



Year 10 Health and Social Care

Component 3 – Health and Wellbeing

Spring Term 2

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 – 2 Lessons (4 hours)

Support available when following recommendations to improve health and well-being

- To be able to explain what support is available to benefit individuals health and well-being.
- Potential obstacles:
 - Emotional/psychological – lack of motivation, low self-esteem, acceptance of current state.
 - Time Constraints – Work and family commitments
 - Availability of resources – Financial, physical, e.g. equipment

Week 2 Key Learning – 1 Lesson (2 hours)

Physical and Sensory Impairment Barriers

- To be able to analyse the different types of barriers and how they can be overcome by the service providers or users:
 - Physical barriers, e.g. issues getting into and around the facilities
 - Sensory barriers, e.g. hearing and visual difficulties

Week 3 Key Learning – 2 Lesson (4 hours)

Social, Cultural, Language and Speech Impairment Barriers

- To be able to analyse the different types of barriers and how they can be overcome by the service providers or users.
 - Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
 - Language barriers, e.g. differing first language, language impairments geographical barriers, e.g. distance of service provider, poor transport links.
 - intellectual barriers, e.g. learning difficulties

Week 4 Key Learning – 1 Lesson (2 hours)

Potential obstacles

- To be able to explain the different obstacles which can impact individuals achieving set goals and how to overcome them.
 - Emotional/psychological obstacles
 - Time constraints

Week 5 Key Learning – 2 Lessons (4 hours)

- To be able to explain the different obstacles which can impact individuals achieving set goals and how to overcome them.
 - Availability of resources
 - Unachievable targets - Unachievable for the individual or unrealistic timescale
 - Lack of support, e.g. from family and friends
- Potential obstacles:
 - Other factors specific to individual – ability/disability, addiction
 - Barriers to accessing identified services

Week 6 Key Learning – 1 Lesson (2 hours)

- Learning Aim C – Mini Assessment
- Component 3 – Revision
- Rainbow Revision/Flash Cards/Past Exam Papers

Week 7 Key Learning – 2 Lessons (4 hours)

- Component 3 – Revision
- Rainbow Revision/Flash Cards/Past Exam Papers

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 pieces 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.**