

Long Term Plan: H&SC Y11

Term 1	W/B 10/09	W/B 17/09	W/B 24/09
	<p>A1 - Factors affecting health and wellbeing Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.</p> <ul style="list-style-type: none"> • Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. 	<p>A1 - Factors affecting health and wellbeing</p> <ul style="list-style-type: none"> • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene. 	<p>A1 - Factors affecting health and wellbeing</p> <ul style="list-style-type: none"> • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.
Term 2	W/B 31/12	W/B 07/01	W/B 14/01
	<p>Revision, exam practice and feedforward.</p>	<p>A1 Health and social care services Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <ul style="list-style-type: none"> • Different health care services and how they meet service user needs: <ul style="list-style-type: none"> o primary care, e.g. GPs, dental care, optometry, community health care o secondary and tertiary care, e.g. specialist medical care o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. 	<p>A1 Health and social care services</p> <ul style="list-style-type: none"> • Different social care services and how they meet service user needs: <ul style="list-style-type: none"> o services for children and young people, e.g. foster care, residential care, youth work 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.
Term 3	W/B 29/04	W/B 06/05	W/B 13/05
	<p>B.2P3 Demonstrate the care values independently in a health or social care context.</p>	<p>B2 Reviewing own application of care values Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <ul style="list-style-type: none"> • Key aspects of a review: <ul style="list-style-type: none"> o identifying own strengths and areas for improvement against the care values o receiving feedback from teacher or service user about own performance o responding to feedback and identifying ways to improve own performance. 	<p>B.2P4 Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.</p>

W/B 01/10	W/B 08/10	W/B 15/10
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A1 - Factors affecting health and wellbeing <ul style="list-style-type: none"> • Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene. 	A1 - Factors affecting health and wellbeing <ul style="list-style-type: none"> • Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o social interactions, e.g. supportive/unsupportive relationships, social integration/isolation o stress, e.g. work-related o willingness to seek help or access services, e.g. influenced by culture, gender, education. 	A1 - Factors affecting health and wellbeing <ul style="list-style-type: none"> • Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o financial resources. • Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location.
W/B 21/01	W/B 28/01	W/B 04/02
services and barriers to accessi		
A2 Barriers to accessing services Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome. <ul style="list-style-type: none"> • Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> 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 	A2 Barriers to accessig services <ul style="list-style-type: none"> • Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> o geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers, e.g. learning difficulties o resource 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. 	<ul style="list-style-type: none"> • A.2P1 Explain how health and social care services meet the needs of individuals in a given scenario. A.2P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.
W/B 20/05	W/B 03/06	W/B 10/06
B.2M2 Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.	B.2D2 Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.	Assessment lessons continued, including resubmission and feedforward



W/B 29/10	W/B 05/11	W/B 12/11
COMPONENT 3 - HEALTH AND WELLBEING		
A1 - Factors affecting health and wellbeing <ul style="list-style-type: none"> The impact of life events relating to relationship changes and changes in life circumstances. 	Assessment and feedforward on topic A1 - Factors affecting health and well-being.	B1 Physiological indicators Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. <ul style="list-style-type: none"> Physiological indicators that are used to measure health: <ul style="list-style-type: none"> pulse (resting and recovery rate after exercise) blood pressure peak flow 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.
W/B 11/02	W/B 25/02	W/B 04/03
ng them)		
A.2M1 Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome.	A.2D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.	Assessment lessons continued, including resubmission and feedforward
W/B 17/06	W/B 24/06	W/B 01/07
COMPONENT 1 - HUMAN LIFESPAN DEVELOPMENT AND COMPONENT 2		
Assessment lessons continued, including resubmission and feedforward	Year 11 study leave/exam period: Students to complete any outstanding assessments/resubmissions for components 1 and 2	Year 11 study leave/exam period: Students to complete any outstanding assessments/resubmissions for components 1 and 2

For information on assessments see additional assessment guidance

W/B 19/11	W/B 26/11	W/B 03/12
B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health. <ul style="list-style-type: none"> • Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> o smoking o alcohol consumption o inactive lifestyles. 	Assessment and feedforward on topic B1 - Physiological indicators and B2 - Lifestyle factors. Linking to topic A1.	C1 Health and wellbeing improvement plans Learners will explore the features of health and wellbeing improvement plans. <ul style="list-style-type: none"> • The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. • Information to be included in plan: <ul style="list-style-type: none"> o recommended actions to improve health and wellbeing o short-term (less than six months) and long-term targets o appropriate sources of support (formal and/or informal).
W/B 11/03	W/B 18/03	W/B 25/03
		COMPONENT 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES
Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	B1 Care values Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services. <ul style="list-style-type: none"> • Care values: <ul style="list-style-type: none"> o empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered o respect for the individual by respecting service users' needs, beliefs and identity o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)
W/B 08/07	W/B 15/07	
2 - HEALTH AND SOCIAL CARE SERVICES AND VALUES		
Year 11 study leave/exam period: Students to complete any outstanding assessments/resubmissions for components 1 and 2	Year 11 study leave/exam period: Students to complete any outstanding assessments/resubmissions for components 1 and 2	



W/B 10/12	W/B 17/12
<p>C2 Obstacles to implementing plans Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <ul style="list-style-type: none"> • Potential obstacles: <ul style="list-style-type: none"> o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state o time constraints – work and family commitments o availability of resources – financial, physical, e.g. equipment o unachievable targets – unachievable for the individual or unrealistic timescale o lack of support, e.g. from family and friends o other factors specific to individual – ability/disability, addiction o barriers to accessing identified services. 	<p>Assessment and feedforward on topic C1 - Health and wellbeing improvement plans and topic C2 - obstacles implementing plans. Linking to topics A1, B1 and B2.</p>
W/B 01/04	W/B 08/04
ERVICES AND VALUES (Learning aim B: Demonstrate care values and review own practice)	
<p>B1 Care Values</p> <ul style="list-style-type: none"> • Care values: <ul style="list-style-type: none"> o preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. 	<p>B.2P3 Demonstrate the care values independently in a health or social care context.</p>