

KSS: Long Term Plan

Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: <b>Component 2: Health and Social Care Services and Values</b>                      Knowledge and skills covered:  <b>A1 Health and social care services</b></p> <p><b>SOL Intent:</b>                      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"> <li>• Different health care services and how they meet service user needs:                             <ul style="list-style-type: none"> <li>o primary care, e.g. GPs, dental care, optometry, community health care</li> <li>o secondary and tertiary care, e.g. specialist medical care</li> <li>o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> </li> <li>• Different social care services and how they meet service user needs:                             <ul style="list-style-type: none"> <li>o services for children and young people, e.g. foster care, residential care, youth work</li> <li>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</li> <li>o services for older adults, e.g. residential care, domiciliary care</li> <li>o the role of informal social care provided by relatives, friends and neighbours.</li> </ul> </li> </ul>	<p>Topic: <b>Component 2: Health and Social Care Services and Values</b>                      Knowledge and skills covered:  <b>A2 Barriers to accessing services</b></p> <p><b>SOL Intent:</b>                      Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <ul style="list-style-type: none"> <li>• Types of barrier and how they can be overcome by the service providers or users:                             <ul style="list-style-type: none"> <li>o physical barriers, e.g. issues getting into and around the facilities</li> <li>o sensory barriers, e.g. hearing and visual difficulties</li> <li>o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence</li> <li>o language barriers, e.g. differing first language, language impairments</li> <li>o geographical barriers, e.g. distance of service provider, poor transport links</li> <li>o intellectual barriers, e.g. learning difficulties</li> <li>o resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</li> <li>o financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</li> </ul> </li> </ul>	<p>Topic: <b>Component 2: Health and Social Care Services and Values</b>                      Knowledge and skills covered:  <b>B1 Care values</b></p> <p><b>SOL Intent:</b>                      Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <ul style="list-style-type: none"> <li>• Care values:                             <ul style="list-style-type: none"> <li>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</li> <li>o respect for the individual by respecting service users' needs, beliefs and identity</li> <li>o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</li> </ul> </li> </ul>	<p>Topic: <b>Component 2: Health and Social Care Services and Values</b>                      Knowledge and skills covered:  <b>B1 Care values</b></p> <p><b>SOL Intent:</b>                      Learners will explore and practise applying the different care values that are key to the delivery</p> <ul style="list-style-type: none"> <li>o Preserving the dignity of individuals to help them maintain privacy and self-respect</li> <li>o effective communication that displays empathy and warmth</li> <li>o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</li> <li>o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ul>	<p>Topic: <b>Component 2: Health and Social Care Services and Values</b>                      Knowledge and skills covered:  <b>B2 Reviewing own application of care values</b></p> <p><b>SOL Intent:</b>                      Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <ul style="list-style-type: none"> <li>• Key aspects of a review:                             <ul style="list-style-type: none"> <li>o identifying own strengths and areas for improvement against the care values</li> <li>o receiving feedback from teacher or service user about own performance</li> <li>o responding to feedback and identifying ways to improve own performance</li> </ul> </li> </ul>	<p>Topic: <b>Component 2: Health and Social Care Services and Values</b>                      Knowledge and skills covered:</p> <p><b>SOL Intent:</b>                      Overview of Component 2 – DIRT time and independent working on making sure all assessment criteria has been met and students on track to meet target grade.</p> <p>Should we complete this, we will move forward and start preparing for component 3 – external assessment.</p>

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<p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know a range of health and social care services and what they offer. Giving clear examples.          To be able to clearly explain how health and social care services meet the needs of individuals in a given scenario.  <b>MPA:</b> To know some health and social care services and what they offer. Giving some examples.          To be able to describe how health and social care services meet the needs of individuals in a given scenario.  <b>Transition:</b> To know at least 2 and what they offer. Giving some examples.          To be able to identify how health and social care services meet the needs of individuals in a given scenario.</p>	<p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know how health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome          To be able to 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.  <b>MPA:</b> To know how health and social care services meet the needs of individuals in a given scenario, describing how barriers for one service can be overcome          To be able to explain the suitability of health and social care services for Individuals in a given scenario, making some suggestions for how barriers for one service can be overcome.  <b>Transition:</b> To know how some (at least 2) health and social care services meet the needs of individuals in a given scenario.          To be able to describe the suitability of health and social care services for Individuals in a given scenario.</p>	<p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know in detail all care values professionals should follow when working in HSC setting.          To be able to analyse the importance of all care values professionals should follow when working in HSC setting.  <b>MPA:</b> To know at least 4 care values professionals should follow when working in HSC setting.          To be able to explain the importance of at least 4 care values professionals should follow when working in HSC setting.  <b>Transition:</b> To know at least 2 care values professionals should follow when working in HSC setting.          To be able to describe the importance of at least 2 care values professionals should follow when working in HSC setting.</p>	<p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know how to demonstrate care values towards service users.          To be able to assess positive and negative aspects of own demonstration of the care Values and comment on aspects of feedback.  <b>MPA:</b> To know how to demonstrate care values towards service users.          To be able to explain positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.  <b>Transition:</b> To know how to demonstrate care values towards service users.          To be able to describe positive and negative aspects of own demonstration of the care values.</p>	<p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know and demonstrate all care values independently in a health or social care context.          To be able to make suggestions for improvements of own application of all care values that incorporate feedback received.  <b>MPA:</b> To know and demonstrate most of the care values independently in a health or social care context.          To be able to make suggestions for improvements of own application for most of the care values that incorporate feedback received.  <b>Transition:</b> To know and demonstrate some of the care values independently in a health or social care context.          To be able to make suggestions for improvements of own application for some of the care values that incorporate feedback received.</p>	<p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know and demonstrate all care values independently in a health or social care context.          To be able to make suggestions for improvements of own application of all care values that incorporate feedback received.  <b>MPA:</b> To know and demonstrate most of the care values independently in a health or social care context.          To be able to make suggestions for improvements of own application for most of the care values that incorporate feedback received.  <b>Transition:</b> To know and demonstrate some of the care values independently in a health or social care context.          To be able to make suggestions for improvements of own application for some of the care values that incorporate feedback received.          ...</p>
<p><b>End of Year Milestones/Outcomes:</b>  <b>HPA:</b> To know... and to be able to...  <b>MPA:</b> To know... and to be able to...  <b>Transition:</b> To know... and to be able to...</p>					

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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<p>Topic: Knowledge and skills covered: 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 <i>Component 1</i>, but here the focus is on health and wellbeing.</p> <p><b>SOL Intent:</b></p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>• Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>o genetic inheritance, including inherited conditions and predisposition to other conditions</li> <li>o ill health (acute and chronic)</li> <li>o diet (balance, quality and amount)</li> <li>o amount of exercise</li> <li>o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs</li> <li>o personal hygiene.</li> </ul> </li> </ul>	<p>Topic: Knowledge and skills covered: <b>A Factors that affect health and wellbeing</b> <b>A1 Factors affecting health and wellbeing</b></p> <p><b>SOL Intent:</b></p> <ul style="list-style-type: none"> <li>• Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>o social interactions, e.g. supportive/unsupportive relationships, social integration/isolation</li> <li>o stress, e.g. work-related</li> <li>o willingness to seek help or access services, e.g. influenced by culture, gender, education.</li> </ul> </li> <li>• Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>o financial resources.</li> </ul> </li> <li>• Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>o environmental conditions, e.g. levels of pollution, noise</li> <li>o housing, e.g. conditions, location.</li> </ul> </li> <li>• The impact of life events relating to relationship changes and changes in life circumstances</li> </ul>	<p>Topic: Knowledge and skills covered: <b>B1 Physiological indicators</b></p> <p><b>SOL Intent:</b></p> <p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>• Physiological indicators that are used to measure health: <ul style="list-style-type: none"> <li>o pulse (resting and recovery rate after exercise)</li> <li>o blood pressure</li> <li>o peak flow</li> <li>o body mass index (BMI).</li> </ul> </li> <li>• Using published guidance to interpret data relating to these physiological indicators.</li> <li>• The potential significance of abnormal readings: risks to physical health</li> </ul> <p><b>B2 Lifestyle indicators</b></p> <p>Learners will interpret lifestyle data in relation to risks posed to physical health.</p> <ul style="list-style-type: none"> <li>• Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> <li>o smoking</li> <li>o alcohol consumption</li> <li>o inactive lifestyles</li> </ul> </li> </ul>	<p>Topic: Knowledge and skills covered: <b>C1 Health and wellbeing improvement plans</b></p> <p><b>SOL Intent:</b></p> <p>Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <ul style="list-style-type: none"> <li>• The importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</li> <li>• Information to be included in plan: <ul style="list-style-type: none"> <li>o recommended actions to improve health and wellbeing</li> <li>o short-term (less than six months) and long-term targets</li> <li>o appropriate sources of support (formal and/or informal).</li> </ul> </li> </ul> <p><b>C2 Obstacles to implementing plans</b></p> <p>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"> <li>• Potential obstacles: <ul style="list-style-type: none"> <li>o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state</li> <li>o time constraints – work and family commitments</li> <li>o availability of resources – financial, physical, e.g. equipment</li> </ul> </li> </ul>	<p>Topic: Knowledge and skills covered:</p> <p><b>SOL Intent:</b></p> <p>To achieve a grade learners are expected to demonstrate these attributes across the essential Content of the component. The principle of best fit will apply in awarding grades.</p> <p>This term will be based on revision and examination support as learners will be expected to sit their first attempt in May 2020</p>	<p>Topic: Knowledge and skills covered: <b>Learning aim A: Understand human growth and development across life stages and the factors that affect it</b> <b>A1 Human growth and development across life stages</b></p> <p><b>SOL Intent:</b></p> <p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <ul style="list-style-type: none"> <li>• Main life stages: <ul style="list-style-type: none"> <li>o infants (birth to 2 years)</li> <li>o early childhood (3–8 years)</li> <li>o adolescence (9–18 years)</li> <li>o early adulthood (19–45 years)</li> <li>o middle adulthood (46–65 years)</li> <li>o later adulthood (65+ years).</li> </ul> </li> <li>• PIES growth and development in the main life stages: <ul style="list-style-type: none"> <li>o physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</li> <li>o intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</li> </ul> </li> </ul>
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<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To know how all factors can affect an individual’s health and wellbeing positively or negatively. To be able to explain the definition of health and wellbeing giving a combination of physical health and social and emotional wellbeing.</p> <p><b>MPA:</b> To know how some factors can affect an individual’s health and wellbeing positively or negatively. To be able to describe the definition of health and wellbeing giving a combination of physical health and social and emotional wellbeing.</p> <p><b>Transition</b> To know how one factor can affect an individual’s health and wellbeing positively or negatively. To be able to identify the meaning of health and wellbeing giving a combination of physical health and social and emotional wellbeing.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To know how all factors can affect an individual’s health and wellbeing positively or negatively. To be able to explain the definition of health and wellbeing giving a combination of physical health and social and emotional wellbeing.</p> <p><b>MPA:</b> To know how some factors can affect an individual’s health and wellbeing positively or negatively. To be able to describe the definition of health and wellbeing giving a combination of physical health and social and emotional wellbeing.</p> <p><b>Transition</b> To know how one factor can affect an individual’s health and wellbeing positively or negatively. To be able to identify the meaning of health and wellbeing giving a combination of physical health and social and emotional wellbeing.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To know how Physiological indicators are used to measure health and how to interpret data. To be able to interpret lifestyle data in relation to risks posed to physical health.</p> <p><b>MPA:</b> To know how Physiological indicators are used to measure health and how to interpret data. To be able to interpret most lifestyle data in relation to risks posed to physical health.</p> <p><b>Transition:</b> To know how Physiological indicators are used to measure health and how to interpret data. To be able to interpret some lifestyle data in relation to risks posed to physical health.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To Know the features of health and wellbeing improvement plans To be able to assess the importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</p> <p><b>MPA:</b> To Know most features of health and wellbeing improvement plans. To be able to explain the importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</p> <p><b>Transition:</b> To Know name some features of health and wellbeing improvement plans. To be able to describe the importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To Know the features of health and wellbeing improvement plans To be able to assess the importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</p> <p><b>MPA:</b> To Know most features of health and wellbeing improvement plans. To be able to explain the importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</p> <p><b>Transition:</b> To Know name some features of health and wellbeing improvement plans. To be able to describe the importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To know the different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. To be able to assess how people develop in all aspects of development through all life stages.</p> <p><b>MPA:</b> To know the different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. To be able to explain how people develop in all aspects of development through all life stages.</p> <p><b>Transition:</b> To know the different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. To be able to describe how people develop in all aspects of development through all life stages.</p>

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Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered: <b>A2 Factors affecting growth and development</b></p> <p><b>SOL Intent:</b> Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</p> <ul style="list-style-type: none"> <li>• Physical factors, to include:               <ul style="list-style-type: none"> <li>o genetic inheritance</li> <li>o experience of illness and disease</li> <li>o diet and lifestyle choices</li> <li>o appearance.</li> </ul> </li> <li>• Social and cultural factors, to include:               <ul style="list-style-type: none"> <li>o culture, e.g. community involvement, religion, gender roles and expectations</li> <li>o educational experiences</li> <li>o the influence of role models</li> <li>o the influence of social isolation</li> <li>o personal relationships with friends and family.</li> </ul> </li> <li>• Economic factors, to include:               <ul style="list-style-type: none"> <li>o income/wealth</li> <li>o material possessions.</li> </ul> </li> </ul>	<p>Topic: Knowledge and skills covered: Learning aim B: Investigate how individuals deal with life events <b>B1 Different types of life event</b></p> <p><b>SOL Intent:</b> Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"> <li>• Physical events, to include:               <ul style="list-style-type: none"> <li>o accident/injury</li> <li>o ill health.</li> </ul> </li> <li>• Relationship changes, to include:               <ul style="list-style-type: none"> <li>o entering into relationships</li> <li>o marriage</li> <li>o divorce</li> <li>o parenthood</li> <li>o bereavement.</li> </ul> </li> <li>• Life circumstances, to include:               <ul style="list-style-type: none"> <li>o moving house, school or job</li> <li>o exclusion from education</li> <li>o redundancy</li> <li>o imprisonment</li> <li>o retirement.</li> </ul> </li> </ul>	<p>Topic: Knowledge and skills covered: Learning aim B: Investigate how individuals deal with life events <b>B1 Different types of life event</b></p> <p><b>SOL Intent:</b> Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"> <li>• Physical events, to include:               <ul style="list-style-type: none"> <li>o accident/injury</li> <li>o ill health.</li> </ul> </li> <li>• Relationship changes, to include:               <ul style="list-style-type: none"> <li>o entering into relationships</li> <li>o marriage</li> <li>o divorce</li> <li>o parenthood</li> <li>o bereavement.</li> </ul> </li> <li>• Life circumstances, to include:               <ul style="list-style-type: none"> <li>o moving house, school or job</li> <li>o exclusion from education</li> <li>o redundancy</li> <li>o imprisonment</li> <li>o retirement.</li> </ul> </li> </ul>	<p>Topic: Knowledge and skills covered: <b>Summary of assessment</b></p> <p><b>SOL Intent:#</b> This external component builds on knowledge, understanding and skills acquired and developed in <i>Components 1</i> and <i>2</i>. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from <i>Component 1</i>. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from <i>Component 2</i>. A task worth 6 0 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson. Assessment availability is twice a year: February and May/June from 2019 onwards. Sample assessment materials will be available to help centres prepare learners for assessment</p>	<p>Topic: Knowledge and skills covered: <b>SOL Intent:</b> Revision and completion of internally assessed units to at least target grades.</p> <p>Students should have completed the course and be preparing for public examination</p>	<p>Topic: Knowledge and skills covered: <b>SOL Intent:</b></p>
<p><b>Milestones/outcomes:</b> <b>HPA:</b> To know factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on</p>	<p><b>Milestones/outcomes:</b> <b>HPA:</b> To know factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing and to be able to design a health and</p>	<p><b>Milestones/outcomes:</b> <b>HPA:</b> To know factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing</p>	<p><b>Milestones/outcomes:</b> <b>HPA:</b> To know factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing</p>	<p><b>Milestones/outcomes:</b> <b>HPA:</b> To know factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing</p>	

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<p>wellbeing and to be able to design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome</p> <p><b>MPA:</b> To know how to demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome</p> <p><b>Transition:</b> To know different factors that have positive or negative impacts on health and wellbeing, including identifying</p>	<p>wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome</p> <p><b>MPA:</b> To know how to demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome</p> <p><b>Transition:</b> To know different factors that have positive or negative impacts on health and wellbeing, including identifying relevant information about the impact of a specific life event</p> <p>To be able to Learners design a simple health and wellbeing improvement plan that includes</p>	<p>To be able to design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome</p> <p><b>MPA:</b> To know how to demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome</p> <p><b>Transition:</b> To know how different factors have positive or negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing</p>	<p>To be able to design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome</p> <p><b>MPA:</b> To know how to demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome</p> <p><b>Transition:</b> To know how different factors have positive or negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing</p>	<p>To be able to design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome</p> <p><b>MPA:</b> To know how to demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome</p> <p><b>Transition:</b> To know how different factors have positive or negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing</p>	
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KSS: Long Term Plan

<p>relevant information about the impact of a specific life event To be able to demonstrate a basic ability to interpret lifestyle and physiological data to identify factors that could potentially affect an individual's current and future physical health</p>	<p>basic recommendations, with limited information about sources of support. They make some simplistic links between the plan and the needs, wishes and circumstances of the individual and identify a few obstacles that might arise in keeping to the plan.</p>	<p>To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets.</p>	<p>To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets.</p>	<p>To be able to design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets.</p>	
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