

## Component 3 – Health and Wellbeing

| I can statement...  | Achieved |
|---|----------|
| AIM A   |          |
| I can define health and wellbeing   |          |
| PHYSICAL FACTORS  |          |
| I can explain how <b>inherited conditions</b> as a physical factor can have a positive or negative effect on health and wellbeing |          |
| I can explain <b>physical ill health</b> as a physical factor can have a positive or negative effect on health and wellbeing      |          |
| I can explain <b>mental ill health</b> as a physical factor can have a positive or negative effect on health and wellbeing        |          |
| I can explain <b>physical abilities</b> as a physical factor can have a positive or negative effect on health and wellbeing       |          |
| I can explain <b>sensory impairments</b> as a physical factor can have a positive or negative effect on health and wellbeing      |          |
| LIFESTYLE   |          |
| I can explain how <b>nutrition</b> can have a positive or negative effect on health and wellbeing                                 |          |
| I can explain how <b>physical activity</b> can have a positive or negative effect on health and wellbeing                         |          |
| I can explain how <b>smoking</b> can have a positive or negative effect on health and wellbeing                                   |          |
| I can explain how <b>alcohol</b> can have a positive or negative effect on health and wellbeing                                   |          |
| I can explain how <b>substance misuse</b> can have a positive or negative effect on health and wellbeing                          |          |
| SOCIAL FACTORS  |          |
| I can explain how <b>supportive and unsupportive relationships</b> can have a positive or negative effect on health and wellbeing |          |
| I can explain how <b>social inclusion and exclusion</b> can have a positive or negative effect on health and wellbeing            |          |
| I can explain how <b>bullying</b> can have a positive or negative effect on health and wellbeing                                  |          |
| I can explain how <b>discrimination</b> can have a positive or negative effect on health and wellbeing                            |          |
| CULTURAL  |          |
| I can explain how <b>religion</b> can have a positive or negative effect on health and wellbeing                                  |          |
| I can explain how <b>gender roles and expectations</b> can have a positive or negative effect on health and wellbeing             |          |
| I can explain how <b>gender identity</b> can have a positive or negative effect on health and wellbeing                           |          |
| I can explain how <b>sexual orientation</b> can have a positive or negative effect on health and wellbeing                        |          |
| I can explain how <b>community participation</b> can have a positive or negative effect on health and wellbeing                   |          |
| ECONOMIC  |          |
| I can explain how <b>employment situation</b> can have a positive or negative effect on health and wellbeing                      |          |
| I can explain how <b>financial resources</b> can have a positive or negative effect on health and wellbeing                       |          |

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| ENVIRONMENTAL   |  |
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| I can explain how <b>housing needs, expectations and location</b> can have a positive or negative effect on health and wellbeing  |  |
| I can explain how <b>home environment</b> can have a positive or negative effect on health and wellbeing  |  |
| I can explain how <b>exposure to pollution</b> can have a positive or negative effect on health and wellbeing   |  |
| IMPACT OF PIES  |  |
| I can explain the impact of <b>physical events</b> on PIES health and wellbeing   |  |
| I can explain the impact of <b>relationship changes</b> on PIES health and wellbeing  |  |
| I can explain the impact of <b>life circumstances</b> on PIES health and wellbeing  |  |
| AIM B   |  |
| I can interpret physiological indicators: <b>Resting heart rate</b>   |  |
| I can interpret physiological indicators: <b>Blood pressure</b>   |  |
| I can interpret physiological indicators: <b>Body mass index (BMI)</b>  |  |
| I can explain the risks to current and future physical health of abnormal readings for <b>heart rate</b>  |  |
| I can explain the risks to current and future physical health of abnormal readings for <b>blood pressure</b>  |  |
| I can explain the risks to current and future physical health of abnormal readings for <b>body mass index</b>   |  |
| I can interpret lifestyle data according to published guidelines: <b>Nutrition</b> – The Eat well Guide   |  |
| I can interpret lifestyle data according to published guidelines: <b>Physical Activity</b> - UK Chief Medical Officers’ Physical Activity Guidelines  |  |
| I can interpret lifestyle data according to published guidelines: <b>Smoking</b> – UK Chief Medical Officers’ Smoking Guidelines  |  |
| I can interpret lifestyle data according to published guidelines: <b>Alcohol</b> – UK Chief Medical Officers’ Alcohol Guidelines  |  |
| I can interpret lifestyle data according to published guidelines: <b>Substance misuse</b>   |  |
| AIM C   |  |
| I can explain the ways in which a person-centred approach takes into account an individual’s <b>needs</b> to reduce health risks  |  |
| I can explain the ways in which a person-centred approach takes into account an individual’s <b>wishes</b> their preferences and choices  |  |
| I can explain the ways in which a person-centred approach takes into account an individual’s <b>circumstances</b> – age, ability, location, living conditions, support, physical and emotional health |  |
| I can explain the <b>importance</b> of a person-centred approach for individuals  |  |
| I can explain the <b>importance</b> of a person-centred approach for health and social care workers and services  |  |
| I can suggest <b>recommendations</b> for helping to improve health and wellbeing of individuals   |  |
| I can suggest <b>formal</b> support available to a person when following the recommendations to improve health and wellbeing  |  |
| I can suggest <b>informal</b> support available to a person when following the recommendations to improve health and wellbeing  |  |
| BARRIERS  |  |
| I can explain <b>physical</b> barriers that individuals can face when following the recommendations and how to overcome them  |  |

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| I can explain <b>sensory</b> barriers that individuals can face when following the recommendations and how to overcome them                       |  |
| I can explain <b>social and cultural</b> barriers that individuals can face when following the recommendations and how to overcome them           |  |
| I can explain <b>language</b> barriers that individuals can face when following the recommendations and how to overcome them                      |  |
| I can explain <b>geographical</b> barriers that individuals can face when following the recommendations and how to overcome them                  |  |
| I can explain <b>resource</b> barriers that individuals can face when following the recommendations and how to overcome them                      |  |
| I can explain <b>financial</b> barriers that individuals can face when following the recommendations and how to overcome them                     |  |
| I can explain <b>emotional</b> and psychological obstacles that individuals can face when following the recommendations and how to overcome them  |  |
| OBSTACLES   |  |
| I can explain the obstacle <b>time constraints</b> that individuals can face when following the recommendations and how to overcome them          |  |
| I can explain the obstacle <b>availability of resources</b> that individuals can face when following the recommendations and how to overcome them |  |
| I can explain the obstacle <b>unachievable targets</b> that individuals can face when following the recommendations and how to overcome them      |  |
| I can explain the obstacle <b>lack of support</b> that individuals can face when following the recommendations and how to overcome them           |  |