Non-Negotiables: *Learning Aim A*

1. Define health and wellbeing.

A: A combination of physical health and social and emotional wellbeing, not just the absence of disease or illness.

2. Give the physical factors that can have positive or negative effects on health and wellbeing.

A: Inherited conditions, physical ill health, mental ill health, physical abilities and sensory impairments.

3. Give the examples of inherited conditions.

A: Sickle cell disease and cystic fibrosis.

4. Give the examples of physical ill health.

A: Cardiovascular disease, obesity and type 2 diabetes.

5. Give the lifestyle factors that can have positive or negative effects on health and wellbeing.

A: Nutrition, physical activity, smoking and substance misuse.

6. Give the examples of substance misuse.

A: Alcohol, cannabis and opiates such as heroin.

7. Give the social factors that can have positive or negative effects on health and wellbeing.

A: Supportive and unsupportive relationships, social inclusion and exclusion, bullying and discrimination.

8. Give the cultural factors that can have positive or negative effects on health and wellbeing.

A: Religion, gender roles and expectations, gender identity, sexual orientation and community participation.

9. Give the economic and environmental factors that can have positive or negative effects on health and wellbeing.

A: Employment situation, financial resources, housing needs, housing conditions, housing location, home environment and exposure to air, noise and light pollution.

10. Give the types of life event that can impact physical, intellectual, emotional and social health and wellbeing.

A: Physical events, relationship changes and life circumstances.

Non-Negotiables: *Learning Aim B*

1. Define resting heart rate (pulse).

A: The number of times the heart beats per minute when a person is at rest.

2. Give the normal range for resting heart rate (pulse).

A: 60 to 100 beats per minute (bpm).

3.Explain what heart rate recovery after exercise indicates.

A: The heart's ability to return to normal levels after physical activity is a good indicator of fitness.

4. Give the blood pressure categories and ranges.

A: Low blood pressure: 90/60 mmHg or lower; ideal: between 90/60 mmHg and 120/80 mmHg; pre-high: between 120/80 mmHg and 140/90 mmHg; high blood pressure: 140/90 mmHg or higher.

5. Give the body mass index (BMI) categories and ranges.

A: Underweight: below 18.5 kg/m²; healthy weight: 18.5–24.9 kg/m²; overweight: 25–29.9 kg/m²; obese: 30–39.9 kg/m²; severely obese: 40 kg/m² or above.

6. Explain the potential significance of abnormal physiological readings.

A: They may indicate short-term impacts on current physical health and long-term risks to physical health.

7. Identify what physiological indicators are used to measure.

A: Physiological indicators are used to measure health.

8. Give the lifestyle indicators that should be interpreted using published guidelines.

A: Nutrition, physical activity, smoking, alcohol and substance misuse.

9. Identify the guideline used to assess nutrition.

A: The Eatwell Guide.

10. Identify the guidelines used to assess physical activity, smoking and alcohol.

A: The UK Chief Medical Officers' Physical Activity Guidelines, Smoking Guidelines and Alcohol Guidelines.

Non-Negotiables: *Learning Aim C*

1. Define a person-centred approach.

A: A person-centred approach takes account of an individual's needs, wishes and circumstances when planning support and recommendations.

2. Give the factors considered in a person-centred approach.

A: Needs, wishes and circumstances including age, ability, location, living conditions, support, physical health and emotional health.

3. Give the importance of a person-centred approach for individuals.

A: It makes people more comfortable with treatment, increases confidence, ensures individual needs are met, increases support, improves independence, encourages people to follow recommendations, increases motivation and improves wellbeing.

4. Give the benefits of a person-centred approach for health and social care workers and services.

A: Improves job satisfaction, saves time, saves money and reduces complaints.

5. Give the established recommendations for improving health and wellbeing.

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

6. Give the types of support available when following recommendations to improve health and wellbeing.

A: Formal support from professionals, trained volunteers, support groups and charities, and informal support from friends, family, neighbours, community members and work colleagues.

7. Define a barrier.

A: A barrier is something unique to the health and social care system that prevents an individual accessing a service.

8. Give the potential barriers to following recommendations.

A: Physical barriers, barriers for people with sensory disabilities, barriers related to social and cultural backgrounds, barriers for people with English as an additional language or speech impairments, geographical barriers, resource barriers and financial barriers.

9. Define an obstacle.

A: An obstacle is something personal to an individual that prevents or makes action difficult.

10. Give the potential obstacles to following recommendations.

A: Emotional or psychological factors, time constraints, availability of resources, unachievable targets and lack of support

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