

Calendar			
Component 3			
Big Questions	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Assessment Homework
<p>Summer 2019</p>			
<p>A1 How do factors affect health and wellbeing?</p> <p>How do physical and lifestyle factors affect health and wellbeing?</p>	<ul style="list-style-type: none"> • How can physical and lifestyle factors have a positive or negative effect on health and wellbeing <ul style="list-style-type: none"> • How does genetic inheritance, including inherited conditions and predisposition to other conditions affect health and wellbeing? • How does ill health (acute and chronic) affect health and wellbeing? • How does diet (balance, quality and amount) affect health and wellbeing? • How does the amount of exercise affect health and wellbeing? • How does substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs affect health and wellbeing? • How does personal hygiene affect health and wellbeing? 		<p>Analyse your diet.</p> <p>Research exercise for 1 life stage and analyse your weekly amount.</p>
<p>How do Social, emotional and cultural factors have a</p>	<p>How does social, emotional and cultural factors have positive or negative effects on health and wellbeing?</p>		

Health and Social Care Curriculum Map: Component 3: Health and Wellbeing

<p>positive or negative effects on health and wellbeing?</p>	<ul style="list-style-type: none"> • How would social interactions, e.g. supportive/unsupportive relationships, social integration/isolation affect health and wellbeing? • How does stress, e.g. work-related affect health and wellbeing? • How does willingness to seek help or access services, e.g. influenced by culture, gender, education affect health and wellbeing? 		<p>Economic newspaper article</p>
<p>Economic factors that can have positive or negative effects on health and wellbeing:</p>	<ul style="list-style-type: none"> • How do financial resources affect health and wellbeing?. 		
<p>Environmental factors that can have positive or negative effects on health and wellbeing:</p>	<ul style="list-style-type: none"> • How do environmental conditions, e.g. levels of pollution, noise affect health and wellbeing? • How does housing, e.g. conditions, location affect health and wellbeing? 		<hr/>
<p>How doe Life events affect health and wellbeing?</p>	<ul style="list-style-type: none"> • Whats the impact of life events relating to relationship changes and changes in life circumstances? 		
<p>B Interpreting health indicators</p>			

<p>B1 How can physiological indicators be used to monitor health? What does your pulse rate tell you about health? What does my blood pressure say about my health?</p> <p>Should we use published guidelines and baseline assessments to interpret health indicators?</p> <p>B2 How can Lifestyle indicators to used? Why is it important to interpret lifestyle data? Why interpret lifestyle data on smoking? Why is it important to interpret lifestyle data on alcohol?</p>	<p>Interpret indicators that can be used to measure physiological health, interpreting data using published guidance. What can Physiological indicators be used to measure health:</p> <ul style="list-style-type: none"> • pulse (resting and recovery rate after exercise) <p>How do I measure my pulse and what does the result show about my health? Why is pulse rate after exercise used to measure health?</p> <ul style="list-style-type: none"> • blood pressure <p>What is average, low and high blood pressure? How do we measure blood pressure?</p> <ul style="list-style-type: none"> • peak flow • body mass index (BMI) <ul style="list-style-type: none"> • How can we use published guidance to interpret data relating to these physiological indicators? • What are the potential significance of abnormal readings: risks to physical health? <p>What are the normal ranges? What are the advantages and disadvantages of using guidelines?</p> <p>Learners will interpret lifestyle data in relation to risks posed to physical health. How do you interpretation of lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> • Smoking • alcohol consumption * inactive lifestyles? <p>What is meant by lifestyle date? How can lifestyle data be used to help improve the health and wellbeing of a group of individuals?</p> <p>Who produces data on smoking and how is it used? Who produces and uses lifestyle data on alcohol?</p>	<p>P10-11 WB</p> <p>P28WB</p> <p>P38 WB</p> <p>P41WB</p>
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C Person-centred health and wellbeing improvement plans			
C1 Health and wellbeing improvement plans	<p>Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <p>Why is it important to use of a person-centred approach that takes into account an individual’s needs, wishes and circumstances?</p> <p>Information to be included in plan:</p> <ul style="list-style-type: none"> ✓ recommended actions to improve health and wellbeing ✓ short-term (less than six months) ✓ and long-term targets ✓ appropriate sources of support (formal and/or informal). 		
<p>C2 What are the main obstacles to implementing plans?</p> <p>Potential obstacles:</p>	<ul style="list-style-type: none"> • Why would emotional/psychological obstacles – lack of motivation, low self-esteem, acceptance of current state impact the plan? • Why would time constraints – work and family commitments impact the plan? • Why would availability of resources – financial, physical, e.g. equipment • unachievable targets – unachievable for the individual or unrealistic timescale impact the plan? • Why would lack of support, e.g. from family and friends impact the plan? • What other factors specific to individual – ability/disability, addiction o barriers to accessing identified services impact the plan?. 		