



How does this unit link to prior learning?

Component 3 builds on prior learning by drawing together students' earlier understanding of life events, lifestyle factors and the PIES areas of development, and applying these to real health scenarios. Before starting this unit, students have already explored how expected and unexpected life events affect well-being, which prepares them to analyse lifestyle data and make links to physical health risks.

What will you be learning about?

You will begin this component by understanding what is meant by the term 'health and wellbeing'. You will also learn and understand how each aspect can be impacted by a range of factors. You will then recognise indicators of poor health and understand how to interpret health and lifestyle data.

How does this link to the wider curriculum?

Component 3: Health and Wellbeing focuses on how to improve a person's health and wellbeing through plans, interventions, and monitoring progress.
Democracy: Individuals are involved in setting their own health and wellbeing targets.
Example: A person works with a professional to create a plan (e.g. diet, exercise, stopping smoking).
Individual Liberty: People have the right to make their own lifestyle choices.
Examples:

- Choosing whether to follow a health plan
- Making decisions about treatment options

We will develop our learning each week by focusing on:

1 Key learning : Health and wellbeing	RAG	7 Key learning : Substance Use	RAG
Describe different physical factors and explain positive or negative effects these can have on health and wellbeing.		Be able to accurately explain a wide range of short-term and long-term effects of drinking alcohol, smoking, vaping and drug use.	
2 Key learning : Genetic Inheritance		8 Key learning : Social Factors: Relationships, social inclusion and exclusion	
Explain a range of ways that a genetically inherited condition can affect both health and wellbeing.		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.	
3 Key learning : Physical Factors - Ill Health		9 Key learning : Cultural Factors	
To understand and describe a range of ways that ill health can have an impact on an individual's health and wellbeing.		CTG work (Closing the Gap) 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.	
4 Key learning : Physical Factors – Mental ill Health		10 Key learning : Gender Roles and expectations	
To understand and describe a range of ways that mental ill health can have an impact on an individual's health and wellbeing.		To describe different gender roles and how these could impact the development of individuals and link to their personal well-being.	
5 Key learning : Diet		11 Key learning : Gender identity and sexual orientation	
CTG work (Closing the Gap) To be able 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.		To explain the term sexual; orientation and how this could be a barrier in individuals lives within certain situations.	
6 Key learning : Physical Activity		12 Key learning : Economic Factors: Employment situation and financial resources.	
Explain, using specific examples, a range of barriers and benefits to exercise. Suggest 2 ways that individuals and local authorities can reduce barriers.		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.	

Key vocabulary

Holistic	Physical	Intellectual	Emotional	Social	Inherited	Ill Health	Anxiety and Stress	Impairment	Nutrition
Nicotine use	Substance	Relationships	Interaction	Inclusion	Exclusion	Discrimination	Employment	Resources	Bullying

How will this help you in the future?

KS4

Learners will know how to interpret lifestyle and physiological data, understand health indicators such as heart rate, blood pressure, BMI and peak flow, and recognise what these results show about a person's current and future health risks. It also develops your ability to set realistic short- and long-term SMART targets to improve well-being and to make informed recommendations based on evidence.

Beyond LHS

Component 3 prepares students for post-16 education by developing essential skills in analysing health indicators, interpreting lifestyle data, and understanding how physical, emotional, social and cultural factors influence a person's well-being. Students learn to set SMART targets, recommend realistic health improvements, and understand the barriers individuals face when accessing health and social care services.