

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

Term / Date(s)	Component 2 LAB (HT1)	Component 3 LAA (HT2)	Component 3LAB (HT3)	Component 3LAC (HT4/5)
Topic	Skills, care values and attributes	Component 3A: Factors that affect health and wellbeing	Component 3B Interpreting health indicators	Component 3C Person centred health and well-being plans.
Topic overview	Students will explore the skills attributes and values that are required when planning and delivering care. Students will explore the personal obstacles that individuals requiring and receiving care may face. Students will explore how skills, attributes and values benefit individuals when receiving care.	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	To understand the care values in a health and social care context so they can be demonstrated in a care service setting
Pupils will learn...	Students will be able to understand the skills, attributes and values required to give care			
Components	<p>Understand the skills, attributes and values required to give care</p> <p>The benefits to individuals of the skills, attributes and values in health and social care practice</p> <p>Students are aware of the 7 care values within careers in the health and social care sector, needed to be able to serve and care for clients. This shows them how to use these skills in a working environment.</p>	<p>Students will be able to Define health and wellbeing in relation to PIES so that students must discuss and analyse individuals holistically</p> <p>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.</p> <p>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.</p> <p>Economic and Environmental Factors: Students can explain how economic factors can influence the choices individuals make and how</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.</p> <p>Students will be able to interpret data using published guidance, so they know normative (norms) data is.</p> <p>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.</p> <p>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</p> <p>Students can set targets (short/long term) so their client specifically knows the aims the personalised plan</p> <p>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.</p> <p>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.</p> <p>Students will understand how to design a plan that meets their clients’ needs/wishes/circumstances and why it is important, and this is followed. This is so clear targets are in place and that these are</p>

		<p>the environment can have a positive or negative 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>Cultural capital – students will be aware of different life events that can impact/effect an individual's 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>Students will demonstrate the care values through a simulated situation so they can show an understanding of what they are.</p> <p>Students will review their own practice using an observation record so they can see areas for improvement/development</p> <p>Students will respond to feedback from the teacher making suggestions for improvement so that they are able to accept critical feedback to improve their own practice.</p> <p>Students are aware of the 7 care values within careers in the health and social care sector, needed to be able to serve and care for clients. This shows them how to use these skills in a working environment.</p>		<p>clearly measurable to make accurate assessments of progress for an individual.</p> <p>Cultural capital – students will understand how health care professionals set up and develop health care plans to improve people life expectancies.</p>
What pupils should already know (prior learning components)	<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>
Transferrable knowledge (skills)	<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</p>	<p>Real life awareness - Students' will gain a clear understanding different life event and how these can impact on individuals.</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>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</p>

	their clients' needs and support/help their clients with specific tasks.	Analysis – students will need to analyse a clients life style from given information to answer questions related to it.	Evaluate - Understanding of normal and abnormal health indicator results and the impact it has on the short and long term.	plan. They will develop skills and knowledge of how to overcome obstacles and what support is available to individuals Evaluate – to investigate how successful the plan has been.
Key vocabulary pupil will know and learn	Independence, Anti-discriminatory practice Dignity Respect Safeguarding Confidentiality Communication Feedback	acute, chronic, self-concept, holistic, genetic, economic, environmental, nutrients, social isolation, social integration, finance, pollutants, formal support, informal support	Pulse rate (resting and recovery rate after exercise), blood pressure, peak flow, BMI, lifestyle indicators lifestyle data. Assess, Describe, Explain, Interpret, Justify, Obstacles, Rationale, Realistic, Review, targets	Assess Describe Explain Interpret Justify Obstacles Targets Recommend Review Needs Wishes Circumstances Sources of support
Assessment activities	Students will complete a PSA released early-September 2023 based on the Assignment Brief of 6 supervised hours divided by 5 tasks. Students are required to assess the services available to these clients, stating how they will help/support the clients. They also need to assess the barriers that these clients may face for accessing these services and how to overcome them.	Synoptic learning with both prior and current knowledge to be tested Practice exam style question ranging from 1 to 6 marks on this topic Walking talking mocks for relevant sections of the examination Summative assessment – 2 hour exam May (Year 11) Internal practice assessments	Synoptic learning with both prior and current knowledge to be tested Practice exam style question ranging from 1 to 6 marks on this topic Walking talking mocks for relevant sections of the examination Summative assessment – 2 hour exam May (Year 11) Internal practice assessments	Synoptic learning with both prior and current knowledge to be tested Practice exam style question ranging from 1 to 6 marks on this topic Walking talking mocks for relevant sections of the examination Summative assessment – 2 hour exam May (Year 11) Internal practice assessments
Resources available	SOL Teaching content on Shared area Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care	SOL ActiveTeach: https://www.activeteachonline.com/product/view/id/900/page/4/mode/dps Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care Video clip by the British Heart Foundation titled 'How to measure your own blood pressure', e.g. www.youtube.com/watch?v=GSNZVaW1Wg4	SOL A blood pressure 'tool' that interprets blood pressure readings, e.g. www.nhs.uk Blood pressure monitors	SOL Knowledge book- BTEC National in Health & Social Care Health & Social Care tutor2u Shared area lesson resources: All Lessons ppts planned ready to be adapted. I:\SMSC\Health Social Care

		<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>		
Notes	This topic shows students how professionals in health and social care settings are expected to 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.	This unit explores how factors can affect an individual's health and wellbeing positively or 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.	This topic teaches students how to interpret lifestyle and physiological data to explain clearly, and in detail, factors that could potentially affect an individual's current and future physical health.	This topic allows student to be able to plan and deliver a health and well-being plan to improve an 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.
Why this topic is important...				