# Curriculum Knowledge Map

## CHS Computing and Technology 2024/2025
## BTEC Tech Awards Health and Social Care (Technology)

| Human Lifespan Development (Component 1) | Health and Social Care Services and Values (Component 2) | Health and Wellbeing (Component 3) |
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| **Learning outcomes**<br>A: Understand human growth and development across life stages and the factors that affect it<br>B: Understand how individuals deal with life events. | **Learning outcomes**<br>A: Understand the different types of health and social care services and barriers to accessing them<br>B: Understand the skills, attributes and values required to give care. | **Assessment objectives**<br>AO1 Knowledge of health and wellbeing<br>AO2 Understanding of health and wellbeing<br>AO3 Apply knowledge and understanding of health and wellbeing<br>AO4 Analyse and evaluate knowledge and understanding of health and wellbeing |
| Coursework task<br>Internal – externally moderated<br>**30% of the final grade**<br>It should take approximately 36 GLH to complete<br>**Assessment Windows:**<br>December/January and May/June from 2023 onwards | Coursework task<br>Internal – externally moderated<br>**30% of the final grade**<br>It should take approximately 36 GLH to complete<br>**Assessment Windows:**<br>December/January and May/June from 2023 onwards | External examination<br>External Synoptic assessment<br>**40% of the final grade**<br>It should take approximately 48 GLH to complete<br>**Assessment Windows:**<br>January/February and May/June from 2024 onwards |

# Curriculum Knowledge Map

SUCCESSFUL CREATIVE HAPPY

## CHS Computing and Technology 2024/2025
## BTEC Tech Awards Health and Social Care (Technology)
# Year 10

| Year 10 | AUTUMN | | SPRING | | SUMMER | |
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| | **Unit Name** | **Unit Name** | **Unit Name** | **Unit Name** | **Unit Name** | **Unit Name** |
| | Introduction to Health and Wellbeing (Component 3) | Introduction to Health and Wellbeing (Component 3) | Introduction to Health and Wellbeing (Component 3) | Human Lifespan Development (Component 1) | Human Lifespan Development (Component 1) | Human Lifespan Development (Component 1) |
| **Declarative** *What should they know? 'to know that' the facts, concepts, rules. It just sits there and waits to be of service* | **Factors that affect health and wellbeing**<br><br>**Factors affecting health and wellbeing**<br>• Definition of health and wellbeing: *a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.*<br><br>• Physical factors that can have positive or negative effects on health and wellbeing:<br>○ inherited conditions – sickle cell disease, cystic fibrosis<br>○ physical ill health – cardiovascular disease, obesity, type 2 diabetes<br>○ mental ill health – anxiety, stress | **Interpreting health indicators**<br><br>**Physiological indicators (physiological indicators are used to measure health)**<br>• Interpretation of physiological data according to published guidelines:<br>○ resting heart rate (pulse) – normal range 60 to 100 bpm<br>○ heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness<br>○ blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high | **Person-centred approach to improving health and wellbeing**<br><br>**Person-centred approach**<br>• The ways in which a person-centred approach considers an individual's:<br>○ needs – to reduce health risks<br>○ wishes – their preferences and choices<br>○ circumstances – to include age, ability, location, living conditions, support, physical and emotional health.<br><br>• The importance of a person-centred approach for individuals:<br>○ makes them more comfortable with recommendations, advice and treatment | **Understand human growth and development across life stages and the factors that affect it** (to support with learning aim A)<br><br>**Life stages and their expected key characteristics in each of the PIES classifications**<br>• infancy (birth to 2 years):<br>○ physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates<br>○ intellectual: rapid development of language and thinking skills such as memory/recall<br>○ emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment<br>○ social: strong dependence on adults/carers, socialisation through family, engage in solitary play<br><br>• early childhood (3–8 years):<br>○ physical: continued growth of weight and height, mastery of gross and fine motor skills<br>○ intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall | | **Coursework completion (Component 1)**<br><br>During this half term students will undertake coursework activities that contribute to 30% of their final grade.<br><br>*These activities will be outlined by an exam release and should take approximately 36 guided learning hours to complete (including teaching).*<br><br>Prior knowledge form lessons in Spring 2 and Summer 1 will support the declarative knowledge that students will be expected to know in order to perform coursework tasks: |

# Curriculum Knowledge Map

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| | o physical abilities<br>o sensory impairments.<br><br>• Lifestyle factors that can have positive or negative effects on health and wellbeing:<br>o nutrition<br>o physical activity<br>o smoking<br>o alcohol<br>o substance misuse.<br><br>• Social factors that can have positive or negative effects on health and wellbeing:<br>o supportive and unsupportive relationships with others – friends, family, peers and colleagues<br>o social inclusion and exclusion<br>o bullying<br>o discrimination.<br><br>• Cultural factors that can have positive or negative effects on health and wellbeing:<br>o religion<br>o gender roles and expectations<br>o gender identity<br>o sexual orientation<br>o community participation.<br><br>• Economic factors that can have positive or negative | between120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher<br>o body mass index (BMI) – underweight below 18.5 kg/m2, healthy weight between<br>o 18.5 kg/m2 and 24.9 kg/m2, overweight between 25 kg/m2 and 29.9 kg/m2, obese between 30 kg/m2 and 39.9 kg/m2, severely obese 40 kg/m2 or above.<br><br>• The potential significance of abnormal readings:<br>o impact on current physical health (short-term risks)<br>o potential risks to physical health (long-term risks).<br><br>**Lifestyle indicators (w lifestyle choices determine physical health)**<br>• Interpretation of lifestyle data according to published guidelines:<br>o nutrition – the Eatwell Guide<br>o physical activity – UK Chief Medical Officers' Physical Activity Guidelines<br>o smoking – UK Chief Medical Officers' Smoking Guidelines<br>o alcohol – UK Chief Medical Officers' Alcohol Guidelines | o gives them more confidence in recommendations, advice and treatment<br>o ensures their unique and personal needs are met<br>o increases the support available to more vulnerable individuals<br>o improves their independence<br>o they are more likely to follow recommendations/actions to improve their health<br>o they are more motivated to behave in ways that positively benefit their health<br>o they feel happier and more positive about their health and wellbeing.<br><br>• The benefits of a person-centred approach for health and social care workers and services:<br>o it improves job satisfaction for health and social care workers<br>o it saves time for health and social care services<br>o it saves money for health and social care services<br>o it reduces complaints about health and social care services and workers. | o emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment<br>o social: social circle widens, and close friendships are formed, socialisation continues through family and also friends/carers, social play develops<br><br>• adolescence (9–18 years):<br>o physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics<br>o intellectual: complex and abstract thinking develops<br>o emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment<br>o social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed<br><br>• early adulthood (19–45 years):<br>o physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile<br>o intellectual: mastery of abstract and creative thinking, careers become important, may return to education<br>o emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment<br>o social: intimate and long-lasting relationships are formed<br><br>• middle adulthood (46–65 years):<br>o physical: at the end of this life stage the ageing process begins, menopause occurs for women<br>o intellectual: can use knowledge and experience for complex decision making, may retire<br>o emotional: may experience changes in self-image and self-esteem linked to retirement or ageing process, emotional wellbeing is based on attachment, security and contentment<br>o social: may have more time to socialise | • Task 1: PIES growth and development through the life stages<br>• Task 2: Impact of different factors on PIES growth and development through the life stages<br>• Task 3a: Impact of life events on PIES growth and development<br>• Task 3b: How individuals adapt to a life event |

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| effects on health and wellbeing:<br>o employment situation<br>o financial resources – income, inheritance, savings.<br><br>• Environmental factors that can have positive or negative effects on health and wellbeing:<br>o housing needs, conditions, location<br>o home environment – living with a high level of parental conflict, experiences of abuse and neglect<br>o exposure to pollution – air, noise and light.<br><br>• The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:<br>o physical events<br>o relationship changes<br>o life circumstances. | o substance misuse. | **Recommendations and actions to improve health and wellbeing**<br>• Established recommendations for helping to improve health and wellbeing:<br>o improving resting heart rate and recovery rate after exercise<br>o improving blood pressure<br>o maintaining a healthy weight<br>o eating a balanced diet<br>o getting enough physical activity<br>o quitting smoking<br>o sensible alcohol consumption<br>o stopping substance misuse.<br>• Support available when following recommendations to improve health and wellbeing:<br>o formal support from professionals, trained volunteers, support groups and charities<br>o informal support from friends, family, neighbours, community and work colleagues.<br><br>**Barriers and obstacles to following recommendations**<br>• Definition of barriers: something unique to the | • later adulthood (65+ years):<br>o physical: ageing process continues, decline in strength and fitness, loss of mobility, loss of muscle tone and skin elasticity<br>o intellectual: may experience decline in cognitive ability such as loss of memory/recall<br>o emotional: may start to become more dependent on others, emotional wellbeing is based on attachment, security and contentment<br>o social: may experience bereavement and reduction of social circle.<br><br>**Factors affecting growth**<br>• Physical factors:<br>o inherited conditions; *sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease*<br>o experience of illness and disease<br>o mental ill health – anxiety, stress<br>o physical ill health – cardiovascular disease, obesity, type 2 diabetes<br>o disabilities<br>o sensory impairments.<br>• Lifestyle factors:<br>o nutrition<br>o physical activity<br>o smoking<br>o alcohol<br>o substance misuse.<br>• Emotional factors:<br>o fear<br>o anxiety/worry<br>o upset/sadness<br>o grief/bereavement<br>o happiness/contentment<br>o security<br>o attachment.<br>• Social factors:<br>o supportive and unsupportive relationships with others – friends, family, peers and colleagues | |

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| | | | health and social care system that prevents an individual accessing a service.<br>• Potential barriers as appropriate to the individual and the recommendation:<br>o physical barriers<br>o barriers to people with sensory disability<br>o barriers to people with different social and cultural backgrounds<br>o barriers to people that speak English as an additional language or those who have language or speech impairments<br>o geographical barriers<br>o resource barriers for service provider<br>o financial barriers.<br>• Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.<br>• Potential obstacles as appropriate to the individual and the recommendation:<br>o emotional/psychological<br>o time constraints<br>o availability of resources<br>o unachievable targets<br>o lack of support. | o social inclusion and exclusion<br>o bullying<br>o discrimination.<br>• Cultural factors:<br>o religion<br>o gender roles and expectations<br>o gender identity<br>o sexual orientation<br>o community participation<br>o race.<br>● Environmental factors:<br>o housing needs, conditions, location<br>o home environment – living with a high level of parental conflict, experiences of abuse and neglect<br>o exposure to pollution – air, noise and light.<br>● Economic factors:<br>o employment situation<br>o financial resources – income, inheritance, savings.<br><br>**Understand how individuals deal with life events** (to support with learning aim B)<br><br>**Different types of life event**<br>• Health and wellbeing:<br>o accident/injury<br>o physical illness<br>o mental and emotional health and wellbeing.<br><br>• Relationship changes:<br>o entering into relationships<br>o marriage, civil partnership, long-term relationship<br>o divorce, separation for non-married couples o parenthood<br>o bereavement.<br><br>• Life circumstances:<br>o moving to a new house, school or job<br>o exclusion from education<br>o redundancy<br>o imprisonment<br>o changes to standards of living | |

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| | | | | o retirement<br><br>**Coping with change caused by life events**<br>• The character traits that influence how individuals cope:<br>o resilience<br>o self-esteem<br>o emotional intelligence<br>o disposition – a person's character traits, e.g. positive, negative.<br><br>• The sources of support that can help individuals adapt:<br>o family, friends, neighbours, partners<br>o professional carers and services<br>o community groups, voluntary and faith-based organisations<br>o multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system<br>o multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.<br><br>● The types of support that can help individuals adapt:<br>o emotional support<br>o information, advice, endorsed apps<br>o practical help – financial assistance, support with childcare, domestic chores, transport. | | |
| **Procedural**<br>*What should they be able to do?*<br>*'to know how to' produces action, how to perform the* | As this element of the course is examined, and linked to a synoptic assessment, students should be able to **apply their knowledge and understanding to a given context/scenario**.<br><br>This will focus **analysis, evaluation and recommendations** being | As this element of the course is examined, and linked to a synoptic assessment, students should be able to **apply their knowledge and understanding to a given context/scenario**.<br><br>This will focus **analysis, evaluation and recommendations** being | As this element of the course is examined, and linked to a synoptic assessment, students should be able to **apply their knowledge and understanding to a given context/scenario**.<br><br>This will focus **analysis, evaluation and recommendations** being | • Identify life stages of an individual. Give generic examples of milestones at each life stage and begin to recognise everyone is different.<br>• Identify PIES; recognise similarities and differences individuals across the same life stage.<br>• Explain factors that could affect an individual's growth and development. | • Students should be able to explain different sources of support giving examples of each.<br>• Students should be able to identity different practitioners and explain what individuals might benefit from their support and why.<br>• Students should be able to explain what support family, friends, culture, | The assignment for this component consists of four tasks.<br>• In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.<br>• In response to Task 2, learners will demonstrate their knowledge and understanding of the |

| *steps in a process* | made on the following areas: | made on the following areas: | made on the following areas: | • Explain factors that affect the growth and development of an individual; compare individuals. | and religion is given to an individual. | impact of different factors on PIES growth and development through the life stages. |
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| | • Be able to define health and wellbeing<br>• Identify physical factors that can impact on health and wellbeing (including health conditions)<br>• Identify how lifestyle factors that can have positive or negative effects on health and wellbeing<br>• Identify how social factors that can have positive or negative effects on health and wellbeing<br>• Identify how cultural factors that can have positive or negative effects on health and wellbeing<br>• Identify how economic factors that can have positive or negative effects on health and wellbeing<br>• Identify how environmental factors that can have positive or negative effects on health and wellbeing<br>• Identify the impact on physical, intellectual, emotional and social health and wellbeing of different types of life event | • Be able to identify and describe the impact of Physiological indicators (physiological indicators are used to measure health) including;<br>○ Pulse<br>○ Heart rate<br>○ Blood pressure<br>○ Body Mass Index<br>• Be able to analyse the potential significance of abnormal readings:<br>• Describe the impact on current physical health (short-term risks)<br>• Highlight potential risks to physical health (long-term risks).<br>• Be able to identify and describe Lifestyle indicators (lifestyle choices determine physical health)<br>• Use the following guidelines to prepare advice and feedback;<br>○ nutrition – the Eatwell Guide<br>○ physical activity – UK Chief Medical Officers' Physical Activity Guidelines<br>○ smoking – UK Chief Medical Officers' Smoking Guidelines | • Be able to identify and describe the ways in which a person-centred approach considers an individual's: needs, wishes and circumstances.<br>• Consider the importance of a person-centred approach for individuals:<br>○ making them more comfortable<br>○ confident with recommendations<br>○ personalised needs are met, increases support<br>○ improves independence<br>○ more likely to follow action plans, motivated<br>○ happier<br>• Consider the importance of a person-centred approach for health and social care workers and services:<br>○ Job satisfaction<br>○ Time saving<br>○ Money saving<br>○ Reduction in complaints<br><br>• Be able to make recommendations and actions to improve health and wellbeing<br>• To identify support available when following recommendations to | • Students should be able to explain the impact of physical events on PIES with examples.<br>• Students should be able to explain the impact of Relationship changes on PIES with examples.<br>• Students should be able to explain the impact of physical events on PIES with examples. | • Students should be able to explain what various sources of support they would suggest for a specific individual to ensure person centred care is upheld | • In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.<br>• In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events. |

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| | | ○ alcohol – UK Chief Medical Officers' Alcohol Guidelines | improve health and wellbeing<br><br>• Be aware of barriers and obstacles to recommendations including;<br>○ physical barriers<br>○ barriers to people with sensory disability<br>○ barriers to people with different social and cultural backgrounds<br>○ barriers to people that speak English as an additional language or those who have language or speech impairments<br>○ geographical barriers<br>○ resource barriers for service provider<br>○ financial barriers. | | |
| | • Be able to identify what 'being healthy' means to different people<br>• Be able to explore the different factors that might influence health and wellbeing<br>• Be able to identify key health indicators and how to interpret them<br>• Be able to assess an individual's health using what they've learned<br>• Be able to create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available<br>• Be able to reflect on the potential challenges the person may face when putting the plan into action. | | | | |
| **Disciplinary Literacy (Tier 3 Vocab)** | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Health and wellbeing<br>• Physical<br>• Anxiety<br>• Impairments<br>• Substance<br>• Inclusion<br>• Exclusion | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Physiological<br>• Data<br>• Pulse<br>• Blood pressure<br>• Body mass index (BMI)<br>• Abnormal<br>• Nutrition | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Preferences<br>• Circumstances<br>• Person centres approach<br>• Vulnerable<br>• Independence<br>• Recommendations | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Intellectual<br>• Attachments<br>• Contentment<br>• Dependence<br>• Puberty<br>• Curiosity<br>• Influence | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Accident/injury<br>• Wellbeing<br>• Relationships<br>• Divorce<br>• Bereavement<br>• Redundancy<br>• Imprisonment | *Tier 3 Disciplinary literacy linked to assessments:*<br>• *Limited*<br>• *Adequate*<br>• *Good*<br>• *Comprehensive*<br>• *Detailed*<br>• *Specific*<br>• *Well-developed* |

# Curriculum Knowledge Map

SUCCESSFUL CREATIVE HAPPY

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| | • Discrimination<br>• gender identity<br>• sexual orientation<br>• financial resources | | • Job Satisfaction<br><br>*Tier 3 Disciplinary literacy linked to assessments:*<br>• *Assess*<br>• *Complete*<br>• *Describe*<br>• *Explain*<br>• *Give*<br>• *Identify*<br>• *Match*<br>• *State* | • Fertile/fertility<br>• Intimate<br>• Cognitive | • Standards of living<br>• Self-esteem<br>• Disposition<br>• Multi-agency<br>• Multidisciplinary | • *Fully accurate*<br>• *Reasoning* |
| **Assessment** | **Key assessed piece**<br>Explore the different factors that might influence health and wellbeing task.<br><br>**Key assessed piece**<br>**End of topic assessment** – Factors that affect health and wellbeing: Students will complete a summative assessment linked to the topics covered in Introduction to Health and Wellbeing. | **Key assessed piece**<br>Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available<br><br>**Key assessed piece**<br>**End of topic assessment** – Interpreting health indicators: Students will complete a summative assessment linked to the topics covered in Introduction to Health and Wellbeing. | **Progress Testing 1:**<br><br>Students will have a progress test paper in the spring term that covers key elements of the course covered in Year 10 (Health and Wellbeing). | **Key assessed piece**<br>Identify PIES; recognise similarities and differences individuals across the same life stage.<br><br>**Key assessed piece**<br>Factors that affect the growth and development of an individual (identify and compare). | **Key assessed piece**<br>Explain different sources of support giving examples of each.<br><br>**Key assessed piece**<br>Knowledge extension - Explain the various sources of support for a specific individual to ensure person centred care is upheld | **Progress Testing 2: Coursework completion (internally assessed for exam board – 30% of final grade)**<br>**Total Marks Available = 60**<br><br>Students will complete an exam board released task that supports their coursework unit for Component 1. These are published by the exam board and run to a time window so submission will need to be timely ready for grades to be sent to the exam board. |

# Curriculum Knowledge Map

## CHS Computing and Technology 2024/2025
## BTEC Tech Awards Health and Social Care (Technology)
## Year 11

| Year 11 | AUTUMN | | SPRING | | SUMMER | |
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| | **Unit Name** | **Unit Name** | **Unit Name** | **Unit Name** | **Unit Name** | **Unit Name** |
| | Health and Social Care Services and Values (Component 2) | Health and Social Care Services and Values (Component 2) | Health and Wellbeing (Component 3) | Health and Wellbeing (Component 3) | Health and Wellbeing (Component 3) | |
| **Declarative** *What should they know?* | **Understand Health and Social Care Services and Values.**<br>• Understand the different types of health and social care services and barriers to accessing them<br>• Understand the skills, attributes and values required to give care.<br><br>**Healthcare services**<br>• Health conditions:<br>  o arthritis<br>  o cardiovascular conditions – coronary heart disease, cerebral vascular accident<br>  o diabetes (type 2)<br>  o dementia<br>  o obesity<br>  o respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)<br>  o additional needs – sensory impairments, physical impairments, learning disability.<br>• Health services available:<br>  o primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments<br>  o secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology | | *During this half term students will prepare for their final assessment for the Health and Wellbeing exam. This assessment is worth 40% of their final grade.*<br><br>**Factors that affect health and wellbeing**<br>**Factors affecting health and wellbeing**<br>• Definition of health and wellbeing: *a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.*<br>• Physical factors that can have positive or negative effects on health and wellbeing:<br>  o inherited conditions – sickle cell disease, cystic fibrosis<br>  o physical ill health – cardiovascular disease, obesity, type 2 diabetes<br>  o mental ill health – anxiety, stress<br>  o physical abilities<br>  o sensory impairments.<br>• Lifestyle factors that can have positive or negative effects on health and wellbeing:<br>  o nutrition<br>  o physical activity<br>  o smoking<br>  o alcohol<br>  o substance misuse.<br>• Social factors that can have positive or negative effects on health and wellbeing: | *During this half term students will prepare for their final assessment for the Health and Wellbeing exam. As students are able to take this assessment twice, this will be preparation for a re-sit attempt. This assessment is worth 40% of their final grade.*<br>*Students will also review coursework pieces assigned to them so make sure these are ready for submission.* | |

o tertiary care – specialist medical care to include oncology, transplant services
o allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics
o multidisciplinary team working – how services work together, including referrals between services.

**Social care services**
- Social care – help with day-to-day living because of illness, vulnerability or disability.
- Social care services:
o services for children and young people – foster care, residential care, youth work
o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care
o services for older adults – residential care, domiciliary care.
- Additional care:
o informal care – given by relatives, friends, neighbours, partners
o voluntary care – community groups and faith-based organisations, charities.

**Barriers to accessing services**
- Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.
- Types of barrier and how they can be overcome by the service providers or users:
o physical barriers – issues getting into and around the facilities: – ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists
o barriers to people with sensory disability – hearing and visual difficulties: – ways to overcome sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print

o supportive and unsupportive relationships with others – friends, family, peers and colleagues
o social inclusion and exclusion
o bullying
o discrimination.
- Cultural factors that can have positive or negative effects on health and wellbeing:
o religion
o gender roles and expectations
o gender identity
o sexual orientation
o community participation.
- Economic factors that can have positive or negative effects on health and wellbeing:
o employment situation
o financial resources – income, inheritance, savings.
- Environmental factors that can have positive or negative effects on health and wellbeing:
o housing needs, conditions, location
o home environment – living with a high level of parental conflict, experiences of abuse and neglect
o exposure to pollution – air, noise and light.
- The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:
o physical events
o relationship changes
o life circumstances.

**Interpreting health indicators**
**Physiological indicators (physiological indicators are used to measure health)**
- Interpretation of physiological data according to published guidelines:
o resting heart rate (pulse) – normal range 60 to 100 bpm
o heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness
o blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher
o body mass index (BMI) – underweight below 18.5 kg/m2, healthy weight between
o 18.5 kg/m2 and 24.9 kg/m2, overweight between 25 kg/m2 and 29.9 kg/m2, obese between 30 kg/m2 and 39.9 kg/m2, severely obese 40 kg/m2 or above.
- The potential significance of abnormal readings:
o impact on current physical health (short-term risks)
o potential risks to physical health (long-term risks).

leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas

- o barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence: – ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups
- o barriers to people that speak English as an additional language or those who have language or speech impairments: – ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties
- o geographical barriers – distance of service provider, poor transport links: – ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes
- o text barriers to people with learning disabilities: – ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets
- o financial barriers – charging for services, cost of transport, loss of income while accessing services: – ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.

**Lifestyle indicators (w lifestyle choices determine physical health)**
- Interpretation of lifestyle data according to published guidelines:
  - o nutrition – the Eatwell Guide
  - o physical activity – UK Chief Medical Officers' Physical Activity Guidelines
  - o smoking – UK Chief Medical Officers' Smoking Guidelines
  - o alcohol – UK Chief Medical Officers' Alcohol Guidelines
  - o substance misuse.

**<span style="color:red">Person-centred approach to improving health and wellbeing</span>**
**Person-centred approach**
- The ways in which a person-centred approach considers an individual's:
  - o needs – to reduce health risks
  - o wishes – their preferences and choices
  - o circumstances – to include age, ability, location, living conditions, support, physical and emotional health.
- The importance of a person-centred approach for individuals:
  - o makes them more comfortable with recommendations, advice and treatment
  - o gives them more confidence in recommendations, advice and treatment
  - o ensures their unique and personal needs are met
  - o increases the support available to more vulnerable individuals
  - o improves their independence
  - o they are more likely to follow recommendations/actions to improve their health
  - o they are more motivated to behave in ways that positively benefit their health
  - o they feel happier and more positive about their health and wellbeing.
- The benefits of a person-centred approach for health and social care workers and services:
  - o it improves job satisfaction for health and social care workers
  - o it saves time for health and social care services
  - o it saves money for health and social care services
  - o it reduces complaints about health and social care services and workers.

**Recommendations and actions to improve health and wellbeing**
- Established recommendations for helping to improve health and wellbeing:
  - o improving resting heart rate and recovery rate after exercise
  - o improving blood pressure
  - o maintaining a healthy weight
  - o eating a balanced diet
  - o getting enough physical activity
  - o quitting smoking
  - o sensible alcohol consumption
  - o stopping substance misuse.

# Curriculum Knowledge Map

**Understand the skills, attributes and values required to give care**

**Skills and attributes in health and social care**

- Skills:
  - problem solving
  - observation
  - dealing with difficult situations
  - organisation.
- Attributes:
  - empathy
  - patience
  - trustworthiness
  - honesty

**Values in health and social care**

- The 6 Cs:
  - care – receiving correct and consistent care
  - compassion – empathy, respect and dignity
  - competence – skills and knowledge to deliver effective care, based on research
  - communication – involving individuals and/or carers and listening
  - courage – doing the right thing and speaking up when concerns arise
  - commitment – to improve care and experience for individuals.

**The obstacles individuals requiring care may face**

- Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.
- Potential obstacles and their impact on the individual:
  - emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress
  - time constraints – work and family commitments
  - availability of resources – financial, equipment, amenities
  - unachievable targets – unachievable for the individual or unrealistic timescale

- Support available when following recommendations to improve health and wellbeing:
  - formal support from professionals, trained volunteers, support groups and charities
  - informal support from friends, family, neighbours, community and work colleagues.

**Barriers and obstacles to following recommendations**

- Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service.
- Potential barriers as appropriate to the individual and the recommendation:
  - physical barriers
  - barriers to people with sensory disability
  - barriers to people with different social and cultural backgrounds
  - barriers to people that speak English as an additional language or those who have language or speech impairments
  - geographical barriers
  - resource barriers for service provider
  - financial barriers.
- Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.
- Potential obstacles as appropriate to the individual and the recommendation:
  - emotional/psychological
  - time constraints
  - availability of resources
  - unachievable targets
  - lack of support.

# Curriculum Knowledge Map

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|  | o lack of support – from family and friends<br>o other factors specific to individual – ability/disability, health conditions, addiction.<br><br>**The benefits to individuals of the skills, attributes and values in health and social care practice**<br>• Individuals will:<br>o be supported to overcome their own personal obstacles<br>o receive high quality care<br>o receive person-centred care based on individual wishes<br>o be treated with respect<br>o not be discriminated against<br>o be empowered and have independence<br>o be involved in care decisions<br>o be protected from harm<br>o feel comfortable to raise complaints<br>o have their dignity and privacy protected<br>o have their confidentiality protected<br>o have their rights promoted. |  |  |  |
| **Procedural**<br>*What should they be able to do?* | **Coursework completion (Component 2)**<br><br>During this half term students will undertake coursework activities that contribute to 30% of their final grade.<br><br>*These activities will be outlined by an exam release and should take approximately 36 guided learning hours to complete (including teaching).*<br><br>Prior knowledge from lessons in Year 10 will | The assignment for this component consists of five tasks.<br>• In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.<br>• In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.<br>• In response to Task 3, learners will demonstrate their knowledge and | As this element of the course is examined, and linked to a synoptic assessment, students should be able to **apply their knowledge and understanding to a given context/scenario**.<br><br>This will focus **analysis, evaluation and recommendations** being made on the following areas:<br>• Be able to define health and wellbeing<br>• Identify physical factors that can impact on health and wellbeing (including health conditions)<br>• Identify how lifestyle factors that can have positive or negative effects on health and wellbeing<br>• Identify how social factors that can have positive or negative effects on health and wellbeing<br>• Identify how cultural factors that can have positive or negative effects on health and wellbeing<br>• Identify how economic factors that can have positive or negative effects on health and wellbeing<br>• Identify how environmental factors that can have positive or negative effects on health and wellbeing |  |

support the declarative knowledge that students will be expected to know in order to perform coursework tasks:

- How health care services work together to meet the needs of an individual
- How social care services meet the needs of an individual
- How social care services meet the needs of an individual
- How health care professionals demonstrate the skills, attributes and values when delivering care to an individual
- How health care professionals demonstrate the skills, attributes and values when delivering care to an individual

understanding of barriers an individual could face when accessing services in health or social care.

- In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual.
- In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.

- Identify the impact on physical, intellectual, emotional, and social health and wellbeing of different types of life event
- Be able to identify and describe the impact of Physiological indicators (physiological indicators are used to measure health) including;
  - Pulse
  - Heart rate
  - Blood pressure
  - Body Mass Index
- Be able to analyse the potential significance of abnormal readings:
- Describe the impact on current physical health (short-term risks)
- Highlight potential risks to physical health (long-term risks).
- Be able to identify and describe Lifestyle indicators (lifestyle choices determine physical health)
- Use the following guidelines to prepare advice and feedback;
  - nutrition – the Eatwell Guide
  - physical activity – UK Chief Medical Officers' Physical Activity Guidelines
  - smoking – UK Chief Medical Officers' Smoking Guidelines
  - alcohol – UK Chief Medical Officers' Alcohol Guidelines
- Be able to identify and describe the ways in which a person-centred approach considers an individual's: needs, wishes and circumstances.
- Consider the importance of a person-centred approach for individuals:
  - making them more comfortable
  - confident with recommendations
  - personalised needs are met, increases support
  - improves independence
  - more likely to follow action plans, motivated
  - happier
- Consider the importance of a person-centred approach for health and social care workers and services:
  - Job satisfaction
  - Time saving
  - Money saving
  - Reduction in complaints
- Be able to make recommendations and actions to improve health and wellbeing
- To identify support available when following recommendations to improve health and wellbeing
- Be aware of barriers and obstacles to recommendations including;
  - physical barriers
  - barriers to people with sensory disability
  - barriers to people with different social and cultural backgrounds

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| | | | o barriers to people that speak English as an additional language or those who have language or speech impairments<br>o geographical barriers<br>o resource barriers for service provider<br>o financial barriers. | | | |
| **Disciplinary Literacy (Tier 3 Vocab)** | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Arthritis<br>• Cardiovascular<br>• Respiratory<br>• Primary, secondary, tertiary<br>• Multidisciplinary<br>• Domiciliary<br>• Barrier<br>• Attributes<br>• Dignity | Tier 3 Disciplinary literacy linked to assessments:<br>• Limited<br>• Adequate<br>• Good<br>• Comprehensive<br>• Detailed<br>• Specific<br>• Well-developed<br>• Fully accurate<br>• Reasoning | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Health and wellbeing<br>• Physical<br>• Anxiety<br>• Impairments<br>• Substance<br>• Inclusion/Exclusion<br>• Discrimination<br>• gender identity<br>• sexual orientation<br>• financial resources | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Physiological<br>• Data<br>• Pulse<br>• Blood pressure<br>• Body mass index (BMI)<br>• Abnormal<br>• Nutrition | Tier 3 Disciplinary literacy linked to the unit of study:<br>• Preferences<br>• Circumstances<br>• Person centres approach<br>• Vulnerable<br>• Independence<br>• Recommendations<br>• Job Satisfaction | |
| | | | *Tier 3 Disciplinary literacy linked to assessments:*<br>• *Assess*<br>• *Complete*<br>• *Describe*<br>• *Explain*<br>• *Give*<br>• *Identify*<br>• *Match*<br>• *State* | | | |
| **Assessment** | **Progress Testing 1: Coursework completion (internally assessed for exam board – 30% of final grade)**<br>**Total Marks Available = 60**<br><br>Students will complete an exam board released task that supports their coursework unit for Component 2.<br>*These are published by the exam board and run to a time window so submission will need to be timely ready for grades to be sent to the exam board.* | **EXTERNAL EXAM**<br>Students will complete their <u>first</u> attempt at the external examination set by Pearson's.<br>This will assess the following assessment objectives:<br>• AO1 Knowledge of health and wellbeing<br>• AO2 Understanding of health and wellbeing | **Key assessed piece**<br>Students will have focused assessment practice during this half term. Students' assessment tasks will;<br>• Support progress and development for external assessment tasks. | **EXTERNAL EXAM (2)**<br>Students will complete their <u>second</u> attempt at the external examination set by Pearson's.<br>This will assess the following assessment objectives:<br>• AO1 Knowledge of health and wellbeing<br>• AO2 Understanding of health and wellbeing | |

# Curriculum Knowledge Map

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| | | • AO3 Apply knowledge and understanding of health and wellbeing<br>• AO4 Analyse and evaluate knowledge and understanding of health and wellbeing | | • AO3 Apply knowledge and understanding of health and wellbeing<br>• AO4 Analyse and evaluate knowledge and understanding of health and wellbeing | |