



## Year 10 Health and Social Care

### Component 3 – Health and Wellbeing

### Spring Term 1

#### How does this unit link to prior learning?

This external component builds on knowledge and understanding acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services

#### What will you be learning about?

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

#### Key Focus

Students will in this component, explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

#### Students will develop their learning by studying the following sequence of lessons:

##### Week 1 Key Learning – 1 Lesson (2 hours)

###### Impact on life events

- To be able to analyse the impacts that certain life circumstances can have on the health and well-being of individuals linked to PIES.
- Link specific life circumstances to being either expected or unexpected life events.

##### Week 2 Key Learning – 2 Lessons (4 hours)

###### Learning Outcome A - Mini-assessment

###### Health Indicators (Resting Heart Rate)

- To be able to assess the health monitoring tests which are used to monitor health of individuals and also support with illness prevention.
- To establish the positive and negative aspects of a person's lifestyle.
- To be able to understand the terms resting pulse rate and recovery after exercise and how these could be used to support with an individual's health and fitness levels.

##### Week 3 Key Learning – 1 Lesson (2 hours)

###### Health Indicators – Blood Pressure/Peak Flow/BMI

- To be able to analyse how a range of health indicators are used to determine the health and fitness levels of individuals.
- Explain what blood pressure tells us about a person's health and how it could be improved.

##### Week 4 Key Learning – 2 Lessons (4 hours)

###### Health Indicators – Blood Pressure/Peak Flow/BMI

- To determine what BMI and Peak flow are and how each can be used.
- To explain what each measurement linked to BMI and Peak Flow indicates linked to an individual's current and future health.

##### Week 5 Key Learning – 1 Lesson (2 hours)

###### Using published guidelines to interpret health indicators

- To be able to accurately use published guidelines to interpret health indicators for selected individuals.
- To be able to accurately establish and analyse risks to physical health of abnormal readings and correctly and accurately interpret lifestyle data.

##### Week 6 Key Learning – 2 Lessons (4 hours)

###### Using published guidelines to interpret physical activity, smoking, alcohol and substance misuse.

- To understand and explain factors which affect smoking, alcohol and inactivity and Interpret lifestyle data.

##### Week 7 Key Learning – 1 Lesson (2 hours)

###### Learning Outcome B – Mini Assessment

###### Person Centred Approach

- To be able to describe the term 'Person Centred Approach' and recommend actions to improve health and wellbeing.
- To be able to recommend short and long-term targets (SMART targets) in order to improve the health and well-being of selected individuals.

#### How will this unit help you in the future?

##### Year 10 and 11

A clear understanding to Learners regarding the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.

##### Beyond Lode Heath

You will gain an understanding of the wide range of factors which can impact an individual's health and wellbeing as well as how physiological data can be used to measure the health of an individual.

It will also help you if you end up working in some career or job linked to Health and Social Care as you will have an understanding of how individuals are impacted.

#### Key Vocabulary

Classification, Person centred-approach, Circumstances, Barrier, Obstacle, Environmental

#### How can you help?

You can help your child by ensuring that their homework is completed on time. Supporting them with their written work and encouraging them to research and read up on topics being studied within lessons. Also encouraging your child to attend coursework catch up sessions which take place throughout the half-term to allow them to achieve or surpass their target grade.

#### Homework Guidance

Students will receive a minimum of 1-2 piece of homework per week (30 minutes minimum). These will be a combination of knowledge retrieval, literacy and creative activities. **Failure to complete homework will result in a 25 minute whole school detention.**