities. Content Covered (C1-C3) • C1: The Effect of Social Determinants on Individuals' Health Status • C2: Improving Health Outcomes in Practice		
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	C3: Potential Barriers to Improving Health Outcomes in Practice		
Spring 1	<u>Unit 5: Promoting Health Education</u> Students investigate a range of health education campaigns at local, national and international levels, exploring how they are designed to improve health and encourage positive behaviour change. They will examine different approaches and models used in health education and consider how these influence the success of campaigns. Students will also explore the importance of partnership working between health and social care organisations and develop the skills needed to plan and evaluate a health education event. Through this learning aim, students will strengthen their research, planning, communication and evaluation skills while developing an understanding of what makes health promotion effective. Content covered: C1 – Current and ongoing health education C2 – Models and approaches used in health education to promote health and wellbeing C3 – Planning a health education event	Students complete the write up for Task 1 of the Pearson Set Assignment (PSA) comprising Learning Aim A&B. The assessment framework is based on the following: Students begin to plan the completion of the <i>Pearson Set Assignment for Task 2 (Learning Aim C)</i> C.P5 – You have explained the models and approaches used in health education campaigns. Further assessment criteria for this task will be covered in Spring 2. See below.	Homework: - Complete the <i>write up</i> for Pearson Set Assignment- Task 1 (Learning Aim A&B) report - Begin <i>planning</i> the Pearson Set Assignment – Task 2 (Learning Aim C) based on the following criteria: - Explained the models and approaches used in health promotion campaigns. Optional homework & literacy resources: Reading list: The Anxious Generation, Jonathan Haidt Documentaries: The Menopause and Me (BBC) Provides an example of health education and awareness-raising around a topic that has historically received limited public attention. Useful for discussing changing attitudes and health communication. Panorama: Fighting Covid-19 Selected episodes provide insight into public health messaging, vaccination campaigns and the challenges of influencing behaviour during a public health emergency. Podcasts: The Netmums Podcast – Smartphone Free Childhood Founders Daisy Greenwell and Joe Ryrie This episode is probably the most directly relevant resource available. The founders discuss how the

			campaign began, its rapid growth, its target audience, key messages and the behaviour change it hopes to achieve. Students can use it to analyse campaign aims, methods and potential impact. 2. Public Health Disrupted – <i>The Power of Conversation: Redefining the Binary Around Social Media and Young People's Mental Health</i> This episode takes a more balanced approach, exploring both the benefits and risks of social media. It is particularly useful for helping students develop evaluation skills, as it highlights the complexity of linking social media use to health outcomes and discusses the challenges of designing effective public health interventions.
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Spring 2	Unit 3: Principle of health and social care practice During this half term, students will build upon their understanding of the social determinants of health, health inequalities and barriers to accessing services by applying their knowledge to two provided case studies. Students will explore how health and social care practitioners work inclusively to meet the diverse needs of individuals and promote positive health outcomes. Students will analyse the factors that influence the health status and wellbeing of the individuals within the case studies, considering the impact of social determinants such as income, education, employment, housing, social support and access to healthcare services. They will examine how these factors may contribute to inequalities in health outcomes and identify the barriers that may prevent individuals from achieving or maintaining good health and wellbeing. The curriculum will focus on how practitioners apply inclusive working practices to support individuals with differing needs, backgrounds and circumstances. Students will investigate approaches such as person-centred care, effective communication, partnership working, advocacy, empowerment and the promotion of equality, diversity and inclusion. They will consider how these approaches help individuals access appropriate services, make informed decisions and achieve improved health outcomes.	Students continue to plan the completion of the <i>Pearson Set Assignment for Learning Aim C: Learning Aim C.P7</i> Explained the importance of equality, diversity and inclusion in practice to improve the health outcomes of the two provided case studies. Learning Aim C: M4 Analysed how working in an inclusive way in practice impacts on the factors and potential barriers that may affect the health outcomes of the two provided case studies. Learning Aim C: D3 Evaluated the success of approached to inclusive working practices on improving the health outcomes and overcoming potential barriers of the two provided case studies.	Homework: • Complete the planning for Pearson Set Assignment- Learning Aim C report for the following criteria: ○ Explained the importance of equality, diversity and inclusion in practice to improve the health outcomes of the two provided case studies. ○ Analysed how working in an inclusive way in practice impacts on the factors and potential barriers that may affect the health outcomes of the two provided case studies. ○ Evaluated the success of approached to inclusive working practices on improving the health outcomes and overcoming potential barriers of the two provided case studies. Optional homework & literacy resources: Reading list: • A Kind of Spark, Mc Nicoll, 2020 Documentaries: • My Autism and Me (BBC) https://www.bbc.co.uk/newsround/av/31425238 • Undercover Care: The Abuse Exposed (BBC Panorama) - https://www.bbc.co.uk/programmes/b011pwt6
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	Using evidence from the case studies, students will analyse the impact of inclusive practice on reducing barriers and meeting individual needs. They will develop their critical thinking skills by considering the strengths and limitations of different approaches used by practitioners and organisations to support health and wellbeing. A key focus of this learning aim is evaluation. Students will assess the success of inclusive working practices in improving health outcomes and overcoming barriers for each individual in the case studies. They will make reasoned judgements, supported by evidence, about the effectiveness of interventions and provide justified recommendations for further improvements where appropriate.		
	<u>Unit 5: Promoting Health Education</u> Students investigate a range of health education campaigns at local, national and international levels, exploring how they are designed to improve health and encourage positive behaviour change. They will examine different approaches and models used in health education and consider how these influence the success of campaigns. Students will also explore the importance of partnership working between health and social care organisations and develop the skills needed to	Students complete the planning of the <i>Pearson Set Assignment for Task 2 (comprising of Learning Aim A and B).</i> C.M3 – You have assessed the effectiveness of models and approaches used in health education campaigns, with reference to data. C.P6 - You have planned a small-scaled health education event for one health and wellbeing issue.	Homework: Complete the planning for Pearson Set Assignment- Learning Aim C report based on the following criteria: - Planning of a small-scale health education event for one health and wellbeing issue (as outlined on the PSA). - Assessed the effectiveness of models and approaches used in health education campaigns, with reference to data. - Justified the proposed plan for the small-scale health education event with reference to the specific health and wellbeing issue (as outlined on

	plan and evaluate a health education event. Through this learning aim, students will strengthen their research, planning, communication and evaluation skills while developing an understanding of what makes health promotion effective. Content covered: C1 – Current and ongoing health education C2 – Models and approaches used in health education to promote health and wellbeing C3 – Planning a health education event	C.M4 – You have assessed the effectiveness of planning a small-scale health education event with reference to one health and wellbeing issue. C.D2 – You have justified the proposed plan for health education event with reference to the health and wellbeing issue, models and approaches used.	the PSA) in addition to the models and approaches used. Optional homework and literacy resources: Reading: The Tipping Point – Malcolm Gladwell Examines how ideas, behaviours and social trends spread through society. Students can apply many of these concepts when analysing the success of campaigns such as Stoptober, This Girl Can or Smartphone Free Childhood. Invisible Women – Caroline Criado Perez Although not a health promotion text, it highlights how data can overlook certain groups and why targeted health campaigns may be necessary to address inequalities. Happy Healthy Minds A student-friendly book exploring mental health, resilience and wellbeing. Useful alongside campaigns such as Every Mind Matters and YoungMinds initiatives. Documentaries: The Truth About Obesity (BBC) - Explores the causes of obesity and the challenges of changing health behaviours. Links well to health education campaigns and public health priorities. The Truth About Stress (BBC) Examines the impact of stress on physical and mental health and introduces students to population health issues and prevention strategies. The School that banned Smartphones (Channel 4) A school experiment investigating the effects of reducing smartphone use on young people's wellbeing,
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			concentration and relationships. Students can evaluate both the evidence and the intervention methods used.
Summer 1	Unit 3: Principle of health and social care practice Completion of the Pearson Set Assignment. <u>Exam Leave</u>	Students complete <i>Pearson Set Assignment for Learning Aim C (2 weeks)</i>	Homework: Complete the write up for Pearson Set Assignment- Learning Aim C report.
	Unit 5: Promoting Health Education Completion of Pearson Set Assignment – Task 2 <u>Exam Leave</u>	Students complete the write up for <i>Pearson Set Assignment Task 2 – Learning Aim C.</i> C. P5 – You have explained the models and approaches used in health education campaigns. C.P6 - You have planned a small-scaled health education event for one health and wellbeing issue. C.M3 – You have assessed the effectiveness of models and approaches used in health education campaigns, with reference to data. C.M4 – You have assessed the effectiveness of planning a small-scale health education event with reference to one health and wellbeing issue.	Homework: Complete the write up for Pearson Set Assignment- Learning Aim C report. Optional homework and literacy resources: See earlier recommendations to further support.

		C.D2 – You have justified the proposed plan for health education event with reference to the health and wellbeing issue, models and approaches used.	
Summer 2	<u>Exam Leave</u>		