



Founded in 1888

Health and Social Care - Year 11 - Autumn & Spring Terms

Autumn term		
Unit of work	Knowledge	Skills
<p><i>Component 3</i></p> <p><i>Health and wellbeing</i></p> <p><i>Learning Aim A</i></p>	<p>Factors that affect health and wellbeing</p> <ul style="list-style-type: none"> ● Definition of health and wellbeing ● Physical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditions ● Physical and lifestyle factors: ill health (acute and chronic) ● Physical and lifestyle factors: diet (balance, quality and portion sizes) ● Physical and lifestyle factors: amount of exercise ● Physical and lifestyle factors: substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs ● Physical and lifestyle factors: personal hygiene ● Social, emotional and cultural factors: social interactions, for example supportive/unsupportive relationships and social integration/isolation ● Social, emotional and cultural factors: stress, for example work-related pressure ● Social, emotional and cultural factors: willingness to seek help or access services, influenced by, for example, culture, gender and education ● Economic factors: financial resources ● Environmental factors: environmental conditions, for example levels of pollution and noise ● Environmental factors, for example conditions and location ● The impact of life events: relationship changes ● The impact of life events: changes in life circumstances 	<ul style="list-style-type: none"> ● Research ● Independent learning ● Communication, oral and written ● Empathy ● Written presentation ● Investigation ● Analysis ● Application of theory
<p><i>Component 3</i></p> <p><i>Health and wellbeing</i></p> <p><i>Learning Aim B</i></p>	<p>Interpreting health indicators (Physiological indicators)</p> <ul style="list-style-type: none"> ● Pulse (resting and recovery after exercise) ● Blood pressure ● Peak flow ● Body mass index (BMI) ● Using published guidelines to interpret data relating to these physiological indicators The potential significance of abnormal readings: risks to physical health <p>Interpreting health indicators (Lifestyle indicators)</p> <ul style="list-style-type: none"> ● Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices ● Interpreting lifestyle data on smoking ● Interpreting lifestyle data on alcohol consumption ● Interpreting lifestyle data on inactivity 	

Key Terms: Genetic inheritance, predisposition, acute, chronic, substance, alcohol, nicotine, illegal, drugs, prescribed drugs, hygiene, supportive/unsupportive relationships, social integration/isolation, stress, culture, gender, environmental, pollution, physiological, body mass index, inactivity



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Queen Elizabeth's Girls' School

Educating Women of the Future

Course materials: BTEC Tech Award Health and Social Care Student Book

Homework will include: Research, practice questions

Assessment details: Learning aim A preparation for assessment: practice activity and Learning aim B preparation for assessment: practice activity

When will the assessment take place? After half term and January



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Spring Term		
Unit of work	Knowledge	Skills
<p><i>Component 3</i></p> <p><i>Health and wellbeing</i></p> <p><i>Learning Aim C</i></p>	<p>Person-centred health and wellbeing improvement plans</p> <ul style="list-style-type: none"> • The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances • Recommended actions to improve health and wellbeing • Short-term (less than 6 months) and long-term targets • Appropriate sources of support (formal and/or informal) • Emotional/psychological: lack of motivation, low self-esteem and acceptance of current state <p>Obstacles to implementing plans</p> <ul style="list-style-type: none"> • Time constraints: work and family commitments • Availability of resources: financial and physical, for example equipment • Unachievable targets: unachievable for the individual or unrealistic timescale • Lack of support, for example from family and friends • Other factors specific to individual: ability/disability and addiction • Barriers to accessing identified services 	<ul style="list-style-type: none"> • Research • Independent learning • Communication, oral and written • Empathy • Written presentation • Investigation • Analysis • Application of theory
<p><i>Component 3</i></p> <p><i>Health and wellbeing</i></p>	<ul style="list-style-type: none"> • Preparation for final externally set assessment 	<ul style="list-style-type: none"> • Memory and recall
<p>Key Terms: improvement plan, person-centred, formal, informal, psychological, motivation, self-esteem, acceptance, time constraints, commitments</p>		
<p>Course materials: BTEC Tech Award Health and Social Care Student Book</p>		
<p>Homework will include: Research, practice questions</p>		
<p>Assessment details: Learning aim B preparation for assessment: practice activity</p> <p>When will the assessment take place? February</p>		