**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit 4****Social Aspects and Lifestyle Choices** | **Unit Code:****6941** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Effects of smoking, alcohol and drug abuse on health and well-being
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| * Influence of relationships on health and well-being
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| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Be able to apply knowledge of lifestyle choices and social factors to service-users in different work-related contexts
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| * Be able to examine and interpret data in graphs and tables
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| * Be able to make reasoned judgements about how different social factors affect people in work-related contexts, and draw valid conclusions.
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| * Be able to analyse issues and problems presented in the case studies.
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| * Be able to evaluate evidence, making judgements and drawing conclusions from material presented in the case studies.
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| **Knowledge/Specification** |  |  |  |  |
| **4.1 Lifestyle choices and life course events** |  |  |  |  |
| Understand that a person’s health and well-being is affected by:* lifestyle choices made
* predictable and unpredictable events

These impact in different ways on individuals during the course of their life physically, socially, emotionally and intellectually. |  |  |  |  |
| Understand the lifestyle choices people make including: * the diet a person has,
* the exercise a person takes
* the recreational activities they engage in eg socialising with other people, alcohol use, drug use.

Understand predictable/inevitable events, such as starting school, marriage/partnership formation, employment, death/bereavement. |  |  |  |  |
| Understand unpredictable events, such as serious illness, relationship breakdown, accidents, loss of job, financial difficulties, moving to a new area, promotion/demotion. |  |  |  |  |
| Understand the ways in which people cope with change, how major change leads to new learning, and the ways in which people manage these changes. You will learn about |  |  |  |  |
| Understand the types of support people could receive from family, friends and work colleagues. |  |  |  |  |
| **4.2 Social factors affecting health and well-being** |  |  |  |  |
| Understand the social factors that can have a positive and negative affect on a person’s health and well-being and impact on the individual physically, socially, emotionally and intellectually according to the life stage the individual is currently in.  |  |  |  |  |
| Understand the impact of:* social class and income distribution
* poverty, and the distinction between absolute and relative poverty
* gender
* ethnicity
* the socialisation process, including the primary and secondary agents in the socialisation process and the influence of peer group pressure
* different types of social relationships, such as family, friendships, work colleagues.
 |  |  |  |  |
| Understand how the combined effect of these factors and the inter-relationship between them will be important in understanding practice in work-related contexts.  |  |  |  |  |
| Understand how changes in the social factors affecting an individual’s might have a major impact on their health and well-being and be able to make reasoned judgements and draw valid conclusions about the effect of these factors in work-related contexts. |  |  |  |  |
| **4.3 Care professional/service user relationships** |  |  |  |  |
| Understand how care practitioners use the care value base to provide effective care practice when workingwith service users. For example how:* care practitioners’ relationships with service users have changed to become increasingly service-user centred
* stereotyping may occur in health and social care settings, and the ways in which this might happen
* positive and negative stereotyping affects a service users’ health and social well-being
* the care value base is implemented by care practitioners in health and social care settings
* service users may be empowered by their interactions with care professionals
* the self-concept and self-esteem of a service user could be built by effective care practice.
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| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*