



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 : <u>Environmental Factors</u>	RAG	7 Key learning : <u>Body Mass Index (BMI)</u>	RAG
To identify & describe the impacts of pollution on an individual's health and wellbeing and explain the conditions associated with pollution on health and wellbeing.		To determine what BMI is and how each can be used. To also explain what each measurement linked to BMI indicates linked to an individual's current and future health.	
2 Key learning : <u>Housing and Home Environment</u>		8 Key learning : <u>Person Centred Approach</u> <u>Close The Gap and re-teach</u>	
To describe a range of risks of living in inadequate housing and explain the positive & negative impacts of urban & rural living.		To be able to describe the term 'Person Centred Approach' and recommend actions to improve health and wellbeing. <u>Learning Outcome B - Mini-assessment</u>	
3 Key learning : <u>Impact on life events</u> <u>Close The Gap and re-teach</u>		9 Key learning : <u>Target Setting</u>	
To be able to analyse the impacts that certain life circumstances can have on the health and well-being of individuals linked to PIES. Link specific life circumstances to being either expected or unexpected life events. <u>Learning Outcome A - Mini-assessment</u>		To be able to recommend short and long-term targets (SMART targets) to improve the health and well-being of selected individuals	
4 Key learning : <u>Health Indicators</u>		10 Key learning : <u>Forms of Support</u>	
To be able to assess the health monitoring tests which are used to monitor health of individuals and also support with illness prevention.		To be able to explain what support is available to benefit individuals' health and well-being.	
5 Key learning : <u>Resting Pulse Rate</u>		11 Key learning : <u>Physical and Sensory Impairment Barriers</u>	
To be able to understand the terms resting pulse rate and recovery after exercise and how these could be used to support with an individual's health and fitness levels.		To be able to analyse the different types of barriers and how they can be overcome by the service providers or users: Physical barriers, e.g. issues getting into and around the facilities. Sensory barriers, e.g. hearing and visual difficulties.	
6 Key learning : <u>Blood Pressure</u>		12 Key learning : <u>Social, Cultural, Language and Speech Impairment Barriers</u>	
Explain what blood pressure tells us about a person's health and how it could be improved.		To be able to analyse the different types of barriers and how they can be overcome by the service providers or users.	

Key vocabulary

Emotional	Psychological	Time constraints	support	Person-centred	Realistic	Recommend	Obstacles	Rationale	Barriers
Professional	Allied Health	Informal	Financial	Culture	Resources	Geographical	Body Mass Index	Blood Pressure	Pulse Rate

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.