<mark>YEAR 1</mark>

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TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 1: Human Lifespan Development	 Applying basic 	Mutual respect and tolerance
LA .A - Understand human growth and development	English Language	that recognises and respects
across life stages and the factors that affect it	and Literature	the individual when talking and
A1 Human growth and development across life	key skills to their	taking turn in discussions.
stages	writing and	Democracy – all students have
Students will learn different aspects of growth and	notes.	the freedom to contribute and
development across the life stages using the	Understanding	speak in the lesson and will be
physical, intellectual, emotional and social (PIES)	key features of	listened to and opinions
classification.	growth and	respected
<u>Main life stages</u> :	development	Rule of law - Expectations and
o infants (birth to 2 years)	Developing their	class rules discussed to create a
o early childhood (3–8 years)	research skills	positive learning environment
o adolescence (9–18 years)	through use of IT	Individual Liberty - Throughout
o early adulthood (19–45 years)	Communication	the course the students are
o middle adulthood (46–65 years)	skills, research	encouraged to build on their
o later adulthood (65+ years).	and investigative	confidence and take
PIES growth and development in the main life stages:	ability will start	responsibility for their learning,
o physical growth and development across the life	to be developed.	coursework and homework.
stages, including gross and fine motor skills, growth		Building self-confidence and
patterns, primary and secondary sexual		self-esteem throughout the life
characteristics, menopause, loss of mobility,		stages.
muscle tone/strength and skin elasticity		Tolerance of those of Different
o intellectual/cognitive development across the life		Faiths and Beliefs
stages, including language development, problem		Cultural factors affecting
solving, abstract and creative thinking,		development across the life
development/loss of memory and recall		stages
o emotional development		
across the life stages, including bonding and		Career Links
attachment, independence and self-esteem,		Childcare & Education Careers -
security, contentment, self image		Youth Employment UK
o social development across the life stages		Working in social care Health
		Careers
		Social care Explore careers
		(nationalcareers.service.gov.uk)
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 1: Human Lifespan Development	Applying basic	Mutual respect and tolerance
LA .A - Understand human growth and development	English Language	that recognises and respects
across life stages and the factors that affect it	and Literature	the individual when talking and
A2 Factors affecting growth and development	key skills to their	taking turn in discussions.
Students will explore the different factors that can	writing and	Democracy – all students have
	notoc	the freedom to contribute and
affect an individual's growth and development.	notes.	
Different factors will impact on different aspects of	 Critical thinking 	speak in the lesson and will be
Different factors will impact on different aspects of growth and development.	Critical thinkingResearch skills	speak in the lesson and will be listened to and opinions
Different factors will impact on different aspects of growth and development. • Physical factors, to include:	 Critical thinking Research skills Working 	speak in the lesson and will be listened to and opinions respected. Students to
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance	 Critical thinking Research skills Working independently 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance o experience of illness and disease	 Critical thinking Research skills Working independently Working 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance	 Critical thinking Research skills Working independently Working collaboratively 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance.	 Critical thinking Research skills Working independently Working collaboratively Communication 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development throughout the life stages
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance. • <i>Social and cultural factors, to include:</i>	 Critical thinking Research skills Working independently Working collaboratively Communication Emotional 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development throughout the life stages Rule of law - Expectations and
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance. • <i>Social and cultural factors, to include:</i> o culture, e.g. community involvement, religion,	 Critical thinking Research skills Working independently Working collaboratively Communication 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development throughout the life stages Rule of law - Expectations and class rules discussed to create a
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance. • <i>Social and cultural factors, to include:</i> o culture, e.g. community involvement, religion, gender	 Critical thinking Research skills Working independently Working collaboratively Communication Emotional 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development throughout the life stages Rule of law - Expectations and class rules discussed to create a positive learning environment
Different factors will impact on different aspects of growth and development. • <i>Physical factors, to include:</i> o genetic inheritance o experience of illness and disease o diet and lifestyle choices o appearance. • <i>Social and cultural factors, to include:</i> o culture, e.g. community involvement, religion,	 Critical thinking Research skills Working independently Working collaboratively Communication Emotional 	speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on social, cultural and emotional factors that affect development throughout the life stages Rule of law - Expectations and class rules discussed to create a

o the influence of role models o the influence of social isolation o personal relationships with friends and family. <u>• Economic factors, to include:</u> o income/wealth o material possessions.		encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Personal preferences relating to diet Tolerance of those of Different Faiths and Beliefs Cultural factors affecting development across the life stages
TERM 3 TOPIC/s	*Key Skills/Subject Links	Career Links Childcare & Education Careers - Youth Employment UK Working in social care Health Careers Social care Explore careers (nationalcareers.service.gov.uk) *Career links & BV
Component 1: Human Lifespan Development LA.B Investigate how individuals deal with life	PSA Component 1	Mutual respect and tolerance that recognises and respects
events	Tasks 1-2 (February-	the individual when talking and
B1 Different types of life event Life events are expected or unexpected events that occur in an individual's life. Students will evaluate the different events that can impact on people's physical, intellectual, emotional and social development. • Physical events, to include: o accident/injury o ill health. • Relationship changes, to include: o entering into relationships o marriage o divorce o parenthood o bereavement. • Life circumstances, to include: o redundancy o imprisonment o retirement.	 April) Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Planning Problem Solving Emotional Intelligence 	taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment. Expected and unexpected life events and how not following rules and guideline can impact on these Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework Tolerance of those of Different Faiths and Beliefs Importance of family and different values relating to it Career Links Childcare & Education Careers - Youth Employment UK Working in social care Health Careers Social care Explore careers (nationalcareers.service.gov.uk)

TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 1: Human Lifespan Development	PSA Component 1	Mutual respect and tolerance
LA.B Investigate how individuals deal with life	-	that recognises and respects
events	Tasks 3-5 (February-	the individual when talking and
B2 Coping with change caused by life events	April)	taking turn in discussions.
Students will research and explore how individuals	 Applying basic 	Democracy – all students have
can adapt or be supported through changes caused	English Language	the freedom to contribute and
by life events. People may react very differently to	and Literature	speak in the lesson and will be
the same type of event.	key skills to their	listened to and opinions
• How individuals adapt to these changes.	writing and	respected
• Sources of support:	notes.	Rule of law - Expectations and
o family, friends, partners	 Critical thinking Descent ability 	class rules discussed to create a
o professional carers and services o community groups, voluntary and faith-based	 Research skills Working 	positive learning environment. Responsibility when
organisations.	 Working independently 	communicating with others.
• Types of support:	 Working 	Individual Liberty - Throughout
o emotional	collaboratively	the course the students are
o information and advice	 Communication 	encouraged to build on their
o practical help, e.g. financial assistance, childcare,	 Organisation 	confidence and take
transport.	 Time 	responsibility for their learning,
	management	coursework and homework
	 Planning 	Tolerance of those of Different
	Problem Solving	Faiths and Beliefs
	 Emotional 	Impact of community on
	Intelligence	individuals development
		Career Links Childcare & Education Careers - Youth Employment UK Working in social care Health Careers Social care Explore careers (nationalcareers.service.gov.uk)
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 2: Health and Social Care Services and	 Applying basic 	Mutual respect and tolerance
Values	English Language	that recognises and respects
Learning aim A: Understand the different types of	and Literature	the individual when talking and
health and social care services and barriers to	key skills to their	taking turn in discussions.
accessing them	writing and	Democracy – all students have
<u>A1 Health and social care services</u>	notes.	the freedom to contribute and
Students will learn the health and social care services	 Critical thinking Descent ability 	speak in the lesson and will be
that are available and why individuals may need to use them.	 Research skills Working 	listened to and opinions. Care Values - Person Centred care
• Different health care services and how they meet	independently	throughout the life stages
service user needs:	Working	respected.
o primary care, e.g. GPs, dental care, optometry,	collaboratively	Rule of law - Expectations and
community health care	 Communication 	class rules discussed to create a
o secondary and tertiary care, e.g. specialist medical	 Planning 	positive learning environment.
care	 Emotional 	Implications of ineffective care
o allied health professionals, e.g. physiotherapy,	Intelligence	on individuals.
occupational therapy, speech and language therapy,		Individual Liberty - Throughout
dieticians.		the course the students are
• Different social care services and how they meet		encouraged to build on their
service user needs:		confidence and take
o services for children and young people, e.g. foster		responsibility for their learning,
care, residential care, youth work	1	coursework and homework

o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care o services for older adults, e.g. residential care, domiciliary care o the role of informal social care provided by relatives, friends and neighbours.		Tolerance of those of DifferentFaiths and BeliefsImportance of interaction andappreciation with others in amulti-cultural societyCareer LinksChildcare & Education Careers -Youth Employment UKWorking in social care HealthCareersSocial care Explore careers(nationalcareers.service.gov.uk)
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 2: Health and Social Care Services and Values Learning aim A: Understand the different types of health and social care services and barriers to accessing them <u>A2 Barriers to accessing services</u> Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome. • <u>Types of barrier and how they can be overcome by</u> <u>the service providers or users:</u> o physical barriers, e.g. issues getting into and around the facilities o sensory barriers, e.g. hearing and visual difficulties o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence o language barriers, e.g. differing first language, language impairments o geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers for service provider, e.g. staff shortages, lack of local funding, high local demand o financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment. Duty of care in Health and Social, Positive codes and working practice in a range of health care settings. Implications of ineffective care on individuals. Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework Tolerance of those of Different Faiths and Beliefs Care values and empowering individuals by taking personal preferences into account Career Links Childcare & Education Careers - Youth Employment UK
		<u>Working in social care Health</u> <u>Careers</u> <u>Social care Explore careers</u> (nationalcareers.service.gov.uk)

TERM 1 TOPIC/s *Key Skills/Subject Links *Career links & BV **Component 2: Health and Social Care Services and** Mutual respect and tolerance **PSA Component 2** Values that recognises and respects Tasks 1-5 LA.B - Demonstrate care values and review own the individual when talking and Applying basic practice. taking turns in discussions. The **English Language** B1 Care values impact on bulling on selfand Literature Students will practise applying the different care esteem. The impact of key skills to their values that are key to the delivery of effective health stereotyping groups of people. writing and and social care services. Dealing with peer pressure in notes. • Care values: adolescence. The influence of Critical thinking o empowering and promoting independence by role models. Impact of Research skills involving individuals, where possible, in making community on individuals Working choices, e.g. about treatments they receive or about development independently how care is delivered **Democracy** – all students have Working o respect for the individual by respecting service the freedom to contribute and collaboratively users' needs, beliefs and identity speak in the lesson and will be Communication o maintaining confidentiality (when dealing with listened to and opinions Organisation records, avoiding sharing information respected. Person Centred care Time inappropriately, e.g. gossip) throughout the life stages. management o preserving the dignity of individuals to help them Promoting choices in care in Planning maintain privacy and self-respect the NHS Problem Solving o effective communication that displays empathy Rule of law - Expectations and and warmth **Emotional Intelligence** class rules discussed to create a o safeguarding and duty of care, e.g. maintaining a positive learning environment. healthy and safe environment, keeping individuals Confidentiality, Duty of care in Health and Social safe from physical harm o promoting anti-discriminatory practice by being Individual Liberty - Throughout aware of types of unfair discrimination and avoiding the course the students are discriminatory behaviour. encouraged to build on their confidence and take B2 Reviewing own application of care values responsibility for their learning, Students will reflect on own application of care coursework and homework values. **Tolerance of those of Different** including using teacher or service-user feedback. **Faiths and Beliefs** • Key aspects of a review: Care values and empowering o identifying own strengths and areas for individuals by taking personal improvement against the care values preferences into account o receiving feedback from teacher or service user about **Career Links** own performance Childcare & Education Careers o responding to feedback and identifying ways to Youth Employment UK Working in social care | Health improve own performance. Careers Social care | Explore careers (nationalcareers.service.gov.uk) **TERM 2 TOPIC/s** *Key Skills/Subject Links *Career links & BV **Component 3: Health and** Applying basic Mutual respect and tolerance Wellbeing **English Language** that recognises and respects LA.A - Demonstrate knowledge and understanding and Literature the individual when talking and of factors that affect health and wellbeing key skills to their taking turn in discussions. A1 Factors affecting health and wellbeing writing and **Democracy** – all students have Students will explore how factors can affect an the freedom to contribute and notes. individual's health and wellbeing positively or Critical thinking speak in the lesson and will be

Research skills

listened to and opinions

negatively. This links to, and extends, knowledge and

YEAR 2

understanding of life events covered in Component 1, but here the focus is on health and wellbeing • Definition of health and social and emotional wellbeing, and not just the absence of disease or illness. • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: o genetic inheritance, including inherited conditions and predisposition to other conditions	 Working independently Working collaboratively Communication Organisation Time management 	respected. Social, cultural and emotional factors that affect development throughout the life stages. Rule of law - Expectations and class rules discussed to create a positive learning environment. Expected and unexpected life events and how not following rules and guideline can impact on these. Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework. Economic influences on physical, social, emotional and intellectual development. Tolerance of those of Different Faiths and Beliefs Career Links <u>Childcare & Education Careers -</u> <u>Youth Employment UK</u> Working in social care Health <u>Careers</u> <u>Social care Explore careers</u> (nationalcareers.service.gov.uk)
TERM 3 TOPIC/s	*// ave Chille /Cashi a at Linda	*Career links & BV
TERM 5 TOPIC/S	*Key Skills/Subject Links	
Component 3: Health and Wellbeing	 Applying basic 	Mutual respect and tolerance
Component 3: Health and Wellbeing LA.B - Interpret health indicators	 Applying basic English Language 	Mutual respect and tolerance that recognises and respects
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators	 Applying basic English Language and Literature 	Mutual respect and tolerance that recognises and respects the individual when talking and
Component 3: Health and Wellbeing LA.B - Interpret health indicators <u>B1 Physiological indicators</u> Students will interpret indicators that can be used to	 Applying basic English Language and Literature key skills to their 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions.
Component 3: Health and Wellbeing LA.B - Interpret health indicators <u>B1 Physiological indicators</u> Students will interpret indicators that can be used to measure physiological health, interpreting data using	 Applying basic English Language and Literature key skills to their writing and 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have
Component 3: Health and Wellbeing LA.B - Interpret health indicators <u>B1 Physiological indicators</u> Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.	 Applying basic English Language and Literature key skills to their writing and notes. 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health:	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise)	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health:	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI).	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout
Component 3: Health and Wellbeing LA.B - Interpret health indicators <u>B1 Physiological indicators</u> Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure <u>health:</u> o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating <u>to these physiological indicators.</u>	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health.	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Problem Solving 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning,
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. B2 Lifestyle indicators	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Problem Solving Emotional 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. B2 Lifestyle indicators Learners will interpret lifestyle data in relation to	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Problem Solving 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework Tolerance of those of Different
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health. • Interpretation of	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Problem Solving Emotional 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health. • Interpretation of lifestyle data, specifically risks to physical health	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Problem Solving Emotional 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework Tolerance of those of Different Faiths and Beliefs
Component 3: Health and Wellbeing LA.B - Interpret health indicators B1 Physiological indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health. • Interpretation of lifestyle data, specifically risks to physical health associated	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Problem Solving Emotional 	Mutual respect and tolerance that recognises and respects the individual when talking and taking turn in discussions. Democracy – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected Rule of law - Expectations and class rules discussed to create a positive learning environment Individual Liberty - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning, coursework and homework Tolerance of those of Different Faiths and Beliefs
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		Social care Explore careers
		(nationalcareers.service.gov.uk)
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 3: Health and Wellbeing	Applying basic	Mutual respect and tolerance
LA.C - Design a person centred health and wellbeing	English Language	that recognises and respects
improvement plan	and Literature	the individual when talking and
<u>C1 Health and wellbeing improvement plans</u>	key skills to their	taking turn in discussions.
Students will discover the features of health and	writing and	Working and communicating
wellbeing improvement plans. It links to, and	notes.	effectively with others on a 1-1
consolidates, knowledge and understanding from	 Critical thinking 	and group basis. Using age
Component 2, in particular support services and also	 Research skills 	appropriate language and
care values in terms of the need for a person-centred	✤ Working	empathy.
approach.	independently	Democracy – all students have
• The importance of a person centred approach that	 Working 	the freedom to contribute and
takes into account an individual's needs, wishes and	collaboratively	speak in the lesson and will be
<u>circumstances.</u>	 Communication Organisation 	listened to and opinions. The impact of nutrition on health
 Information to be included in plan: o recommended actions to improve health and 	 Organisation Time 	and well being. Components of
wellbeing	management	a balanced diet and freedom of
o short-term (less than six months) and long-term	 Planning 	choice relating to eating habits
targets	 Problem Solving 	Health and well being-
o appropriate sources of support (formal and/or	 Emotional 	Components of a balanced diet
informal).	Intelligence	and freedom of choice relating
		to eating habits respected. Care
		Values- Person Centred care
C2 Obstacles to implementing plans		throughout the life stages
Students will explore the obstacles that individuals		Rule of law - Expectations and
can face when implementing these plans and how		class rules discussed to create a
they may be mitigated.		positive learning environment
• Potential obstacles:		Individual Liberty - Throughout
o emotional/psychological –lack of motivation, low		the course the students are
self esteem, acceptance of current state		encouraged to build on their
o time constraints – work and family commitments		confidence and take
o availability of resources – financial, physical, e.g.		responsibility for their learning,
equipment		coursework and homework.
o unachievable targets – unachievable for the		Health and well being-Personal
individual or unrealistic timescale		preferences relating to diet
o lack of support, e.g. from family and friends		Tolerance of those of Different
o other factors specific to individual – ability		Faiths and Beliefs
		Care values and empowering
		individuals by taking personal preferences into account.
		Health and well being- Religion
		and dietary choices
		Career Links
		Childcare & Education Careers -
		Youth Employment UK
		Working in social care Health
		Careers
		Social care Explore careers
		(nationalcareers.service.gov.uk)

TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Component 3: Health and Wellbeing A1, B1, C1, C2 Revision Students will focus on revision and spend time looking back at all Component 3 topics before sitting the exam • Definition of health and wellbeing • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing • Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing • Economic factors that can have positive or negative effects on health and wellbeing • Economic factors that can have positive or negative effects on health and wellbeing • Environmental factors that can have positive or negative effects on health and wellbeing • Environmental factors that can have positive or negative effects on health and wellbeing • Component 3 exam- mid May	 Applying basic English Language and Literature key skills to their writing and notes. Critical thinking Research skills Working independently Working collaboratively Communication Organisation Time management Planning Problem Solving 	
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV