

Subject: Health and Social Care **Year** 11 **Ability:** Mixed

Term / Date(s)	Half term 1&2 Component 2 LAB	Half term 3 Component 3 LAA	Half term 4 Component 3 LAB	Half term 5 Component 3 LAC
Topic	To demonstrate care values and reflect on own practice	Component 3A: Factors that affect health and wellbeing	Component 3B Interpreting health indicators	Component 3C Person centred health and well-being plans.
Topic overview	To understand the care values in a health and social care context so they can be demonstrated in a care service setting	How physical, intellectual, Emotional and Lifestyle factors (PIES) impact on individuals. Students investigate negative and positive consequences of social, cultural, emotional, economic, and environmental factors	Students learn to interpret health indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health.	To design a health and well-being plan and understand the obstacles that may affect this being implemented
Pupils will learn...				
Components	<p>B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care. <i>GToL – Knowledge of the skills and attributes that carers need when providing care to patients.</i></p> <p>B2 Values in health and social care Learners will explore the values that are required when planning and delivering care. <i>GToL – Knowledge of the values that carers need to have to care for their patients.</i></p> <p>B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face. <i>GToL – Knowledge of obstacles that can face when trying to access care.</i></p> <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice Learners will explore how skills, attributes and values benefit individuals when receiving care. <i>GToL – Knowledge of how carers skills, attributes and values benefit the patients receiving care.</i></p>	<p>Students will be able to Define health and wellbeing in relation to PIES so that students must discuss and analyse individuals holistically Physical and Lifestyle Factors: Students will understanding genetic inheritance so that they can explain and understand the impact of this on an individual’s lifestyle Students understand how lifestyle choices impact on individuals physically and emotionally to assess what impacts there may be on them and how best to support individuals. <i>GToL – Knowledge of the physical and lifestyle factors that impact health and well-being.</i> Social, emotional, and cultural factors: Students can explore and explain how social interactions, relationships and social integration/isolation will affect an individual so that they can assess their lifestyle and how best to support them. Students can express how stress can occur and what support is available to help individuals meaning that they can accurately advise of formal, informal support requirements. <i>GToL – Knowledge of the social, emotional and cultural factors that impact health and well-being.</i> Economic and Environmental Factors: Students can explain how economic factors can influence the choices individuals make and how the environment can have a positive or negative</p>	<p>Students will be able to interpret health indicators that can be used to measure physiological health so that they can understand and determine how relevant professionals can determine a person’s health levels. <i>GToL – Knowledge of how to interpret physiological health data.</i> Students will be able to interpret data using published guidance, so they know normative (norms) data is. <i>GToL – Knowledge of what normative data for physiological health indicators are.</i> Students will understand how an individual lifestyle data and indicators could impact health and well-being both in the short and longer term. This enables them to analyse how the choices made are affecting individuals’ health and well-being. <i>GToL – Knowledge of how the results from physiological tests can impact health and well-being in both short and longer terms.</i> Cultural Capital – Students will be aware of the health and lifestyle indicators of good/bad health. They will be able to understand the impact of the results of these tests can have in both the short and long term.</p>	<p>Students understand the importance of a person-centred approach, so a health and well-being plan is personalised <i>GToL – Knowledge of how to plan for person-centred approach to improving health and well-being.</i> Students can set targets (short/long term) so their client specifically knows the aims the personalised plan <i>GToL – Knowledge of how to set targets to create a personalised plan for improving health and well-being.</i> Students can make recommendations to help their client improve their lifestyle including types and sources of support. This enables them to plan to make successful improvements in people lives in the future. <i>GToL – Knowledge of how to improve client’s lifestyle and where to get sources of support.</i> Students will explore the obstacles that individuals face and make recommendations to minimise and overcome these. This allows them to plan and reduce barriers for clients allowing them to fully access all services/complete recommendations. <i>GToL – Knowledge of obstacles that can impact client’s ability to complete improvement plan.</i> Students will understand how to design a plan that meets their clients’ needs/wishes/circumstances and</p>

		<p>impact on an individual's lifestyle. This would enable students to explain how changes in relationships/circumstances can influence the choices people make.</p> <p>GToL – Knowledge of the economic and environmental factors that impact health and well-being.</p> <p>Cultural capital – students will be aware of different life events that can impact/effect an individuals life and their development through a particular life stages. This will include physical events, like broken limbs, relationship changes – such as marriage and life circumstance such as bereavement.</p>		<p>why it is important, and this is followed. This is so clear targets are in place and that these are clearly measurable to make accurate assessments of progress for an individual.</p> <p>GToL – Knowledge of how to meet clients' needs, wishes and circumstances in their improvement plans.</p> <p>Cultural capital – students will understand how health care professionals set up and develop health care plans to improve people life expectancies.</p>
<p>What pupils should already know (prior learning components)</p>	<p>Life stages and expected human development, physically, intellectually, emotionally, and socially.</p> <p>How factors and life events could affect a client's development and decision making.</p> <p>Services available to clients and what they are needed for.</p>	<p>Component 1 PIES (Physical, Intellectual, Emotional and Social) development, factors affecting development, expected and unexpected life events and how individuals cope and adapt to them affecting PIES development. The types of support available and how to access it.</p> <p>Component 2 – Health and social services and how to access them. Barriers affecting access and how to overcome these.</p>	<p>Component 1 PIES (Physical, Intellectual, Emotional and Social) development, factors affecting development, expected and unexpected life events and how individuals cope and adapt to them affecting PIES development. The types of support available and how to access it.</p> <p>Component 2 – Health and social services and how to access them. Barriers affecting access and how to overcome these.</p> <p>Component 3a – physical and lifestyle choices and the impact they have on health and well-being.</p>	<p>Component 1 PIES (Physical, Intellectual, Emotional and Social) development, factors affecting development, expected and unexpected life events and how individuals cope and adapt to them affecting PIES development. The types of support available and how to access it.</p> <p>Component 2 – Health and social services and how to access them. Barriers affecting access and how to overcome these.</p> <p>Component 3a – Physical and lifestyle choices and the impact they have on health and well-being.</p> <p>Component 3b – Health indicators and how they show the levels of health and well-being.</p>
<p>Transferrable knowledge (skills)</p>	<p>Real life awareness – students need to be able to deal with clients in a real-life situation, reacting to different stimuli as they are presented with it.</p> <p>Analysis - Students need to be able to analyse their clients' needs and support/help their clients with specific tasks.</p> <p>Evaluation – students need to be able to evaluate their own practice and respond to feedback given and suggest improvement for future practice.</p>	<p>Real life awareness - Students' will gain a clear understanding different life event and how these can impact on individuals.</p> <p>Analysis – students will need to analyse a clients life style from given information to answer questions related to it.</p>	<p>Demonstrate a secure understanding of the written language including SPAG and key vocabulary.</p> <p>Analysis – being able to extract and interpret information from graphs and texts and other sources.</p> <p>Evaluate - Understanding of normal and abnormal health indicator results and the impact it has on the short and long term.</p>	<p>Real life awareness - to understand what affects a person's growth and development and how they respond to different situations because of this.</p> <p>Analyse – to be able to extract relevant information from the client detail and use it when designing a plan. They will develop skills and knowledge of how to overcome obstacles and what support is available to individuals</p> <p>Evaluate – to investigate how successful the plan has been.</p>
<p>Key vocabulary pupil will know and learn</p>	<p>Independence, Anti-discriminatory practice Dignity Respect Safeguarding Confidentiality Communication Feedback</p>	<p>acute, chronic, self-concept, holistic, genetic, economic, environmental, nutrients, social isolation, social integration, finance,</p>	<p>Pulse rate (resting and recovery rate after exercise), blood pressure, peak flow, BMI, lifestyle indicators lifestyle data. Assess, Describe, Explain,</p>	<p>Assess Describe Explain Interpret Justify Obstacles Targets Recommend Review Needs Wishes</p>

		pollutants, formal support, informal support	Interpret, Justify, Obstacles, Rationale, Realistic, Review, targets	Circumstances Sources of support
Assessment activities	<p>Pearson sets the assignments for the assessment of this component.</p> <p>The assignment for this component consists of five tasks.</p> <ul style="list-style-type: none"> ● In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual. ● In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles <p>Students will have approximately 6 hours to complete the assignments for Component 2a and 2b.</p> <p>This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.</p>	<p>Synoptic learning with both prior and current knowledge to be tested</p> <p>Practice exam style question ranging from 1 to 12 marks on this topic</p> <p>Walking talking mocks for relevant sections of the examination</p> <p>Summative assessment – 2 hour exam Feb/May (Year 11)</p> <p>Internal practice assessments</p>	<p>Synoptic learning with both prior and current knowledge to be tested</p> <p>Practice exam style question ranging from 1 to 12 marks on this topic</p> <p>Walking talking mocks for relevant sections of the examination</p> <p>Summative assessment – 2 hour exam Feb/May (Year 11)</p> <p>Internal practice assessments</p>	<p>Synoptic learning with both prior and current knowledge to be tested</p> <p>Practice exam style question ranging from 1 to 12 marks on this topic</p> <p>Walking talking mocks for relevant sections of the examination</p> <p>Summative assessment – 2 hour exam Feb/May (Year 11)</p> <p>Internal practice assessments</p>
Resources available	<p>SOL</p> <p>Teaching content on Shared area</p> <p>Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care</p>	<p>SOL</p> <p>ActiveTeach: https://www.activeteachonline.com/product/view/id/900/page/4/mode/dps</p> <p>Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care</p>	<p>SOL</p> <p>A blood pressure ‘tool’ that interprets blood pressure readings, e.g. www.nhs.uk</p> <p>Blood pressure monitors</p> <p>Video clip by the British Heart Foundation titled ‘How to measure your own blood pressure’, e.g. www.youtube.com/watch?v=GSNZVaW1Wg4</p> <p>A website on how to check the pulse, e.g. www.nhs.uk</p> <p>Graph of recovery rates http://asset4.sportanalytix.com:8080/newsimg/img_299.jpg</p> <p>Clips on how to use a peak flow meter www.youtube.com/watch?v=DxBdfqPmaZU</p> <p>Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care</p>	<p>SOL</p> <p>Knowledge book- BTEC National in Health & Social Care Health & Social Care tutor2u</p> <p>Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care</p>
Notes	This topic shows students how professionals in health and social care settings are expected to	This unit explores how factors can affect an individual’s health and wellbeing positively or	This topic teaches students how to interpret lifestyle and physiological data to explain clearly,	This topic allows student to be able to plan and deliver a health and well-being plan to improve an

Why this topic is important...	care for individuals in their care. This shows students the depth of knowledge these care providers have and need to be aware of while they are working. They need to understand how to react to real life situations.	negatively. Students can analyse the factors that can have a positive or negative influence on a person's health and wellbeing. This will then be used in future learning and possible career choices.	and in detail, factors that could potentially affect an individual's current and future physical health.	individual's lifestyle. They will also identify obstacles and ways to overcome these. This can support them in a role of a health or care professional in the future and help them to understand the needs of health care settings.
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