



Unit 10: Social Influences on Health and Wellbeing

Delivery guidance

Approaching the unit

The focus of the Unit is to enable learners to gain knowledge and understanding of social influences and their impact on health and wellbeing. It provides learners with an opportunity to explore social factors with a variety of relationship types.

Learners will explore primary socialisation and how we learn acceptable behaviour. They will learn the social rules the wider social community learn including media and investigate how socialisation affects our health and wellbeing.

Exploring different types of social relationships, such as those within family and friends, will enable learners to investigate their effects on health and wellbeing.

Learners should work with given scenarios and case studies, to enable them to apply their knowledge to a wide range of individuals and lifestyle circumstances.

Audio-visual media can prompt discussion, mind maps and buzz groups give learners cues to develop their knowledge of socialisation and relationships together with their effects on health and wellbeing.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore effects of socialisation on the health and wellbeing of individuals	A1 Primary and secondary socialisation A2 Effects of socialisation	Report or presentation
B Understand influences that relationships can have on the health and wellbeing of individuals	B1 Influences of relationships on individuals	
C Investigate effects of social factors on the health and wellbeing of individuals	C1 How social factors influence health choices and health and wellbeing	Assignment with case studies

Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

Learning Aims A and B should be assessed together. Learners should provide information on how primary and secondary agents can shape the health and wellbeing of individuals. At distinction grade, the information should be in-depth, with reference to a range of considered primary and secondary agents and detailed examples. Learners will need to provide information on how socialisation can affect roles and attitudes.

To support learners, they would benefit from having access to a wide range of detailed scenarios to work with, which should enable them to provide appropriate examples. Learners can present the work through a written format or through electronic presentations or audio-visual media, in which case, observation records of the learners' presentations would ensure there is valid and reliable evidence available as required by the Standards Verifier.

For Learning aim C, it is suggested learners provide four different ways social factors influence both health and wellbeing as well as health-related choices, for distinction level this information should be detailed.

Learners will need access to a range of realistic scenarios in which they describe ways social factors and health choices may combine to produce a variety of health and wellbeing situations, at Pass grade, this information may be simplistic, for example the individual has low wages which affects the food they buy, which has consequences on their health, in contrast at Distinction grade, the information would be in depth, with learners evaluating at least four different ways in which social factors can influence health, wellbeing and choices.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

Introduce this unit by explaining how important it is for learners to understand how social influences affect health and wellbeing and how they will explore socialisation, the effects of relationships and other social factors.

Learning aim A: Explore effects of socialisation on the health and wellbeing of individuals

Learning Aim A is designed to enable learners to explore the effects of socialisation on the health and wellbeing of individuals and know the difference between primary and secondary socialisation, their agents, together with the impact these may have on health and wellbeing.

- For A1, learners are explore the agents of primary socialisation, for example parents and carers and the influence they have on speech, beliefs and values. Videos relating to primary socialisation can be introduced.
- Secondary socialisation is more complex, but learners can relate to their own experiences. Learners could conduct research on the influence of the media on secondary socialisation and, for example, relate this to their own individual experiences.
- Learners will need to bring in both primary and secondary socialisation agents as part of their assessment.
- For A2, learners are required to explore the effects of socialisation. Videos can be shown to instigate discussion on shaping gender roles, with worksheets being used to provide awareness of norms and values. Discussion should take place on the influence of lifestyle choices; learners may refer to textbooks for this but will also be able to relate to their own life experiences. Learners will need to include a wide range of examples of the effects of socialisation within their assessment.

Learning aim B: Understand influences that relationships can have on the health and wellbeing of individuals

- Learning aim B places focus on the influence of relationships on health and wellbeing.
- For B1, learners will need to investigate the different types of relationships, they could use mind maps to focus on the four different types of relationship within the unit and other people involved. Learners may find it useful to relate to their own experiences for this activity and links to other units could be useful. Videos can be used to link these relationships, including changes in relationships to health and wellbeing, the influence of relationships on individual health and well being and effects such as levels of stress and anxiety. Different scenarios should be introduced to enable learners to be able to provide detailed information to illustrate how relationship types can affect health and wellbeing in both familiar and unfamiliar scenarios.



Learning aim C: Investigate effects of social factors on the health and wellbeing of individuals

- Learning aim C enables learners to investigate the effects of social factors on health and wellbeing.
- For C1, learners could be introduced to a range of social factors through videos, with buzz groups being used to expand upon these factors. A diverse range of different case studies should enable learners to evaluate at least four different ways in which social factors can influence health and wellbeing and health related choices.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

Unit 1: Human Lifespan Development

Unit 2: Ensuring Healthy Living

Unit 3: Skills, Attributes and Values Required to Give Care

Unit 4: Ensuring Safe Environments in Health and Social Care

Unit 5: Vocational Experience in a Health or Social Care Setting

Unit 6: Cultural Diversity in Health and Social Care

Unit 7: Anatomy and Physiology for Health and Social Care

Unit 8: Creative and Therapeutic Activities in Health and Social Care

Unit 9: The Impact of Diet on Health.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Qualifications in Health and Care. Check the Pearson website at: (qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Videos

Primary and secondary **socialisation**, such as:

youtube.com/watch?v=7Gi2Hp3OVss

Short video on secondary **socialisation**, such as:

youtube.com/watch?v=KAyqIU3SsvA

Gender roles, such as:

study.com/academy/lesson/the-impact-of-socialization-on-gender.html

Short video on **relationships** and health and wellbeing, such as:

youtube.com/watch?v=B4ZxMECJobo

Video concerning **social determinants** of health, such as:

youtube.com/watch?v=8PH4JYfF4Ns



Websites

Primary and secondary **socialisation**, such as:

resources.collins.co.uk/free/175966BTECHSCU4.pdf

Mental Health Foundation report on relationships and wellbeing, such as:

mentalhealth.org.uk/publications/relationships-21st-century-forgotten-foundation-mental-health-and-wellbeing

Effects of **divorce** on children (Influences of Relationships), such as:

healthline.com/health/parenting/effects-of-divorce-on-children

Social Factors and health, such as:

familydoctor.org/social-cultural-factors-can-influence-health/

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.