

Unit 1: Human Lifespan and Development

Unit overview

Unit 1: Human Lifespan and Development	
Assessment type: External	
Content Area	Topics
A: Human growth and development through the life stages	A1 Physical, Intellectual, Emotional and Social development at each life stage
B: Factors affecting human growth and development across each life stage	B1 Genetic factors B2 Lifestyle factors B3 Health inequalities
C: Health and social care promotion, prevention and treatment at different life stages	C1 Prevalent health conditions C2 Health and social care promotion and prevention C3 Health and social care professionals C4 Personalised care and multi-disciplinary working
Assessment overview The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Students will be assessed through multiple-choice, short- and long-answer questions. The questions will assess knowledge and understanding of human growth and development through the life stages; application of knowledge of the factors affecting human growth and development across each life stage and making connections between lifestyle factors and health inequalities; and evaluation and analysis of health and social care workers and how they promote, prevent and treat health conditions at different life stages. The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026. Sample assessment materials will be available to help centres prepare students for assessment	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Development is linear and all individuals develop at the same rate, for example development progresses in a straight line through the life stage and all individuals should meet developmental milestones at the same time.	Development is influenced by a wide range of factors such as genetics, socioeconomic status, culture and lifestyle choice which can lead to developmental delay or accelerated growth. Explore with students reasons why individual's may develop at different rates e.g. disability, poverty.
Physical health (e.g. genetics, biology) is the dominant factor in development and determines most developmental outcomes.	Psychological, social, and environmental factors play equally significant roles and often interact with biology to shape development. Looking at human lifespan development from a physical, intellectual, emotional and social perspective can assist this as well as exploring the importance of person-centred care and holistic care.
Human development follows universal patterns regardless of cultural context.	Cultural values, traditions, and practices significantly influence development, particularly in areas like family roles, education, and gender expectations. Use case studies to discuss real-world examples of development across cultural groups.
Development is determined solely either by genetics (nature) or environment (nurture).	Reinforce with students how development results from an interaction of both genetics and environmental influences, with varying impacts at different stages of life.
Genetic predisposition and genetic condition are the same thing.	Reinforce with students the definitions of both. A genetic predisposition is an increased likelihood of developing a particular disease based on an individual's genetic makeup. A genetic predisposition results from specific genetic variations that are often inherited from a parent. These genetic changes contribute to the development of a disease but do not directly cause it. Some people with a genetic predisposition will never get the disease while others will, even within the same family. A genetic condition is a condition or disease that is passed from one or both parents to their children. Examples include Huntington's disease, cystic fibrosis, sickle cell anaemia.
Students may assume that theories and models they learn about in the	Explain to students that these theories and models provide frameworks but may not account for cultural

unit (e.g., theories of attachment, disengagement and activity theory and the Roper, Logan and Tierney model) apply universally.	diversity, individual differences, or unique life circumstances.
Health education is the same as health promotion.	While interrelated, health education is just one component of health promotion. Health education is focused on providing knowledge and skills whereas health promotion involves broader efforts that include policy changes and environmental supports. Share with students' definitions of key terminology relating to health education, health promotion and public health. Encourage students to keep a glossary of key terminology in their notes.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
Unit 1 Exam practice	Unit 1 is assessed through one examination of 80 marks lasting 1 hour and 30 minutes. The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026. Alongside unit content delivery, sample assessment material exam papers (available here Health and Social Care (AAQ) Pearson qualifications) can be used to help students understand the format of the exam paper, examples of scenario information, the different multiple-choice, short- and long-answer questions, command words and how the mark scheme is applied. As each learning topic is delivered it is recommended students practice exam skills, timing and applying their learning to a wide variety of exam style questions.	Pearson Sample Assessment Materials and past papers Health and Social Care (AAQ) Pearson qualifications Pearson examWizard Pearson qualifications
A1 Physical, Intellectual, Emotional and Social development at each life stage.	• Whole class and paired activity – understanding human growth and development across the life stages ◦ Introduce students to definitions of growth and development, the physical, intellectual, emotional and social (PIES) classifications of growth and development and the seven life stage categories (as outlined in A1 of the specification). ◦ Ask students to identify someone they know in each of the life stages, this could be a family member, friend or celebrity.	NHS Your baby's health and development reviews Netflix Babies YouTube Crash Course Psychology

	○ For one of the individuals identified, ask students, in pairs, to brainstorm the key aspects of PIES growth and development that occur. ○ Students record their ideas in the form of a fact file, mind-map or table. ○ Ask students to share their ideas with the class. Encourage students to think about why the changes in growth and development happen and the progression of growth and development from one life stage to the next, making links between the life stages. ○ Discuss reasons why growth and development might be delayed or impacted. ● Small group activity and peer teaching – Infancy – (birth to 2 years) ○ Allocate students into small groups and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about health and developmental reviews for infants. ○ Students can share their presentations with the class in the form of peer teaching. ○ The presentations should include: – Why are health and developmental reviews necessary for infants – What is meant by expected development and milestones – What are the key areas of physical, intellectual, emotional and social development expected in the infancy life stage – What specific checks/screening will infants have (links to C2.2) – What is the role of a health visitor in the health and development checks (links to C3.1). ● Guest speaker – health visitor (links to C3.1) ○ Invite a health visitor into the classroom (either face to face or online) to talk about their role and responsibilities. ○ Students can interview the individual to gain better understanding of developmental milestones.	YouTube Psychology Tomorrow The Secret Life of The Baby's Brain BBC Science & Nature - Human Body and Mind - Body YouTube Brain Matters Early Childhood Development YouTube Sprouts Language The First 5 Years of Life of Learning YouTube Channel 4 Playlist Secret Life of 4 and 5 Year Olds YouTube Channel 4 Old people's Home for 4 Year Olds Verywell Mind Attachment Theory: Bowlby and Ainsworth's Theory Explained YouTube FuseSchool Puberty and The Hormones Involved Physiology Biology
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	• Whole class and paired activity – theories of attachment ○ Discuss with students their understanding of the terms bonding and attachment, why it is important and how can it influence future development. ○ Introduce students to the theories of attachment from Bowlby and Ainsworth. ○ Provide students with two case studies of individuals who have experienced either secure or insecure attachment. ○ Ask students to write a paragraph explaining why the children may have emotionally developed in that way using the theories of attachment Bowlby and Ainsworth to support their explanations. • Whole class and individual activity - early childhood (3 to 8 years) ○ Using a Channel 4 documentary on the Secret life of 4- or 5-year-olds as stimulus. ○ Discuss how children develop across each of the PIES areas of development at this stage, with a particular focus on why fine and gross motor skills are important. ○ Ask students to design a play session for a child in early childhood that supports development of all areas of their PIES. ○ Students should describe several activities the children could be involved in with an explanation of the areas of development each activity supports. • Whole class and individual activity - adolescence (9 to 18 years) ○ Share with students a video on puberty as a stimulus and ask them to complete a table showing a distinction between primary and secondary sexual characteristics.	YouTube BBC Earth Science Inside Our Bodies Revealed Secrets Of The Human Body Channel 4 Davina McCall Sex, Mind and the Menopause GOV UK Women's Health Strategy for England TED – Ed Why do our bodies age? - Monica Menesini YouTube Care Channel Understanding the Normal Aging Process Centre for Ageing Better Action today for all our tomorrows
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	○ Ask students to create a flow diagram detailing the role of hormones in sexual maturity. ○ Consider why they are important and what do they impact on. ○ Provide students with several case studies of individuals experiencing changes in adolescence. ○ Students should identify from the case studies the PIES areas of growth and development the individuals are experiencing and discuss their findings with the group. ○ Encourage students to discuss the significance of secondary socialisation and peer pressure in adolescence. ● Individual activity - early adulthood (19 to 45 years) ○ Early adulthood is the next life stage students will experience. ○ Ask them to write a paragraph about the PIES development they expect to happen in this life stage. ○ Encourage students to explore why these changes are necessary and the impact of the changes. ○ Using a video clip or article as a stimulus ask students to create a mind-map about how pregnancy can affect each of the PIES area of development. ● Individual activity - middle adulthood (46 to 69) ○ Introduce students to the main PIES areas of development in middle adulthood. ○ Ask students to Interview someone in their family about the changes they are experiencing in this life stage. ○ What do they notice, are they following expected development at this life stage?	
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	○ Watch a video clip about menopause and ask students to document in a table the symptoms of perimenopause and menopause. ○ Ask students to discuss in pairs how these symptoms may impact on other areas of PIES growth and development. ○ Direct students to section 13 of the https://www.gov.uk/government/publications/womens-health-strategy-for-england/womens-health-strategy-for-england and ask students to produce an infographic about the main recommendations it makes about menopause (possible extension activity). ● Guest speaker or site visit – social care for older adults (links to C3.8) ○ Invite a social care professional e.g. care assistant or manager into the classroom (either face to face or online) to talk about their role and responsibilities working with older people. ○ or visit a local care home and engage in an activity with the residents to help students understand how differing effects of ageing can influence the individual. ● Whole class and individual activity - late adulthood (70 to 84 years) and later adulthood (85+ years) ○ Ask students to create a Venn diagram to show the PIES growth and development across late adulthood (70 to 84 years) and later adulthood (85+ years). ○ Students should detail which effects (positive and negative) of ageing are more likely to occur in each life stage and which across both life stages. ○ Ask students to research the term 'cognitive super agers' and create a piece of artwork about this concept/group of people. ○ Discuss with students what it means to be socially active in late and later adulthood and explore the positive effects of being socially active and negative effects of a reduction in social activity.	
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	○ Introduce students to the disengagement theory and activity theory. ○ Provide students with two case studies of older individuals, one who is experiencing more positive effects of ageing and another who is experiencing more negative effects. ○ Ask students to write a paragraph explaining why the individuals may have aged in that way using disengagement theory and activity theory to support their explanations. ● Individual activity – knowledge organisers ○ For revision purposes, ask students to create knowledge organisers for each life stage summarising the main areas of PIES development for each life stage. ○ Consolidate student learning by testing their knowledge of key terminology relevant to PIES human growth and development across the life stages using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	
B1 Genetic factors	● Whole class teaching and learning – genetic predisposition and genetic condition ○ Explain to students the meaning of genetic predisposition and genetic condition and provide examples of each as detailed in B1 of the specification. ○ Share with students a video clip (see resources section) about an individual with one of the genetic conditions. ○ Discuss how the condition impacts on the individuals PIES development throughout the life stages. ○ It may be helpful to discuss as a group the nature and nurture debate to help understand the concept of different factors affecting health (note - this debate is not specifically referred to in the specification).	British Heart Foundation The biggest funder of heart and circulatory research in Europe YouTube British Heart Foundation Young football fans lost to sudden cardiac death remembered in murals unveiled across the UK Cancer Research UK About Cancer

	• Small group activity – genetic conditions ○ Allocate students into small groups and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about how one of the three genetic conditions listed in B1 of the specification can impact PIES growth and development throughout the life stages. ○ Students should consider positive and negative effects. ○ Students can share their presentations with the class in the form of peer teaching.	Jeans for Genes Educational resources for KS1-4 YouTube Jeans for Genes Ryan's Story - a Jeans for Genes Day film Cystic Fibrosis Trust Cystic Fibrosis Trust Homepage YouTube Cystic Fibrosis Trust What is cystic fibrosis, exactly? Amazon Prime movie about a teen with cystic fibrosis Five Feet Apart Huntington's Disease Association What is Huntington's disease? Sickle Cell Society Sickle Cell Society - Supporting People Affected by Sickle Cell Disorder NHS Sickle cell disease YouTube Novartis The Untold Stories of Sickle Cell Disease - Faith
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B2 Lifestyle factors	• Whole class and individual activity – understanding how lifestyle factors affect us ◦ Introduce students to the six lifestyle factors detailed in B2 of the specification. ◦ Discuss these lifestyle factors with reference to the Government's All Our Health programme designed to improve public health in these areas All Our Health: personalised care and population health ◦ Encourage students to think about why a healthy diet and exercise is important. ◦ Each student could take the NHS quiz How Are You? quiz - NHS to reflect on how lifestyle factors affect their own growth and development. ◦ Encourage students to use a health app of their choice for a week e.g. NHS Food Scanner app - Healthier Families - NHS or Better Health - NHS and feedback to the group about how beneficial they found it in relation to each of their PIES. ◦ Ask students to research and promote resources for a class or sixth form display about ways to follow a healthy diet and exercise (e.g. Eat Well Plate, 5-a day, monitoring steps, government exercise guidelines). • Whole class and individual activity – the effects of smoking and alcohol ◦ Watch a video clip or read a news article about the effects of smoking and alcohol on PIES growth and development as a stimulus for a class discussion. ◦ And ask students to create mind-maps showing the effects of smoking and alcohol on each area of PIES development. • Paired activity - oral health and quality of sleep	NHS Better Health GOV.UK Physical activity guidelines GOV.UK Healthy eating: applying All Our Health GOV.UK The Eatwell Guide NHS Food Scanner app - Healthier Families British Nutrition Foundation Homepage NHS Start for Life home NHS Quit smoking - Better Health NHS Alcohol misuse BBC iPlayer Panorama - Binge Drinking and Me
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	○ Discuss with students the Importance of oral health at different life stages. ○ Allocate students into pairs and ask them to produce a poster providing advice about maintaining good oral health at the different life stages. ○ Share with students a video clip about the importance of sleep (see resources section). ○ In pairs, ask students to discuss the importance of sleep and create a mind map showing how it could impact on the PIES development of an individual at two life stages. ● Whole class and individual activity – healthy pregnancy ○ Introduce to students the factors that can impact on foetal development and premature birth including prenatal substance use/misuse, diet. ○ Ask students to create an information leaflet for expectant mothers about staying healthy in pregnancy and things to avoid doing. ● Guest speaker– Midwife (links to C3.2) ○ Invite a midwife into the classroom (either face to face or online) to talk about their role and responsibilities working with pregnant women and new parents. ○ Students can ask questions to understand more about pregnancy and factors impacting on foetal development and premature birth including prenatal substance use/misuse and diet.	Alcohol Change UK Alcohol harms. Time for change. BBC iPlayer Dr. Chris and Dr. Xand Investigate - Series 1: 2. Alcohol NHS How to take care of your baby or toddler's teeth - Start for Life YouTube NHS Oral Health Awareness NHS Take care of your teeth and gums Sleep Foundation Why Do We Need Sleep? YouTube Northamptonshire Healthcare NHS Foundation Trust wellbeing video Why is sleep important? YouTube Dana Foundation How Sleep Affects Your Brain NHS Pregnancy
B3 Health inequalities	● Whole class teaching and learning – understanding health inequalities	The Kings Fund What Are Health Inequalities?

	○ Provide students with a definition of health inequalities and discuss examples of health inequalities. ○ Explore differences in health outcomes such as life expectancy, prevalence of mental health difficulties, access to health services and difference of experience in healthcare between groups due to factors such as socioeconomic status, geography, ethnicity, or access to healthcare. ○ As a class watch a documentary/video clip about health inequalities and differences in life expectancy (see resources section). ○ Discuss as a group the different factors that relate to the health inequalities shown. ○ Provide students with case studies representing different health inequalities. Ask them to consider: – what factors are causing the inequality. – how do they impact on the individuals and communities concerned. ● Guest speaker – social worker (also links to C3.6) ○ Invite a social worker into the classroom (either face to face or online) to talk about their role. ○ Students can interview the individual to gain better understanding of how social workers see the impact of health inequalities in their practice. ● Whole class teaching and learning - discrimination and health inequalities ○ Ask students to write down a definition of discrimination and share their thoughts with the class. ○ Discuss as a group different forms of discrimination. ○ Use the animation available on the website Panorama - Will the NHS Care for Me? The Open University to discuss how social determinants affect the health outcomes of people with a learning disability, including how	NHS England What are healthcare inequalities? YouTube Gcphonline Changing life expectancy in the UK and why it matters NHS England Health Inequalities Videos Playlist Breaking Barriers — Exploring the power of employment in supporting mental health YouTube Channel 4 Breadline Kids: Dispatches (Poverty Documentary) Real Stories YouTube BBC Food banks: 'I go without food so my son can eat' BBC iPlayer Marcus Rashford: Feeding Britain's Children YouTube BBC Health expectancy north v south divide. North South Health Divided England
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	they are more than twice as likely to die from avoidable causes than the rest of the population • Small group activity – the impact of discrimination ○ Allocate students into small groups and provide each group with a type of discrimination (e.g., racism, ageism). ○ Ask each group to draw or create a flowchart showing: – How the form of discrimination can lead to health inequalities. – The short-term and long-term health consequences for individuals and communities. • Paired activity – environmental factors affecting health inequalities ○ Ask students to write down as many environmental factors as they can think of that affect health and wellbeing. ○ In pairs, ask students to research one environmental factor as outlined in B3.3 of the specification and note down how this may affect PIES development at two life stages. • Whole class teaching and learning – economic and environmental impacts on health ○ Watch a documentary such as Channel 4 Dispatches programme Growing Up Poor: Breadline Kids showing students how housing conditions and economic factors can affect growth and development. ○ Direct students to work in pairs to create a case study of an individual showing how economic and environmental factors affect PIES growth and development. ○ Encourage students to explore how the impact might change over the life course or be different dependent on the life stage the factor is experienced in. • Whole class and individual activity - occupational related health	YouTube Channel 4 Watch Britain's Forgotten Pensioners: Dispatches YouTube Channel 4 Broke: Britain's Debt Emergency Dispatches Open University and BBC Panorama Will the NHS Care for me? YouTube Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action YouTube Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action Age UK Discrimination and rights Mind mental health charity Home Page YouTube Mind mental health stories (discretion advised) Mental health stories
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	○ As a group brainstorm common occupational related health conditions. ○ Ask students to research statistics from the Office for National Statistics website relating to life expectancy and job roles and feedback to the group at least 5 statistical findings. ○ Assign students into small groups and allocate them one of the occupational related health issues detailed in B3.5 in the specification. ○ Using the Health and Safety Executive website HSE: Information about health and safety at work ask each group to create an information booklet for workers about how to reduce their risks to the condition. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of key terminology relevant factors affecting human growth and development and health inequalities using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	BBC iPlayer Olly Alexander: Growing up Gay BBC iPlayer Jesy Nelson: Odd One Out BBC iPlayer Joe Wicks: Facing My Childhood Health and Safety Executive Chronic obstructive pulmonary disease (COPD) - HSE Health and Safety Executive Musculoskeletal disorders Health and Safety Executive Stress and mental health at work Health and Safety Executive Managing shift work: Health and safety guidance
C1 Prevalent health conditions	● Whole class activity – introduction to health conditions ○ Provide students with images of a diverse selection of individuals across the life stages, suggesting different health conditions if possible. Discuss what health conditions these individuals may be experiencing. ● Individual activity – prevalent health conditions in infancy and early childhood	NHS Colds, coughs and ear infections in children NHS Meningitis

	○ Provide students with a table to complete detailing the prevalence of common health conditions in infancy and early childhood as outlined in C1.1 in the specification. ○ For each condition student should research: - What the condition is and why an individual may get it. - The impact of the condition on a child's growth and development. - The prevalence of the condition. ● Whole class and paired activity - prevalent health condition in adolescence ○ As a class watch a documentary about vaping /smoking such as Jordan North: The Truth About Vaping - BBC iPlayer and facilitate a whole class discussion about young people and vaping/smoking. ○ Discuss with students the different influences on young people to experiment with drugs and alcohol (e.g. peer pressure, mental health, family circumstances). ○ Provide students with a variety of case studies of different young people using drugs and alcohol. ○ For each case study ask students, in pairs, to identify: - How common they think the case study is based on the data. - What health risks are associated with the behaviour. - How this situation could be addressed or prevented (links to C2.5 also). ● Small group activity - sexual health in adolescence ○ Ask students to research data relating to sexual health from the UK Health Security Agency Sexually transmitted infections (STIs): annual data - GOV.UK. ○ Ask each group to discuss: - What stands out to them in the data (e.g. what are the most common conditions?).	Speech and Language UK Changing young lives BBC Tiny Happy People Speech and language development in children: Common questions answered BBC iPlayer Jordan North: The Truth About Vaping GOV.UK Department for Health and Social Care Creating a smokefree generation and tackling youth vaping: what you need to know Drugwise harm reduction BBC (discretion advised) Drugs Map of Britain - BBC iPlayer YouTube NHS Sex, STIs, contraception and more - Sexual Health Q&A GOV.UK UK Health Security Agency Sexually transmitted infections (STIs): annual data
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	- Are there surprising trends or patterns (e.g., age, gender, socioeconomic differences)? - What factors might contribute to these trends? • Whole class teaching and learning - prevalent health conditions in early and middle adulthood - o Brainstorm as a group prevalent health condition in early and middle adulthood. - o Ask students to record their ideas in the form of a mind-map detailing why people might get these conditions and how they can impact PIES growth and development. - o Watch a documentary or read an article about an individual experiencing life-changing injuries (see resources section) and discuss as a group the impact on each area of PIES growth and development. • Paired activity - prevalent health conditions in late and later (old age) adulthood - o Allocate students into pairs and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about one of the conditions detailed in C1.4 in the specification. - o Students can share their presentations with the class in the form of peer teaching. - o The presentations should include: - What the condition is and why a person may get it. - Why is it prevalent in late and later adulthood. - How the condition impacts on each of the PIES areas of growth and development. • Whole class activity - obesity across the life stages	YouTube BBC News Freddie Flintoff Freddie Flintoff returns to TV after Top Gear crash YouTube BBC News Alton Towers crash victim Victoria Balch learns to walk again YouTube Driven: The Billy Monger Story Netflix movie about a young woman experiencing seizures, psychosis and memory loss Brain on Fire YouTube Talk TV The Fattest Town In Britain: "We Send Kebabs To The Same Address Three Times A Day" YouTube UK Health Security Agency Child Obesity
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	○ Provide students with an overview of obesity, including its definition (e.g., BMI criteria) and its potential health impacts (see resources section for some suggested video clips). ○ Discuss as a group how obesity affects people differently across life stages, influenced by various factors such as genetics, lifestyle, environment, and social determinants. ○ Create several short case studies about individuals with obesity at different life stages. ○ Place a case study and a piece of A3 paper on different tables. ○ Ask students to rotate around the tables and write comments on each piece of A3 paper relating to: - What factors might contribute to obesity at their assigned life stage. - What the potential impacts on PIES growth and development might be. ● Individual activity – knowledge organisers ○ For revision purposes, ask students to create knowledge organisers summarising the main health conditions for each life stage and their effects. ○ Students should include definitions of any conditions they are less familiar with. ○ Consolidate student learning by testing their knowledge of different terminology relevant to the prevalence of health conditions across the life stages using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	
C2 Health and social care promotion and prevention	● Whole class and paired activity - vaccinations ○ Explain to students the purpose and role of vaccinations and the concept of herd immunity. ○ Discuss why vaccinations are important.	YouTube Royal College of Physicians What is herd immunity? NHS Vaccinations

	○ In pairs ask students to research the NHS website Vaccinations and create a list of at least three vaccinations recommended for each of the following groups: - children, - adolescents, - adults travelling abroad, - pregnant women - and older adults 65+. ○ Ask students to detail the diseases they protect against. ● Individual activity - age-related health checks and screening ○ Explain to students the concept of age-related health checks and screening. ○ Use a video clip such as NHS Health Check: Angela's Story and NHS Health Check: Nichola's story as a stimulus for discussion. ○ Share with students facts and statistics about screening to emphasise its importance, who it is targeted at and its impact Population screening: applying All Our Health ○ Ask students to create an information poster for a GP surgery detailing the different age-related health checks and screening available to cover those listed in C2.2 and C2.4 of the specification (see resources section for suggested websites to use). ● Small group activity – health education; mental health, smoking, alcohol and drugs, sexual health and accident prevention ○ Explain the concept of health education and its purpose. ○ Share examples of health education campaigns and their intended impact Campaigns Campaign Resource Centre	YouTube Oxford VaccinesGroup How do vaccines work? GOV.UK Childhood Immunisations Campaigns NHS screening GOV.UK Population screening: applying All Our Health World Health Organisation (WHO) Health education: theoretical concepts, effective strategies and core competencies NHS England NHS England Workforce, Training and Education Department of Health and Social Care – list of all campaigns Campaign Resource Centre National Lottery This Girl Can
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	- o Allocate students into small groups and provide each group with a health-related theme from the following: mental health, smoking, alcohol and drugs, sexual health and accident prevention. - o Ask each group to research and prepare a beginner's guide to health education available for their allocated theme (this could be in the form of a PowerPoint presentation, Canva, Padlet or booklet). - o Students can share their guides with the class in the form of peer teaching. - o The guides should include: - The main health education messages related to their theme. - Which population groups are most targeted by the health education campaigns. - Examples of health campaigns related to their theme.	NHS Live Well information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health GOV.UK Stoptober 2024 Campaigns Campaign Resource Centre Roy Castle Lung Cancer Foundation Campaigns - Roy Castle Lung Cancer Foundation Drinkaware Home Page NHS England Mental health resources and guides Brook Sexual Health Week 2024 - Are you feeling it?
C3 Health and social care professionals	• Whole class and individual activity - Introduction to health and social care professionals - o Ask students to brainstorm in a table as many different health and social care professionals they can think of. - o Ask students to create a separate table listing the different types of nurses and midwives (refer to C3.1 in the specification). - o They should research the service users they work with, the different roles they perform with those service users and the settings they will work in.	NHS Health Careers Roles in nursing Nurse.org 20 Types of Nurses Nursing Specialties & Salaries NHS England Social prescribing

	• Guest speaker – social prescriber (links to C3.11) ○ As social prescribing is a relatively new concept which students might be less familiar with, invite a social provider (or another professional from the C3 list in the specification) into the classroom (either face to face or online) to talk about their role and responsibilities. ○ Students can interview the individual to gain better understanding of social prescribing and person-centred care (links to C4.2). • Paired activity – the roles of health and social care professionals ○ Provide students with two case studies with individuals experiencing a variety of health conditions (as outlined in C1 in the specification) which relate to the need for intervention from several different health and social care professionals (try to cover all those listed in C3 in the specification across the two case studies). ○ For each case study ask students to work in pairs to identify and outline the roles and responsibilities of the professionals involved in the care and treatment of each individual. • Site visit – youth centre or care home (links to C3.10) ○ Organise a visit to a local youth centre to understand the role of a youth worker in supporting young people's PIES growth and development or to a care home to understand the role of care and support workers in a residential setting.	The National Academy for Social Prescribing NASP BBC iPlayer The Nine to Five with Stacey Dooley - Series 1: 2. Caring and Sharing The National Youth Agency the Professional, Statutory and Regulatory Body for youth work in England Home Page NHS England Allied Health Professions and About AHPs Social Work England Home Page Health and Care Professions Council Home Page General Medical Council About us NHS Careers Working in health
C4 Personalised care and multi-disciplinary working	• Whole class teaching and learning - understanding integrated Care Systems: ○ Explain to the class the concept of an Integrated Care System.	NHS England integrated care What are integrated care systems?

	○ Using the interactive map in The Kings Fund resource, Integrated Care Systems Explained, show the students their local integrated care system. ○ Watch a series of videos about integrated care from the Integrated Care - YouTube playlist to build understanding of integrated care systems in practice. ● Whole class and small group activity - person-centred care and Roper and Tierney's activities of daily living model ○ Explain the concepts of person-centred care, holistic care and assessment of needs. ○ Share an example of a person-centred care/support plan and discuss how person-centred care planning works in practice. ○ Introduce students to the Roper. Logan and Tierney model highlighting it's focus on the 12 activities of daily living. ○ Explain how the model is used to assess and support individuals' health and independence in healthcare settings. ○ Allocate students to small groups and provide each group with a different case study of a service user from a different life stage with a health or social care need. ○ Ask each group to: - Identify which activities of daily living are affected in their scenario. - Discuss how the individual's independence in those activities could be assessed. - Suggest practical interventions or support strategies to improve their quality of life. ● Whole group activity - multi-disciplinary working ○ Using the case studies from C3 prepare students for a multi-disciplinary team meeting to discuss creating a care plan for each of the individuals.	YouTube The Kings Fund Integrated Care Systems Video How does the NHS in England work and how is it changing? YouTube NHS England Strong Integrated Care Systems Everywhere The King's Fund Integrated Care Systems Explained YouTube NMC Let's talk about person-centred care Caring with Confidence: The Code in Action NHS England resources to support discussion about personalised care and support planning Care Learning What are the 12 Activities of Daily Living in the Roper-Logan-Tierney Model? YouTube SCIE What are multidisciplinary teams? (Integrated care)
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	○ Allocate a health and social care professional role to some of the students and ask them to research how they could support the individual in the case study and prepare notes for the meeting. ○ Allocate one student to be the individual in the case study and another student to be their family member or advocate, ask them to research the kind of support they would need and prepare notes for the meeting. ○ Allocate one person to be the chair for the meeting and prepare an agenda for the meeting. ○ Allocate the remaining students to observe the meeting, ask questions when appropriate and take notes about how well the professionals collaborated, the care plan agreed for the individual and what could have been improved. ○ After the meeting ensure all students have documented the key features of multidisciplinary team working and the advantages and possible challenges of working in this way. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of different terminology health and social care promotion, prevention and treatment at different life stages using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
SP – CT - Critical Thinking	• Whole class teaching and learning – understanding critical thinking skills ○ Explain to students the concept of critical thinking using a definition and examples of the different critical thinking skills needed to draw valid conclusions: - Questioning relevance of information. - Challenging own biases. - Breaking information into parts and identifying relationships and connections. - Identifying strengths or weaknesses of information and why information is significant. - Drawing conclusions supported by structured reasoning. • Whole class and small group activity – the debate ○ Allocate students into small groups and give each group a factor (e.g., genetics, socioeconomic status, education, access to healthcare). ○ Provide students with a statement to debate e.g. 'socioeconomic status has the greatest influence on a person's lifespan development'. Each group must: - Argue for or against the statement, based on their assigned factor. - Prepare 2–3 points to support their position. - Consider counterarguments from other perspectives. ○ After the debate, ask students to record how they demonstrated each of the critical thinking skills when preparing and reviewing the information. Also ask students to record what conclusions they have drawn about how different factors interact and influence lifespan development and the importance of considering multiple perspectives when evaluating human development.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

www.ageuk.org.uk - Age UK

Activity - Resources on aging and support for older adults, providing insights into the later stages of lifespan development.

www.healthandcarevideos.uk -Health and Care Videos

Activity - A large library of videos, including profiles on healthcare professionals, common healthcare conditions and lifestyle choices.

www.healthforteens.co.uk – Health for Teens

Activity – a website dedicated to examining how everything changes as adolescents grow covering puberty, online safety, emotional changes, starting a new school and lots more.

www.healthtalk.org – Healthtalk.org

Activity - Healthtalk.org contains hundreds of real people's stories -you can find out about what it's like to live with a health condition, by watching other people share their stories.

<https://www.hse.gov.uk> -Health and Safety Executive

Activity – Advice, guidance, news, templates, tools, legislation, publications from Great Britain's independent regulator for work-related health, safety and illness.

<https://www.kingsfund.org.uk> - King's Fund

Activity - An independent charitable organisation working to improve health and care in England. Helpful for teacher's wishing to improve their own subject knowledge but also includes some excellent 'explainers' about health and social care organisation/ provision.

www.mind.org.uk – Mind

Activity - Explores mental health development across the lifespan and support strategies. Highlights how mental health evolves and how life stages affect emotional well-being.

www.healthcareers.nhs.uk - NHS Careers

Activity – Covers the range of roles, apprenticeships, courses and benefits of working in the NHS.

<http://www.instituteofhealthequity.org/> *Fair Society, Healthy Lives: The Marmot Review* (Marmot, M., 2010)

www.nhs.uk - NHS UK

Activity - Provides information on all health conditions covered in the specification, alongside many of the factors affecting health and wellbeing.

www.obesityuk.org.uk - Obesity UK

Activity - UK charity providing information and advice for individuals living with cardiovascular disease, obesity and related disorders.

www.gov.uk/government/organisations/office-for-health-improvement-and-disparities- - Office for Health Improvement and Disparities (OHID)

Activity - Provides insights into reducing health inequalities and improving the nation's health.

www.psychologytoday.com - Psychology Today

Activity - Explores topics related to mental and emotional development across the lifespan. Offers accessible articles on lifespan development challenges and solutions.

www.skillsforcare.org.uk/Careers-in-care/Think-Care-Careers.aspx - Skills for Care

Activity - The range of roles, apprenticeships, courses and benefits of working in the care sector.

www.scie.org.uk - Social Care Institute for Excellence (SCIE)

Activity - Covers topics like childhood development, aging, and supporting vulnerable groups. Provides evidence-based resources tailored to UK health and social care policies.

<https://www.gov.uk/government/organisations/uk-health-security-agency/about> - UK Health Security Agency

Activity - prevents, prepares for and responds to infectious diseases, and environmental hazards, to keep all our communities safe, save lives and protect livelihoods.

www.unicef.org – UNICEF

Activity - Specialises in childhood and adolescent development and offers insights into global childhood health, education, and social influences.

www.who.int - World Health Organization (WHO)

Activity - Covers global perspectives on health, development, and aging and provides data and guidelines for lifespan health initiatives.

Textbooks

Roper, N., The Roper-Logan-Tierney Model of Nursing, Elsevier Health Sciences, 2000

Keenan, K., Evans, S., Crowley, K. An Introduction to Child Development, SAGE Foundations of Psychology series Paperback, 2016

Meggitt, C., 2012. Child Development: An Illustrated Guide. 3rd ed. Oxford: Heinemann.

Beckett, C., 2010. Human Growth and Development. 2nd ed. London: SAGE Publications.

Morris, C., Farnsworth, T. and Frost, S., 2015. Introduction to Health and Social Care. Oxford: Oxford University Press.

Berger, K.S., 2014. The Developing Person Through the Life Span. 9th ed. New York: Worth Publishers.

Pearson paid resources also available

- BTEC National (2025) Health and Social Care Student Book [BTEC National \(2025\) Health and Social Care](#)
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service) [BTEC National \(2025\) Health and Social Care](#)
- Digital Teacher Pack (via ActiveLearn Digital Service) [BTEC National \(2025\) Health and Social Care](#)