



Aspire | Achieve | Thrive

**Spring Term  
Term 2**

# **Health and Social Care**

**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 11 Homework Timetable

|                  |                             |                             |                    |
|------------------|-----------------------------|-----------------------------|--------------------|
| <b>Monday</b>    | Science<br>Task 1           | Ebacc<br>Option A<br>Task 1 | Option C<br>Task 1 |
| <b>Tuesday</b>   | Sparx<br>Science            | Option B<br>Task 1          | Sparx<br>Maths     |
| <b>Wednesday</b> | English<br>Task 1           | Science<br>Task 2           | Option C<br>Task 2 |
| <b>Thursday</b>  | Ebacc<br>Option A<br>Task 2 | Option B<br>Task 2          | Sparx<br>Catch Up  |
| <b>Friday</b>    | Sparx<br>Science            | English<br>Task 2           | Sparx<br>Maths     |

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

| Option A (EBACC) | Option B           | Option C             |
|------------------|--------------------|----------------------|
| French           | Art                | Business Studies     |
| Geography        | Business Studies   | Catering             |
| History          | Catering           | Computer Science     |
|                  | Childcare          | Drama                |
|                  | Triple Science     | Health & Social Care |
|                  | Travel and Tourism | Media Studies        |
|                  | Music              | Photography          |
|                  | Sport              | Sport                |
|                  | IT                 |                      |

| Half Term 3 (6 weeks) - Year 11 |  |  |
|---------------------------------|--|--|
| Week / Date                     | Homework task 1<br>Cornell Notes   | Homework task 2<br>Exam Question   |
| Week 1<br>5th January 2026      | <b>Cornell Notes on:</b> Health indicators, resting heart rate and blood pressure.                     | <b>Question:</b> Explain how asking questions about an individual's lifestyle contributes to a GP assessment of their health and wellbeing.  |
| Week 2<br>12th January 2026     | <b>Revision Cards on:</b><br><b>Lifestyle data</b>   | <b>Question:</b> Explain how a well-paid job can affect a person's wellbeing in both a positive and negative way.  |
| Week 3<br>19th January 2026     | <b>Cornell Notes on:</b> Social, Cultural, Language and Speech Barriers                                | <b>Question:</b> Explain how a person accepting their current state of health because they feel fine, might be an obstacle to following a recommendation to help improve their health. |
| Week 4<br>26th January 2026     | <b>Revision Cards on:</b><br><b>Obstacles to implementing a health and wellbeing improvement plan.</b> | <b>Question:</b> Explain why a target of giving up drugs in the space of 2 weeks is unrealistic for someone who uses them regularly.   |
| Week 5<br>2nd February 2026     | <b>Cornell Notes on:</b> Recap of LAA Topics   | <b>Question:</b> Explain the difference between a physical and sensory disability.   |
| Week 6<br>9th February 2026     | <b>Revision Cards on:</b><br><b>General Revision</b>   | <b>Question:</b> Explain the three key factors that need to be taken into account when adopting a person-centred approach.   |

| Half Term 4 (6 weeks) - Year 11 |  |  |
|---------------------------------|--|--|
| Week / Date                     | Homework task 1<br>Cornell Notes               | Homework task 2<br>Exam Question   |
| Week 7<br>23rd February 2026    | <b>Cornell Notes on:</b> Recap on LAB Topics   | <b>Question:</b> Describe how parenthood can positively and negatively affect a person's emotional health and wellbeing. |
| Week 8<br>2nd March 2026        | <b>Mock Exams</b>                              | <b>Mock Exams</b>  |
| Week 9<br>9th March 2026        | <b>Mock Exams</b>                              | <b>Mock Exams</b>  |
| Week 10<br>16th March 2026      | <b>Cornell Notes on:</b> Recap on LAC Topics   | <b>Question:</b> Explain two recommended actions that someone could adopt to improve health and wellbeing?               |
| Week 11<br>23rd March 2026      | <b>Revision Cards on:</b> General Revision     | <b>Question:</b> Explain how high blood pressure can affect someone's long term physical health?                         |
| Week 12<br>30th March 2026      | <b>Cornell Notes on:</b> DIRT from Mock Topics | <b>Question:</b> Explain two positive effects of Religion or Community participation on health and well being.           |

# Knowledge Organiser

## Component 3 Health and Wellbeing - Learning Aim B: Interpreting health indicators

### Health Indicators

- a) Health indicators
- b) Resting heart rate (pulse) and recovery after exercise
- c) Blood pressure
- d) Body mass index

### Interpreting data

- a) Using published guidelines and baseline assessments
- b) Potential significance of abnormal readings
- c) Interpretation of data on nutrition
- d) Interpretation of data on physical activity
- e) Interpretation of data on smoking
- f) Interpretation of data on alcohol and substance misuse

## Component 3 Health and Wellbeing - Learning Aim C: Person-centred approaches to improving health and wellbeing

### Person-centred approaches to improving health and wellbeing

- a) Person-centred approaches to improving health and wellbeing
- b) The importance and benefits of a person-centred approach

### Recommendations and actions to improve health and wellbeing

- a) Recommendations and actions to improve health and wellbeing
- b) Support available when following recommendations to improve health and wellbeing

### Physical and sensory impairment barriers

- a) Physical barriers
- b) Barriers to people with sensory disability

### Social, Cultural, language and Speech impairment Barriers

- a) Barriers to people with different social and cultural backgrounds
- b) Language Barriers

### Geographical, resource and financial Barriers

- a) Geographical barriers
- b) Resource barriers for service providers
- c) Financial barriers

### Emotional/Psychological Obstacles

- a) Lack of motivation
- b) Low self-esteem
- c) Acceptance of current state

### Obstacles Time Constraints & Availability of Resources

- a) Why time can be an obstacle
- b) Work/ study commitments
- c) Family commitments
- d) Financial resources
- e) Physical resources

### Obstacles unachievable Targets and Lack of Support

- a) Unachievable for the individual
- b) Unrealistic timescales
- c) Lack of support (Diet, smoking and alcohol consumption).

**Physical Factors**

- o inherited conditions
- o physical ill health
- o mental ill health
- o physical abilities

**Lifestyle Factors**

- o nutrition
- o physical activity
- o smoking
- o alcohol
- o substance misuse.

**Social Factors**

- o supportive and unsupportive relationships
- o inclusion & exclusion
- o bullying
- o discrimination.

**Economic**

- o employment situation
- o financial resources – income, inheritance, savings.

**Cultural**

- o religion
- o gender roles, identity and expectations
- o sexual orientation
- o community

**Environmental**

- o housing needs, conditions, location
- o home environment
- o exposure to pollution – air, noise and light.

### Factors that affect Health & Wellbeing

**Person-centred care** ALL ABOUT THE INDIVIDUAL. their circumstances, their needs to reduce health risks, individual's wishes, preferences and choices

Guidance from the government...



Eatwell plate guide proportions



Max 14 units alcohol



Health plan...  
Short-term  
Long-term



No smoke and nicotine



No legal or illegal drugs

#### Importance of a person-centred approach for people

more comfortable with recommendations, advice and treatment, more confidence, seen as unique and personal needs are met, increases the support available, improves their independence, more motivated, feel happier and more positive about their health and wellbeing.

#### Importance of person-centred approach for staff and services

Job satisfaction for staff, saves time for services, saves money and reduces complaints about health and social care services and workers.

#### Recommendations for improving health:

- o improving resting heart rate and recovery rate after exercise
- o improving blood pressure and maintaining a healthy weight
- o eating a balanced diet and getting enough physical activity
- o quitting smoking, sensible alcohol consumption, stop substance misuse.

## Component 3

# Health & Wellbeing

..from unhealthy to healthy.. your plan...



### Blood Pressure Stages

| Blood Pressure Category                          | Systolic mm Hg (upper #) | or  | Diastolic mm Hg (lower #) |
|--|--------------------------|-----|---------------------------|
| Low blood pressure (Hypotension)                 | less than 80             | or  | less than 60              |
| Normal   | 80-120                   | and | 60-80                     |
| Prehypertension                                  | 120-139                  | or  | 80-89                     |
| High Blood Pressure (Hypertension Stage 1)       | 140-159                  | or  | 90-99                     |
| High Blood Pressure (Hypertension Stage 2)       | 160 or higher            | or  | 100 or higher             |
| High Blood Pressure Crisis (Seek Emergency Care) | higher than 180          | or  | higher than 110           |

### Resting Heart Rate Chart

Men (beats per minute)

| Age           | 18 - 25 | 26 - 35 | 36 - 45 | 46 - 55 | 56 - 65 | 65 +    |
|---------------|---------|---------|---------|---------|---------|---------|
| Athlete       | 49 - 55 | 49 - 54 | 50 - 56 | 50 - 57 | 51 - 56 | 50 - 55 |
| Excellent     | 56 - 61 | 55 - 61 | 57 - 62 | 58 - 63 | 57 - 61 | 56 - 61 |
| Great         | 62 - 65 | 62 - 65 | 63 - 66 | 64 - 67 | 62 - 67 | 62 - 65 |
| Good          | 66 - 69 | 66 - 70 | 67 - 70 | 68 - 71 | 68 - 71 | 66 - 69 |
| Average       | 70 - 73 | 71 - 74 | 71 - 75 | 72 - 76 | 72 - 75 | 70 - 73 |
| Below Average | 74 - 81 | 75 - 81 | 76 - 82 | 77 - 83 | 76 - 81 | 74 - 79 |
| Poor          | 82 +    | 82 +    | 83 +    | 84 +    | 82 +    | 80 +    |

Women (beats per minute)

| Age           | 18 - 25 | 26 - 35 | 36 - 45 | 46 - 55 | 56 - 65 | 65 +    |
|---------------|---------|---------|---------|---------|---------|---------|
| Athlete       | 54 - 60 | 54 - 59 | 54 - 59 | 54 - 60 | 54 - 59 | 54 - 59 |
| Excellent     | 61 - 65 | 60 - 64 | 60 - 64 | 61 - 65 | 60 - 64 | 60 - 64 |
| Great         | 66 - 69 | 65 - 68 | 65 - 69 | 66 - 69 | 65 - 68 | 65 - 68 |
| Good          | 70 - 73 | 69 - 72 | 70 - 73 | 70 - 73 | 69 - 73 | 69 - 72 |
| Average       | 74 - 78 | 73 - 76 | 74 - 78 | 74 - 77 | 74 - 77 | 73 - 76 |
| Below Average | 79 - 84 | 77 - 82 | 79 - 84 | 78 - 83 | 78 - 83 | 77 - 84 |
| Poor          | 85 +    | 83 +    | 85 +    | 84 +    | 84 +    | 85 +    |

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### BMI

### Weight status

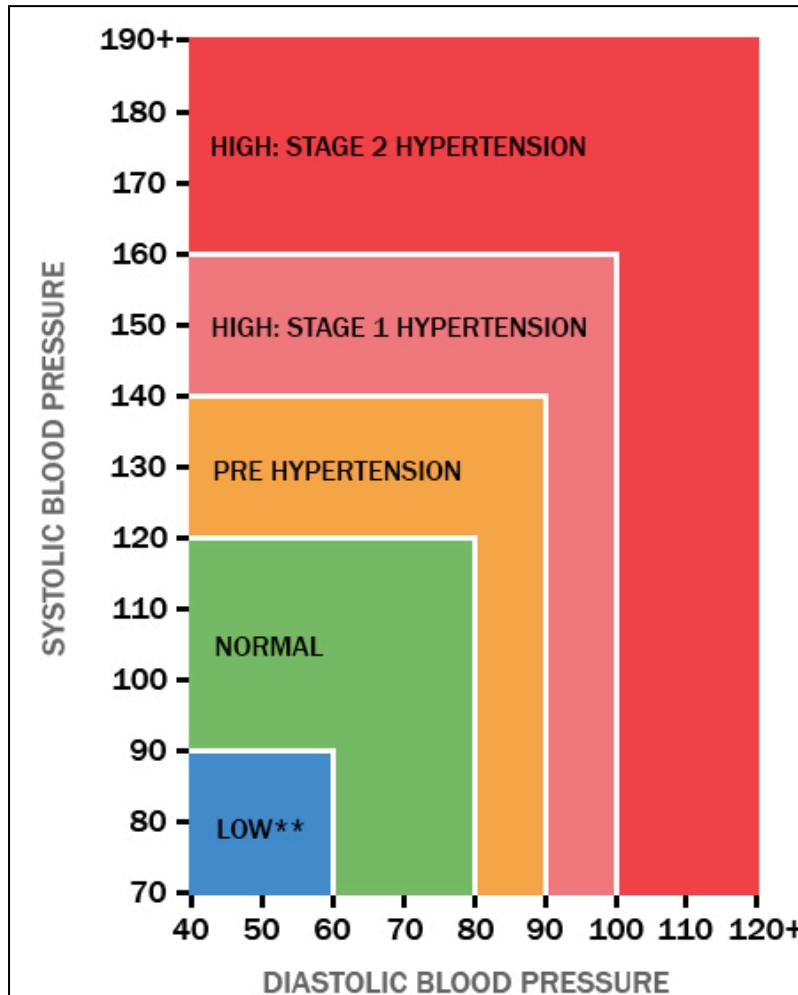
|            |                   |
|------------|-------------------|
| Below 18.5 | Underweight       |
| 18.5-24.9  | Normal weight     |
| 25.0-29.9  | Overweight        |
| 30.0-34.9  | Obesity class I   |
| 35.0-39.9  | Obesity class II  |
| Above 40   | Obesity class III |

# Effects on Current Physical Health and Risks to future Physical Health

| Health Indicator          | Current Effects on Physical Health  | Risks to future physical health  |
|---------------------------|---|--|
| Abnormal Heart Rate       | <ul style="list-style-type: none"><li>• Light headedness</li><li>• Dizziness</li><li>• Shortness of breath</li><li>• Chest pain</li><li>• Fainting</li><li>• High blood pressure</li></ul>                                      | <ul style="list-style-type: none"><li>• Increased risk of cardiovascular problems (eg heart attack and stroke)</li><li>• Risk of heart failure (as the heart becomes too weak and isn't able to pump blood around the body)</li></ul>  |
| High Blood Pressure       | <ul style="list-style-type: none"><li>• Headaches</li><li>• Shortness of breath</li><li>• Nose bleeds</li></ul>   | <ul style="list-style-type: none"><li>• Heart attack (because of damage to the arteries which decreases blood flow to the heart)</li><li>• Stroke (because the arteries supplying blood to the brain can burst) #</li><li>• Vascular Dementia (because of persistent damage to the small blood vessels in the brain)</li></ul> |
| Low Blood Pressure        | <ul style="list-style-type: none"><li>• Dizziness</li><li>• Blurred vision</li><li>• Fainting</li><li>• Feeling sick</li></ul>  | <ul style="list-style-type: none"><li>• Body goes into shock and organs don't get enough blood and oxygen which can be life-threatening. Symptoms include: cold and clammy skin, rapid breathing, a weak pulse</li></ul>   |
| BMI - Overweight or Obese | <ul style="list-style-type: none"><li>• Reduced mobility</li><li>• Shortness of breath</li><li>• High blood pressure</li><li>• Joint pain</li></ul>   | <ul style="list-style-type: none"><li>• Risk of cardiovascular problems such as heart attack and stroke</li><li>• Joint problems (eg arthritis)</li><li>• Type 2 diabetes</li></ul>  |
| BMI - Underweight         | <ul style="list-style-type: none"><li>• Feeling weak and tired</li><li>• Headaches and dizziness</li><li>• Women's periods may become irregular or stop</li><li>• Weakened immune system (so becoming ill more often)</li></ul> | <ul style="list-style-type: none"><li>• Slower or abnormal growth</li><li>• Fertility problems</li><li>• Deficiency diseases (eg anaemia due to low iron, osteoporosis due to low calcium)</li></ul>   |

# Knowledge Organiser

## Physiological Indicators- Impact on current and future health risks:



**Resting Heart Rate Chart**

**Men (beats per minute)**

| Age           | 18 - 25 | 26 - 35 | 36 - 45 | 46 - 55 | 56 - 65 | 65 +    |
|---------------|---------|---------|---------|---------|---------|---------|
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| Good          | 66 - 69 | 66 - 70 | 67 - 70 | 68 - 71 | 68 - 71 | 66 - 69 |
| Average       | 70 - 73 | 71 - 74 | 71 - 75 | 72 - 76 | 72 - 75 | 70 - 73 |
| Below Average | 74 - 81 | 75 - 81 | 76 - 82 | 77 - 83 | 76 - 81 | 74 - 79 |
| Poor          | 82 +    | 82 +    | 83 +    | 84 +    | 82 +    | 80 +    |

**Women (beats per minute)**

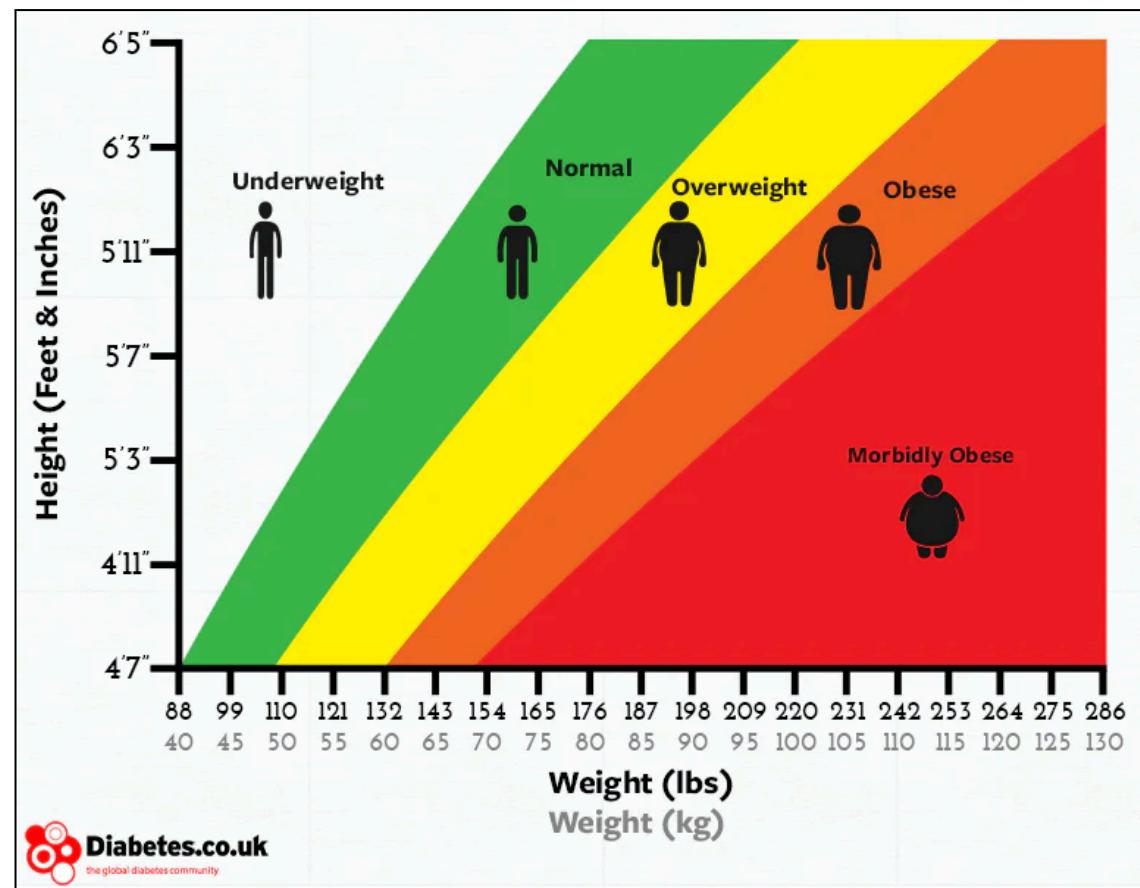
| Age           | 18 - 25 | 26 - 35 | 36 - 45 | 46 - 55 | 56 - 65 | 65 +    |
|---------------|---------|---------|---------|---------|---------|---------|
| Athlete       | 54 - 60 | 54 - 59 | 54 - 59 | 54 - 60 | 54 - 59 | 54 - 59 |
| Excellent     | 61 - 65 | 60 - 64 | 60 - 64 | 61 - 65 | 60 - 64 | 60 - 64 |
| Great         | 66 - 69 | 65 - 68 | 65 - 69 | 66 - 69 | 65 - 68 | 65 - 68 |
| Good          | 70 - 73 | 69 - 72 | 70 - 73 | 70 - 73 | 69 - 73 | 69 - 72 |
| Average       | 74 - 78 | 73 - 76 | 74 - 78 | 74 - 77 | 74 - 77 | 73 - 76 |
| Below Average | 79 - 84 | 77 - 82 | 79 - 84 | 78 - 83 | 78 - 83 | 77 - 84 |
| Poor          | 85 +    | 83 +    | 85 +    | 84 +    | 84 +    | 85 +    |

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# Knowledge Organiser

## Physiological Indicators- Impact on current and future health risks:

| BMI         | CLASSIFICATION  |
|-------------|-----------------|
| Under 18.5  | Underweight     |
| 18.5 - 24.9 | Normal          |
| 25 - 29.9   | Overweight      |
| 30 - 39.9   | Obese           |
| 40 +        | Extremely Obese |



## STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

## WEEK 1: Cornell Notes (Homework task 1)

**Topic:** Health indicators, resting heart rate and blood pressure. **Revision guide page:**

| <b>Links</b>     | <b>Notes</b> |
|------------------|--------------|
| <b>Questions</b> |              |
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## Summary

## **WEEK 1: Exam Question (Homework task 2)**

**Question:** Explain how asking questions about an individual's lifestyle contributes to a GP assessment of their health and wellbeing.

Answer:

## **WEEK 1: Exam Question review and improvement (Classwork)**

**Question:** Explain how asking questions about an individual's lifestyle contributes to a GP assessment of their health and wellbeing.

Answer:

## **WEEK 2: Exam Question (Homework task 2)**

**Question:** Explain how a well-paid job can affect a person's wellbeing in both a positive and negative way.

Answer:

## **WEEK 2: Exam Question review and improvement (Classwork)**

**Question:** Explain how a well-paid job can affect a person's wellbeing in both a positive and negative way.

Answer:

## WEEK 3: Cornell Notes (Homework task 1)

**Topic:** Social, Cultural, Language and Speech Barriers      **Revision guide page:**

## Summary

## **WEEK 3: Exam Question (Homework task 2)**

**Question:** Explain how a person accepting their current state of health because they feel fine, might be an obstacle to following a recommendation to help improve their health.

Answer:

## **WEEK 3: Exam Question review and improvement (Classwork)**

**Question:** Explain how a person accepting their current state of health because they feel fine, might be an obstacle to following a recommendation to help improve their health.

### Answer:

## **WEEK 4: Exam Question (Homework task 2)**

**Question:** Explain why a target of giving up drugs in the space of 2 weeks is unrealistic for someone who uses them regularly.

Answer:

## **WEEK 4: Exam Question review and improvement (Classwork)**

**Question:** Explain why a target of giving up drugs in the space of 2 weeks is unrealistic for someone who uses them regularly.

### Answer:

## WEEK 5: Cornell Notes (Homework task 1)

|                                   |                      |
|-----------------------------------|----------------------|
| <b>Topic:</b> Recap of LAA Topics | Revision guide page: |
| <b>Links</b>                      | <b>Notes</b>         |
| <b>Questions</b>                  |                      |

**Summary**

## **WEEK 5: Exam Question (Homework task 2)**

**Question:** Explain the difference between a physical and sensory disability

Answer:

## **WEEK 5: Exam Question review and improvement (Classwork)**

**Question:** Explain the difference between a physical and sensory disability

Answer:

## **WEEK 6: Exam Question (Homework task 2)**

**Question:** Explain the three key factors that need to be taken into account when adopting a person-centred approach.

Answer:

## **WEEK 6: Exam Question review and improvement (Classwork)**

**Question:** Explain the three key factors that need to be taken into account when adopting a person-centred approach.

Answer:

## WEEK 7: Cornell Notes (Homework task 1)

**Topic:** Recap on LAB Topics Revision guide page:

## Summary

## **WEEK 7: Exam Question (Homework task 2)**

**Question:** Describe how parenthood can positively and negatively affect a person's emotional health and wellbeing.

Answer:

## **WEEK 7: Exam Question review and improvement (Classwork)**

**Question:** Describe how parenthood can positively and negatively affect a person's emotional health and wellbeing.

Answer:

## **WEEK 8: Assessment Week Revision (Homework task 1)**

## Topic:

## **WEEK 8: Assessment Week Revision (Homework task 2)**

## Topic:

## **WEEK 9: Assessment Week Revision (Homework task 1)**

## Topic:

## **WEEK 9: Assessment Week Revision (Homework task 1)**

## Topic:

## WEEK 10: Cornell Notes (Homework task 1)

**Topic:** Recap on LAC Topics      **Revision guide page:**

| Links     | Notes |
|-----------|-------|
| Questions |       |
|           |       |
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## Summary

## **WEEK 10: Exam Question (Homework task 2)**

**Question:** Explain two recommended actions that someone could adopt to improve health and wellbeing?

## **WEEK 10: Exam Question review and improvement (Classwork)**

**Question:** Explain two recommended actions that someone could adopt to improve health and wellbeing?

## WEEK 11: Exam Question (Homework task 2)

**Question:** Explain how high blood pressure can affect someone's long term physical health?

## **WEEK 11: Exam Question review and improvement (Classwork)**

**Question:** Explain how high blood pressure can affect someone's long term physical health?

## **WEEK 12: Cornell Notes (Homework task 1)**

**Topic:** Please complete for student **Revision guide page:**

## Summary

## WEEK 12: Exam Question (Homework task 2)

**Question:** Explain two positive effects of Religion or Community participation on health and well-being.

## **WEEK 12: Exam Question review and improvement (Classwork)**

**Question:** Explain two positive effects of Religion or Community participation on health and well-being.

## Week 2

| <b>Revision Card on Lifestyle data.</b><br><br><ol style="list-style-type: none"><li>1. What is the average resting pulse rate of an adult?</li><li>2. What is the 'cardiovascular system'?</li><li>3. What is the measurement for healthy blood pressure?</li><li>4. Name two things that can cause high blood pressure.</li><li>5. What is the calculation to work out a person's BMI?</li></ol> | <b>Answers</b> |
|--|----------------|
|--|----------------|

.....  
X.....

## Week 4

| <b>Revision Card on Obstacles to implementing a health and wellbeing improvement plan.</b><br><br><ol style="list-style-type: none"><li>1. How could a person improve their 'Self-esteem'?</li><li>2. Name a strategy for a person to implement exercise into a busy day.</li><li>3. Name two ways that a person could exercise for free.</li><li>4. How could a person 'Kick-start' their motivation?</li><li>5. Why are 'Timescales' important when setting ourselves targets?</li></ol> | <b>Answers</b> |
|--|----------------|
|--|----------------|

.....  
X.....



## Week 6

| Revision Card on General Revision   | Answers |
|---|---------|
| <ol style="list-style-type: none"><li>1. What are lifestyle factors?</li><li>2. Give an example of what a supportive relationship can give?</li><li>3. Cultural factors include religion, community and what else?</li><li>4. Give a negative effect of exclusion from education?</li></ol> |         |

.....  
X.....

## Week 11

| Revision Card on General Revision  | Answers |
|--|---------|
| <ol style="list-style-type: none"><li>1. Give an example of a physical factor?</li><li>2. How does an unsupportive relationship impact on emotional development?</li><li>3. What is the normal resting heart rate for someone in early adulthood?</li><li>4. Give an example of the current effect on physical health of low blood pressure?</li><li>5. Give an example of a risk to future health of having an abnormal heart rate?</li></ol> |         |





Aspire,  
(ACHIEVE)  
Thrive'

Develop your character

