

Year	Term 1	Term 2	Term 3
9	<p>Students will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Life Stages are:</p> <ul style="list-style-type: none"> • Infancy • Early Childhood • Adolescence • Early Adulthood • Middle Adulthood • Later Adulthood 	<p>Students will explore the different factors that can affect an individual's growth and development.</p> <p>Factors include:</p> <p>Physical factors:</p> <ul style="list-style-type: none"> • inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease • experience of illness and disease o mental ill health – anxiety, stress • physical ill health – cardiovascular disease, obesity, type 2 diabetes • disabilities • sensory impairments. <p>Lifestyle factors:</p> <p>nutrition</p> <ul style="list-style-type: none"> • physical activity • smoking • alcohol • substance misuse. <p>Emotional factors:</p> <ul style="list-style-type: none"> • fear • anxiety/worry • upset/sadness • grief/bereavement • happiness/contentment • security • attachment. <p>Social factors:</p> <ul style="list-style-type: none"> • supportive and unsupportive relationships with others – friends, family, peers and colleagues • social inclusion and exclusion • bullying • discrimination. <p>Cultural factors:</p> <ul style="list-style-type: none"> • religion • gender roles and expectations o gender identity • sexual orientation • community participation • race. <p>Environmental factors:</p> <ul style="list-style-type: none"> • housing needs, conditions, location • home environment – living with a high level of parental conflict, experiences of abuse and neglect • exposure to pollution – air, noise and light. <p>Economic factors:</p> <ul style="list-style-type: none"> • employment situation • financial resources – income, inheritance, savings 	<p>Students will explore life events that occur in an individual's life and how these can impact on people's PIES development.</p> <p>Life Events include:</p> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • accident/injury • physical illness • mental and emotional health and wellbeing. <p>Relationship changes:</p> <ul style="list-style-type: none"> • entering into relationships • marriage, civil partnership, long-term relationship • divorce, separation for non-married couples • parenthood • bereavement. <p>Life circumstances:</p> <ul style="list-style-type: none"> • moving house, school or job • exclusion from education • redundancy • imprisonment • changes to standards of living • retirement
10	<p>Students will explore how individuals can adapt or be supported through changes caused by life events and why people may react very differently to the same type of event.</p>	<p>Students will be preparing for then sitting their first formal internal assessment known as a PSA (Pearson Set Assignment). This must be completed under teacher supervision at the end of the Spring Term and will cover all of the topics covered so far.</p>	<p>Students will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available to support people in the UK.</p> <p>Services Include:</p>

			<ul style="list-style-type: none"> • primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments • secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology • tertiary care – specialist medical care to include oncology, transplant services • allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics • multidisciplinary team working – how services work together, including referrals between services.
11	<p>Preparation for the external exam to be taken in the first week of Feb.</p> <p>In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing.</p> <p>They will learn:</p> <ul style="list-style-type: none"> • to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. • how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. • About the difficulties an individual may face when trying to make these changes 	Final Exam – First week in Feb	