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| **Area** | **R** | **A** | **G** |
| **A1 Factors affecting health and wellbeing** |  |  |  |
| I can give a definition of health and wellbeing. |  |  |  |
| **I can explain how physical and lifestyle factors can have a positive or negative effect on health and wellbeing, such as:** |  |  |  |
| * Genetic inheritance, including inherited conditions and predisposition to other conditions. |  |  |  |
| * Ill health (acute and chronic). |  |  |  |
| * Diet (balanced, quality and amount). |  |  |  |
| * Amount of exercise. |  |  |  |
| * Substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs. |  |  |  |
| * Personal hygiene. |  |  |  |
| **I can explain how social, emotional and cultural factors can have a positive or negative effect on health and wellbeing, such as:** |  |  |  |
| * Social interactions, e.g. supportive/ unsupportive relationships, social interactions/ isolation. |  |  |  |
| * Stress, e.g. work-related. |  |  |  |
| * Willingness to seek help or access services, e.g. influenced by gender, culture and education. |  |  |  |
| **I can explain how economic factors can have a positive or negative effect on health and wellbeing, such as:** |  |  |  |
| * Financial resources. |  |  |  |
| **I can explain how environmental factors can have a positive or negative effect on health and wellbeing, such as:** |  |  |  |
| * Environmental conditions, e.g. levels of pollution, noise. |  |  |  |
| * Housing, e.g. conditions, location. |  |  |  |
| **I understand how life events that relate to relationship changes and changes in life circumstances can have an impact on health and wellbeing.** |  |  |  |

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| **Area** | **R** | **A** | **G** |
| **B1 Physiological indicators** |  |  |  |
| **I know examples of indicators that are used to measure health, such as** |  |  |  |
| * Pulse (resting and recovery rate after exercise) |  |  |  |
| * Blood pressure |  |  |  |
| * Peak flow |  |  |  |
| * Body mass index (BMI) |  |  |  |
| I can use published guidance to interpret data |  |  |  |
| I understand what is an abnormal reading and risks to health |  |  |  |
| **B2 Lifestyle indicators** |  |  |  |
| * I understand the risks of smoking on health |  |  |  |
| * I understand the risks of alcohol consumption on health |  |  |  |
| * I understand the risks of inactive lifestyles on health |  |  |  |
| **C1 Health and Well-being improvement plans** |  |  |  |
| * I can explain what a person centred approach is |  |  |  |
| * I understand what it means by a persons’ needs, wishes and circumstances when designing an improvement plan |  |  |  |
| * I can recommend actions to improve their current health |  |  |  |
| * I can set realistic short term target (less than 6 months) |  |  |  |
| * I can set realistic long term target (more than 6 months) |  |  |  |
| * I am able to identify sources of support. Using examples from both formal and informal support. |  |  |  |
| **C2 Obstacles to implementing plans** |  |  |  |
| I can explain the term obstacle and give examples below… |  |  |  |
| * Emotional/ psychological e.g. lack of motivation, |  |  |  |
| * Time constraints e.g. work or family commitments |  |  |  |
| * Availability of resources e.g. financial - equipment |  |  |  |
| * Unachievable targets e.g. unrealistic in the timescale |  |  |  |
| * Lack of support e.g. from family and friends |  |  |  |
| * Other factors specific to the individual e.g. disability/ addiction |  |  |  |
| * Barriers to accessing identified services |  |  |  |