



## Year 10 Health and Social Care Component 3 - Health and Wellbeing

### How does this unit link to prior learning?

**This external component builds on knowledge and understanding acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services**

### Autumn Term 2

#### What will you be learning about?

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

#### Key Focus

Students will in this component, explore the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

#### Students will develop their learning by studying the following sequence of lessons:

##### Week 1 Key learning:

###### Definition of Health and wellbeing/Genetic Inheritance

- Describe different physical factors and explain positive or negative effects these can have on health.
- Explain a range of ways that a genetically inherited condition can affect both health and wellbeing.

##### Week 2 Key learning:

###### Physical Factors - Ill Health/Mental Ill Health/Physical Abilities and Sensory Impairments

- To understand and describe a range of ways that a genetically inherited condition can affect both health and wellbeing.
- To understand and describe a range of ways that a mental ill health can have an impact on an individual's health and wellbeing.
- To assess the range of ways physical abilities and sensory impairments can have an impact on an individual's health and wellbeing.

##### Week 3 Key Learning:

###### Diet and Physical Activity

- To be able to define the term diet and explain the factors which make up a healthy and unhealthy diet and the impact this would have on an individual.
- Explain, using specific examples, a range of barriers and benefits to exercise. Suggest 2 ways that individuals and local authorities can reduce barriers.

##### Week 4 Key learning:

###### Substance Use

- Be able to accurately explain a wide range of short-term and long-term effects of drinking alcohol, smoking and drug use.
- To examine the effect substance use has on wider society and illustrate the statistics on NHS admissions.

###### Social Factors: Relationships, social inclusion and exclusion

- Be able to accurately the different types of relationships and the impact these could have on the well-being of individuals.
- To examine terms bullying and discrimination and assess the impact each can have on the health and well-being of individuals.

##### Week 5 Key learning:

###### Cultural Factors

- To be able to establish each of the cultural factors which could act as a barrier towards an individual's health and well-being and how these factors can be influenced by other individuals.

###### Cultural Factors - Gender Roles and expectations, gender identity and sexual orientation.

- To describe different gender roles and how these could impact the development of individuals and link to their personal well-being.
- To explain the term sexual; orientation and how this could be a barrier in individuals lives within certain situations.

##### Week 6 Key learning:

###### Economic Factors: Employment situation and financial resources.

- To explain the term 'employment situation' and the impact this would have on individuals and different financial resources available.
- To identify & explain financial barriers to health improvement and evaluate the impact that wealth or poverty can have on opportunities to be healthy.

##### Week 7 Key learning:

###### Environmental Factors and Housing and Home Environment

- To identify & describe the impacts of pollution on an individuals' health and wellbeing and explain the conditions associated with pollution on health and wellbeing.
- To describe a range of risks of living in inadequate housing and explain the positive & negative impacts of urban & rural living.

### How will this unit help you in the future?

#### Year 10 and 11

A clear understanding to Learners regarding the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events,

#### Beyond Lode Heath

You will gain an understanding of the wide range of factors which can impact an individuals health and wellbeing as well as how physiological data can be used to measure the health of an individual.

It will also help you if you end up working in some career or job linked to Health and Social Care as you will have an understanding of how individuals are impacted.

sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.

**Key Vocabulary**

Health, Wellbeing, Wealth, Poverty, Holistic Definition

**How can you help?**

You can help your child by ensuring that their homework is completed on time. Supporting them with their written work and encouraging them to research and read up on topics being studied within lessons. Also encouraging your child to attend coursework catch up sessions which take place throughout the half-term to allow them to achieve or surpass their target grade.

**Homework Guidance**

Students will receive a minimum of 1-2 piece of homework per week (30 minutes minimum). These will be a combination of knowledge retrieval, literacy and creative activities. **Failure to complete homework will result in a 25 minute whole school detention.**