




Tech Award Health & Social Care Component 3 LA: A	Road Map			
In this unit you will identify human health & well being The aims are as follows: LG1: Knowledge LG2: Application LG3: Skills	Assessment Grades			
	Mock Exam			
	Mock Exam – Health & Well Being			
Themes	Learning Goals/Outcomes/Content			
Definition of Health and Wellbeing	E.g. Positive and negative definition, holistic definition of health and wellbeing (physical, intellectual, emotional and social), life stages and our needs. LG1: To understand key terminologies – physical, intellectual, emotional and social development.			
Genetic Inheritance	E.g. how genetic conditions are inherited, Downs syndrome, cystic fibrosis, predisposition to other conditions LG1: Understand the term predisposition LG2: To apply understanding of PIES to conditions like Downs syndrome and cystic fibrosis.			
Ill Health	E.g. chronic or acute LG1: To understand the term chronic and acute. LG2: To apply the definitions of chronic and acute to example illnesses. LG2: Linking key terminologies to practice.			
Diet	E.g. balanced diet, The Eatwell Guide, impact of an unhealthy diet LG1: Know about a balanced diet, explain the impact of an unhealthy diet. LG2: Applying understanding to own diet choice – am I eating healthy or unhealthy diet? LG3: Reflect on own life choices on diet.			
Exercise	E.g. benefits of exercise, ways to exercise, lack of exercise impacts LG1: To understand the benefits of exercising and the impacts on health and wellbeing if not exercising. LG2: Apply understanding to own levels of exercising. LG3: Reflect on own lifestyle for exercise.			
Substance Abuse	E.g. Alcohol, nicotine, illegal drugs and misuse of prescribed drugs. LG1: Identify consequences of misuse of addictive substances			

	LG2: Dangers related to misuse of addictive substances.			
Personal Hygiene	E.g. the importance of personal hygiene, conditions caused by bacteria and caring for others, hand washing techniques LG1: To understand the importance of personal hygiene.			
Social Interactions	E.g. relationships, supportive/unsupportive relationships, social integration/isolation LG1: To show understanding of supportive/unsupportive relationships. LG3: Working in groups.			
Stress	E.g. Stress, how stress may affect PIES, short-term effects and long-term effects. LG1: To understand the impact of stress on health and wellbeing. LG2: Apply stress in relation to job roles.			
Willingness to Seek Help or Access Services	E.g. Culture, gender, education, effect of not accessing help/services on PIES. LG1: Understand people have their own beliefs and preferences LG3: Be able to discuss opinions ethically within class discussion.			
Financial Resources	E.g. Income, effects of adequate financial resources on health and wellbeing, poverty LG1: Understand what having adequate financial resources means to individuals. LG3: Researching, present findings to class			
Environmental Conditions	E.g. pollution, air pollution, noise pollution LG1: To understand the impact of pollution on health and wellbeing			
Housing	E.g. home environment, rural and urban lifestyles LG1: Show understanding of differences between rural and urban. LG2: To apply understanding to complete leaflet based on positive and negative effects on health and			

	wellbeing of living in the countryside rather than a town or city.			
Impact of Life Events relating to Relationship Changes & Life Circumstances	E.g. entering into a relationship, marriage/partnership and parenthood, divorce and bereavement and the impact on PIES. LG1: Understand how Holmes-Rahe scale has impacted own health and wellbeing LG3: Be able to use the Holmes-Rahe scale.			
Component 3: assessment practice	Component 3 Synoptic Assessment			

Learning aim B: Interpreting health indicators
Learning aim C: Person-centred health and wellbeing improvement plans