

	Factors that affect development from Yr 10 Terms 1 and 6 Lifestyle Factors from Yr 10 Term 6	Obstacles and benefits to individuals of care from Yr 10 term 4, Person-centred care. Skills and attributes from Year 10 Term 3, Values in health and social care.	Understanding of factors, person-centred health and wellbeing plans and care values From Yr 10 Terms 5 and 6 and Terms 1 and 2 Yr 11.	Knowledge of Component 3 from Terms 5 and 6 yr 10 and Terms 1 and 2 Yr 11		
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
	Component 3 external exam unit, requires students to understand how different factors affect our health and wellbeing	Component 3 external exam unit, requires students to understand how different factors affect our health and wellbeing	In preparation for the first sitting of the exam in January.	In preparation for the second sitting of the exam in May.		

Exam Board: Pearson Edexcel

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 Component 3							
Topic 1: Factors that affect health and wellbeing							
	<p>What is meant by health and wellbeing?</p> <p>What are the physical factors that can impact on health and wellbeing?</p> <p>Consider how our lifestyle choices have a positive or negative effect on our health and wellbeing</p> <p>How do our relationships affect health and wellbeing?</p> <p>What have we learnt so far this term?</p> <p>How can I progress?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> Component 3 (external)– Definition of health and wellbeing Factors affecting health and wellbeing Willingness to seek help or access services Resources and environmental conditions The impact of life events on health and wellbeing 	<p>Students should be able to:</p> <p>Identify the factors that affect health and wellbeing</p> <p>Explain how different factors can have positive and negative impacts on health and wellbeing</p> <p>Explain the impact of life events relating to relationship changes, life circumstances</p>	<p>Health and wellbeing</p> <p>Acute</p> <p>Chronic</p> <p>Predisposition</p> <p>Social interaction</p> <p>Material possessions</p> <p>Rural and urban lifestyles</p> <p>Physiological</p> <p>Self-esteem</p> <p>Bereavement</p> <p>Life circumstances</p>	<p>In school:</p> <p>Week 3 assessment</p> <p>At home: Research a genetic condition and consider the impact on different areas of development</p> <p>Research one acute and one chronic condition that impact on the same area of the body</p>	<p>Text book</p> <p>Power point</p> <p>www.study.com/academy/lesson/chronic-vs-acute-disease-in-older-adults.html – Prepared list of illnesses with durations that can easily be classified into ‘acute’ and ‘chronic’</p> <p>Photographs /images of a variety of meal types; a good mix of what might be viewed as healthy meals and</p>	<p>SMSC: Willingness to reflect on own experiences</p> <p>BV: Individual liberty – be supported to become as independent as possible</p> <p>PSHE: Knowledge of how to keep themselves healthy</p>

			and health and wellbeing			<p>what might be viewed as unhealthy – or even a mix of both</p> <p>www.youtube.com/watch?v=6SXzauoMSM0 –</p> <p>www.youtube.com/watch?v=A9cHY6jrLes</p>	
Topic 2: Interpreting health indicators							
<p>Why is health monitoring a useful tool in illness prevention? How is lifestyle data used to predict risks to future health?</p> <p>How can lifestyle data be used to help improve the health and wellbeing of individuals?</p>	<p>Weeks 4-6</p> <ul style="list-style-type: none"> • Measurements of health • Using published guidelines to interpret health indicators • Risks to physical health of abnormal readings • Interpreting data • Careers visit 	<p>Students should be able to:</p> <p>Identify methods of measuring health</p> <p>Interpret health indicators</p> <p>Explain factors that can potentially affect an individual's current and future physical health</p>	<p>Cardiovascular system</p> <p>Blood pressure</p> <p>Peak flow</p> <p>Body mass index</p> <p>Targets</p> <p>Inactivity</p> <p>Lifestyle data</p>	<p>At school:</p> <p>Mock exam learning Aim A</p> <p>At home:</p> <p>Revision</p>	<p>Equipment for measuring aspects of health</p> <p>Video clips on how to use a peak flow meter, e.g. Asthma UK <i>How to use a peak flow meter</i> www.youtube.com/watch?v=DxBDfqPmaZU or Builth Surgery <i>How to use a peak flow meter</i> www.youtube.com/watch?v=oHRTiytvuow</p>	<p>SMSC: Understanding in their own lives BV: Individual liberty- students should be supported to become as independent as possible PSHE: knowledge of how to keep themselves healthy, both emotionally and physically</p>	

						<p>Any chart showing peak flow reading against age for those aged 15 to 70 years of age</p> <p>Text books Power point</p> <p>A website on how to check the pulse, e.g. www.nhs.uk (search for: <i>How do I check my pulse?</i>)</p> <p>Graph paper</p> <p>Access to ICT for graph of recovery rates, e.g. http://asset4.sportanalytix.com:8080/newsimg/img_299.jpg</p> <p>A blood pressure 'tool' that interprets blood pressure readings, e.g. www.nhs.uk (search for: 'Blood</p>	
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						pressure test/'Your blood pressure')	
Term 2 Component 3							
Topic 1: Person-centred health and wellbeing plans							
<p>What is a person-centred approach to care? What is the purpose of a health and wellbeing plan?</p> <p>How can you ensure a health and wellbeing plan takes into account a person's needs, wishes and circumstances?</p> <p>Why might an individual face barriers to improving their health and wellbeing?</p> <p>What is an obstacle to accessing care services?</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> The importance of a person-centred approach Sources of support Recommended actions to improve health and wellbeing Assessment practice <p>Weeks 4-6</p> <ul style="list-style-type: none"> Physical and sensory, Social, cultural, language and speech impairment barriers Geographical, resource and financial barriers Obstacles caused by emotional/psychological, time constraint and availability of resources Obstacles caused by unachievable targets and lack of support 	<p>Student should be able to:</p> <p>Identify possible obstacles to a health and wellbeing plan</p> <p>Describe the obstacles with realistic suggestions for how these can be minimised</p> <p>Give a rationale for the plan that takes into account the individual's needs, wishes and circumstances</p>	<p>Person-centred approach</p> <p>Collaboratively</p> <p>Shared decision making</p> <p>Holistic care</p> <p>Compassion</p> <p>Barriers</p> <p>Obstacles</p>	<p>At school:</p> <p>Assessment practice</p> <p>At home:</p> <p>Revision</p>	<p>Text book</p> <p>Power point</p> <p><u>Get active - Better Health - NHS (www.nhs.uk)</u></p> <p>↓</p> <p><u>Fitness Studio exercise videos - NHS (www.nhs.uk)</u></p> <p>↓</p> <p>Old exam papers</p>	<p>SMSC:</p> <p>Understanding in their own lives</p> <p>BV:</p> <p>Individual liberty-students should be supported to become as independent as possible</p> <p>PSHE:</p> <p>knowledge of how to keep themselves healthy, both emotionally and physically</p>	

Term 3 Component 3 re-cap							
Topic 1: Re-cap component 3 in preparation for external exam							
What can I do to ensure I achieve a good grade?	Weeks 1-6 <ul style="list-style-type: none"> Re-cap of term 1 and 2 in preparation for external exam 	Students should be able to: Identify areas they need to revise Understand what they need to revise		At school: Week 3 assessment Mini mock At home: Revision	IT Text book Power point Exam papers	SMSC: A positive caring attitude towards others BV: Mutual respect – show respect to people from different backgrounds and cultures PSHE: Keep themselves and others safe in different situations and settings	
Term 4 Re-cap Component 3 in preparation for external exam re-sit							
Topic 1:							
What is meant by health and wellbeing? Consider how our lifestyle choices have a positive or negative effect on our health and wellbeing How do our relationships affect health and wellbeing?	Weeks 1- <ul style="list-style-type: none"> Component 3 (external)– Definition of health and wellbeing Factors affecting health and wellbeing Willingness to seek help or access services 	Students should be able to: Identify areas they need to revise Understand what they need to revise	Holistic Acute Chronic Impairment Addiction Social integration	At school: Revision Mini mock At home: Revision	IT Text book Power point Exam papers	SMSC: Interest in exploring, understanding of, and respect for cultural diversity. BV: Individual liberty- Promote	

		<ul style="list-style-type: none"> Resources and environmental conditions The impact of life events on health and wellbeing 					freedom of choice and the right to respectfully express views and beliefs in a safe environment. PSHE: Be physically and emotionally healthy
Topic 2: Re-cap Component 3 in preparation for external exam re-sit							
		Weeks 4-6 <ul style="list-style-type: none"> Health indicators Person-centred approach to improve health and wellbeing Barriers to services Obstacles to service 	Students should be able to: Demonstrate accurate knowledge and understanding and give well developed and logical answers		At school: Revision At home: Revision	IT room Text book Power point	SMSC: Interest in exploring, understanding of, and respect for cultural diversity. BV: Individual liberty- Promote freedom of choice and the right to respectfully express views and beliefs in a safe environment. PSHE: Be physically and emotionally healthy

Term 5

Topic 1:

Weeks 1-3

Students
should be able
to:

At school:

Topic 2:

Weeks 4-6

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Term 6							