

	Autumn Term		Spring Term		Summer Term	
	HT1 7 (17 hours)	HT2 7 (17 hours)	HT3 6 (15 hours) FEB EXAM	HT4 6 (15 hours)	HT5 JUNE EXAM	
11	<p>B1 Physiological indicators Content:</p> <ul style="list-style-type: none"> • Social, emotional and cultural factors: stress, for example work-related pressure • Social, emotional and cultural factors: willingness to seek help or access services, influenced by, for example, culture, gender and education • Economic factors: financial resources • Environmental factors: environmental conditions, for example levels of pollution, noise, conditions and location • Health indicators: Pulse (resting and recovery after exercise) Blood pressure, Peak flow, Body mass index (BMI) • Using published guidelines to interpreting data relating to these physiological indicators • The potential significance of abnormal readings: risks to physical health • Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices • Interpreting lifestyle data on smoking • Interpreting lifestyle data on alcohol consumption • Interpreting lifestyle data on inactivity • The importance of a person-centred approach that considers an individual's needs, wishes and circumstances • Recommended actions to improve health and wellbeing • Short-term (less than 6 months) and long-term targets • Appropriate sources of support (formal and/or informal) • Potential obstacles to implementing plans 		<p>Component 2: B: Demonstrate care values and review own practice: B1 Care values B2 Reviewing own application of care values Content:</p> <ul style="list-style-type: none"> • Empowering and promoting independence by involving individuals, where possible, in making choices, for example about treatments they receive or about how care is delivered • Respect for the individual by respecting service users' needs, beliefs and identity • Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately • Preserving the dignity of individuals to help them maintain privacy and self-respect • Effective communication that displays empathy and warmth • Safeguarding and duty of care, for example maintaining a healthy and safe environment, and keeping individuals safe from physical harm • Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour • Applying care values in a compassionate way • Application of care values in different settings • Identifying own strengths and areas for improvement against the care values: making mistakes • Identifying own strengths and areas for improvement against care values: reviewing own application of care values • Receiving feedback from teacher or service user about own performance 			

	<ul style="list-style-type: none"> • Emotional/psychological: lack of motivation, low self-esteem and acceptance of current state • Time constraints: work and family commitments • Availability of resources: financial and physical, for example equipment • Unachievable targets: unachievable for the individual or unrealistic timescale • Lack of support, for example from family and friends • Other factors specific to individual – ability/disability and addiction • Barriers to accessing identified services • Time to catch up or additional time to prepare for final externally set assessment <p>Year 11 mocks</p>	<ul style="list-style-type: none"> • Responding to feedback and identifying ways to improve own performance <p>Key assessments: Learning aim B formal assessment</p>	
--	---	---	--