

# Course Companion

for BTEC Tech Award L1/2 in Health & Social Care  
Component 1: Human Lifespan Development

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# Teacher's Introduction

This is a Course Companion for Component 1: Human Lifespan Development, part of the BTEC Level 1 / Level 2 Tech Award (first teaching September 2022). The aim of this resource is to guide students through the core content of this component, providing students with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this component, which includes demonstrating an understanding of growth and development across the life stages, and how people cope and adapt to life events.

For clarity and ease of use, the content of this Course Companion matches the order of the specification points. The content is structured as follows against the component's learning aims:

- Learning outcome A: Students should understand human growth and development across the life stages, and the range of factors which can affect growth and development.
  - Sections A1 and A2
- Learning outcome B: Students should understand how individuals deal with life events.
  - Sections B1 and B2

Throughout the resource, there are key features to keep an eye out for:

**Keywords** – used to draw students' attention to different keywords of the unit.

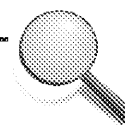


## **Did you know?**

Provides further information and additional content to inspire students.

## **Case studies**

Help students to apply the issues identified in the resource to real-world scenarios.



**Applied activities** encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.



**Research activities** inspire further research and stretch and challenge higher-ability students.



Some of the activities can be completed using computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There are also a set of '**checking my understanding**' questions provided at the end of each section (with answers included). These should help students recap their knowledge throughout the Course Companion, and will ensure that they have understood what they have read.

January 2023

## Learning outcome A: Understand human growth and development and the factors that affect them

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### A1: Human growth and development and the factors that affect them

Understanding how people grow and develop throughout their lives is of the utmost importance when considering working within the health and social care field. Having a strong understanding of how people grow and develop will give you the knowledge, understanding and ability to consistently provide care and influence the changing care needs of people at different stages of their lives.

**Growth** and **development** refer to different things. **Growth** refers to increases in physical size, weight or shape. Growth is quite an easy thing to measure; for example, we can measure our weight and how tall we are easily. **Development** is a process; the process involves taking information into a different stage, and this is usually done through learning and improving skills. Although development is harder to measure, most individuals are aware that as we grow and learn we are capable of doing more complex activities than we used to. Development in the early stages is rapid but in the later stages of life, it slows down.

**Applied activity:** Copy the columns and draw lines to match the correct explanation.

<b>Growth</b>
<b>Development</b>

- Getting bigger in size
- Acquiring and improving skills
- Gathering knowledge
- Increase in physical size

### The PIES classification

Development takes place in four areas. These are:

<b>Physical</b>	<b>Intellectual</b>	<b>Emotional</b>
Development relating to the body, its functions, and physiology.	Development relating to thinking (or cognitive) abilities.	Development relating to someone's feelings and psychological wellbeing.

Each of these areas of development is covered in more depth for each life stage.

These areas of development (or classifications) are formed into an acronym known as PIES. An acronym is a word formed from the first letters of other words. These four areas of development will differ according to the life stage that someone is currently in. Therefore, each life stage produces its own physical, intellectual, emotional and social developments, challenges and changes. As such, a person's physical, intellectual, emotional and social development will change when they enter a new life stage. For example, a six-month-old baby may experience rapid physical development as it begins to walk. An elderly person will also experience physical changes but they are opposite to the baby, as their mobility begins to decrease.

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## The main life stages

As we go through life, we are constantly growing and changing; breaking the life easier to figure out and understand the factors that may influence change within usual patterns of growth and development from birth to death. There are six stages we go through. Look at the image below for a quick summary.

**0–2 years – Infancy** (totally dependent upon parents)

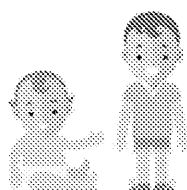
**3–8 years – Early childhood** (growing stronger, taller and gaining independence)

**9–18 years – Adolescence** (undergoing physical and emotional changes towards adulthood)

**19–45 years – Early adulthood** (reaches physical and mental maturity)

**45–65 years – Middle adulthood** (decline of physical and mental abilities)

**65+ years – Later adulthood** (more difficulty in undertaking physical and mental tasks)



### Infancy (birth to 2 years)

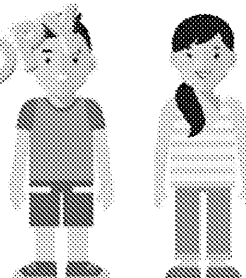
In the first life stage, babies are totally **dependent** upon the experience rapid growth and develop new physical and mental abilities. In this stage, they begin to learn motor skills.

### Early childhood (3–8 years)

In the second stage, children begin to gain independence from their caregivers by starting school, and their physical and mental abilities continue to develop. Children continue to develop their social skills, including the formation of friendships and learning about the community they live in and belong to.

### Adolescence (9–18 years)

In the third stage, individuals experience **puberty** which results in dramatic physical and emotional changes to prepare them for adulthood as a result of significant hormonal changes. This is a stage in which people find their identity, and strong emotions may rule behavior and decisions.



### Early adulthood (19–45 years)

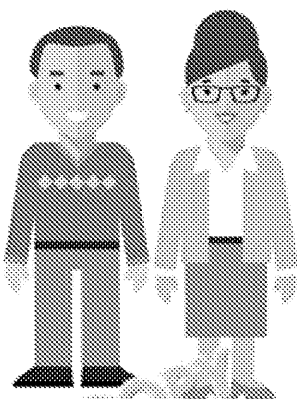
The fourth life stage involves reaching mental and physical maturity, as people in adulthood have usually hit the peak of their physical development. There are many opportunities and challenges that face people in this stage of life. Individuals may be contemplating going to college and continuing education, or just finishing education. It is a time when people begin a career and start a family. Other individuals may have both a family and a career, also having to juggle financial pressures.

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## Middle adulthood (46–65 years)

In the fifth life stage, many people undergo changes to their body and appearance. For instance, their hair may go grey and women will go through the menopause. Children will be starting to take their own paths in life, and grandchildren may arrive. A person's career may have peaked and begun to slow down, but individuals in this stage may also have elderly parents they have to provide care for.

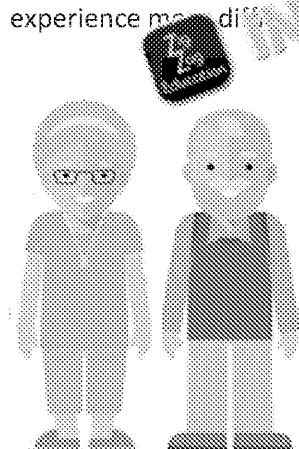


Office between their higher age group feel happy and the. However, fall for

## Later adulthood (65+ years)

In the final life stage, the signs of ageing are noticeable as individuals experience more difficulty carrying out physical and mental tasks, and the long-term effects of lifestyle factors may become more apparent. An individual at this stage may no longer have a career and they may choose to retire. At this life stage, many people are eligible for the state **pension**, private pensions or care benefits. Some health problems can occur as individuals become frail and may require some assistance. Individuals may become dependent on others again, and there is the possibility of **home** or hospitalisation. At the end of this stage, death

**Pension** regular financial retirement  
**Nursing** provide people also on d



### Did you know?

The state pension age is 65 for men. However, increases have been made in the past few years. On average these days people need to claim the state pension for a proportion of their lives.

The state pension age is currently 65 for men and women, which is planned to rise to 68 by 2028. There are also proposals to raise the state pension age to 68 earlier than 2028, from 2039, rather than 2040, when it will come into law.

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**Applied activity:** Which life stage are you currently in? Which changes have you experienced relating to aspects of your wellbeing, including:

- physical
- intellectual
- emotional
- social

Write a short list describing the changes you have experienced.

**Applied activity:** Create a poster that is to be displayed in a doctor's surgery to inform the life stage they will undergo. Make sure it includes the following information:

- Use a picture of an elderly person at the centre of the poster.
- Give information about the six stages they have gone through. Label each stage.
- Ensure you include at least one example of each type of development – **remember**

## Physical growth and development across the life cycle

This refers to the body systems and their development – anything to do with your physical development. Your physical development can be affected by lifestyle (for example, diet and exercise) and genetic factors (including genetic conditions such as Down's syndrome).

### Infancy (birth to 2 years)

Infancy is a time of rapid physical growth in terms of both height and weight. It is a time when children grow and develop on a daily basis! By the end of their first year of life, most babies will have doubled their birth weight. From birth through early childhood, young children are expected to pass through various milestones (such as walking or talking). The acquisition of these first key skills helps to prepare children for the later life stages.

#### Gross and fine motor skills

**Gross motor skills** are movements that involve larger muscle groups. For very young children, examples of gross motor skills include crawling, walking and jumping. These are movements that children make using their arms, legs, feet or even the whole body. To encourage the development of gross motor skills, primary caregivers should play games such as skipping with a rope, playing catch and kicking a ball with children.

**Fine motor skills** are the smaller actions an infant or young child might make, and involve smaller muscle groups. An example of fine motor skills would be when a child picks up a small object with their thumb and index finger or wriggles their toes. To encourage the development of these skills, primary caregivers should provide children with paintbrushes, crayons and chalk so that they can paint and draw. Caregivers should also encourage children to use a spoon or fork when eating. Although there is great variation in the age at which children reach these milestones, each child should follow a similar pattern of development.

If a child does not reach these milestones by the expected age, they may be referred to a specialist for further assessments to check whether they have any additional needs underlying their delayed development, such as a physical or learning disability. This can lead to the provision of additional care and support to aid the child's development. Look at the table below to learn about some of these key milestones and the age at which they should be reached.

Age	Fine motor skills	Gross motor skills
0–4 months	Hands are often clenched into fists, baby may hold items placed in their hands and put fingers or whole hand in their mouth. They may also open and close their fists.	Movements are jerky and begin with. Infants may wiggle about and may make small movements to crawl.
4 months	Reaches towards objects. Baby can hold their hands together.	No head lag, rolls over, holds head up for short periods when carried.
6 months	Transfers objects from hand to hand.	Lifts head and chest up with support, takes first steps with support.
12 months	Grasps objects with index finger, pincer grip and lifts small objects.	May crawl, walk with support, stand from lying down.
18 months	Builds tower of two or three bricks, turns two or three pages of book at a time, scribbles. Can feed self.	Walks backward, runs, jumps, climbs.
2 years	Copies vertical and circular strokes, turns individual pages of books, builds tower of up to seven blocks.	Able to run well, jump, throw, solve problems, can use tools.

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## Did you know?

Dyspraxia is a condition that affects motor skills, causing difficulties with coordination. It is also known as 'developmental coordination disorder (DCD)'. The cause is unknown, but it may have been identified, including being born prematurely or use of alcohol or drugs during pregnancy.

## Case study

Joshua is 18 months old, and has just started to take his first steps. His parents have been concerned, because other babies in the family learnt to walk much earlier.

He has met other milestones by the expected time, and is happily building towers with blocks and learning to feed himself.



## Research

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**Applied activity:** Think about your own gross and fine motor skills. Copy the column by writing down at least four examples of each type of skill that you use every day.

Gross motor skills	Fine motor skills

## Growth patterns

The physical development of an infant enables the development abilities that are necessary to explore and interact with the world around them. Babies' muscles are weak when they are first born, meaning they have very little muscular coordination, making them basically immobile. The infant stage (0–2 years) is when development is most rapid, and babies can very quickly open and focus their eyes, follow sound, cry and start to develop muscle.

When the muscles begin to gain strength, it allows the baby to begin controlling movements, which shows muscular control and that the infant is developing coordination. A new-born baby can first control his/her head including the mouth, face, lips and tongue. This is because coordination and physical control start with the head and progress downwards through the neck, upper body, arms and legs. This newly developed strength allows infants in this stage to explore the world around them more.



## Did you know?

Although newborn babies are mostly helpless when they are born, they do have some built-in **reflexes**. These include 'rooting' (when you rub a baby's cheek and they turn towards you) and 'palmar grasp' (when you touch a baby's palm and the fingers curl to cling on to the finger).

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Read the table below to learn about different patterns of development during infancy.

Patterns of development during infancy		
Top to toe	Inner to outer	Same to different
Development begins from the head down, as babies first gain control over their head. Then they begin to gain control over their back muscles, before gaining control over their legs.	Babies first gain control over their 'core', central muscles so that they are able to sit and hold themselves up. Once babies master this, then they are able to gain control over their limbs. This will eventually lead to being able to walk.	All three known types of development are present in infancy. These patterns of development are not always in the same order.

**Research activity:** Look online to find out what happens if a child does not reach a milestone. This could be a good starting point: [zzed.uk/12029-delays](https://www.zigzag.co.uk/12029-delays)

### Early childhood (3–8 years)

This is a period in which each individual will continue to grow both in height and weight. Children will develop new gross and fine motor skills, as well as honing the skills they developed in infancy. Children will become more coordinated and will be able to move their bodies more efficiently. For example, in infancy a child will have learned how to walk, but during early childhood they will be able to run because they are also able to balance.

Examples of fine and gross motor skill development during early childhood:

Age	Fine motor skills	Gross motor skills
3–4 years	Draws lines and circles, builds tower of up to nine bricks, can draw a person with a head. Develops a preference for a dominant hand and will use a tripod grasp to draw.	Can walk on tip-toe, can ride a tricycle, walking is improved.
4–5 years	Most children will be able to draw simple shapes and some letters, and can usually write their own name.	Throwing and catching a ball. Children can run in the way.
6 years +	Handwriting improves significantly, and colouring between the lines is possible. Most children can use scissors to accurately cut out shapes, can fasten small buttons on clothes and may be able to tie their own shoelaces.	Running, skipping, jumping. Gross motor skills speeds up as they are more developed.

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## Adolescence (9–18 years)

During this life stage, physical maturation into adulthood occurs, and physical strength also increases.

### Primary and secondary sexual characteristics

Puberty occurs during adolescence and can cause many physical changes, as it is the transitional stage in which your body matures from childhood into adulthood. Although there is no set age for the onset of puberty, the average age is 11 years old for girls and 12 years old for boys. Chemicals in your body known as **hormones** trigger these physical changes, which include sexual maturity, growth spurts and sometimes weight increase. Girls and boys begin to change and look different as they grow into young women and men.

There are certain characteristics that allow us to decipher whether a person is male or female or inter. These characteristics are called **primary sexual characteristics**, and refer to the sex organs a person is born with, and males have testicles and females have a uterus. However, these sex organs do not fully mature and develop until the release of sex hormones such as **testosterone** and **oestradiol**.

**Secondary sexual characteristics** are traits that individuals develop during puberty as the body matures sexually, but these are not essential for reproduction.

For girls, these are:

- breast development
- widening of hips
- growth of pubic hair



For boys, these are:

- deepening of the voice
- chest and shoulders broaden
- growth of facial and pubic hair



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## Early adulthood (19–45 years)

Following the physical changes that have occurred during puberty, an individual will be at their full height and are not likely to grow any taller. The average young adult reaches their full height by their late 20s.

At this age we also reach **sexual maturity**. Females tend to be at the height of their fertility in early adulthood, which means they have the best chance of conceiving a baby naturally if they try during early adulthood. However, many women choose to try for children later on in adulthood and still successfully conceive children. The fertility window for males lasts much longer with many males being able to father a child much later into their adulthood.

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## Middle adulthood (46–65 years)

Middle adulthood is a time for physical change among men and women, as the ageing process starts to take its toll on the physical developments of the human body. However, there are things that older people can do in order to try to keep in good physical shape. Maintaining physical activity – for example by walking, cycling, gardening or participating in fitness classes (e.g. aerobics) – can help to slow the decline in the body's functioning.

### Women and the menopause

The average age of onset of the menopause is between 45 and 55 years of age (meaning some women may experience it at the end of the early adulthood stage). The menopause occurs when the body reduces its production of oestrogen, which usually stops the processes of **menstruation** and **ovulation**. Periods may change to be lighter, heavier, more or less frequent, before they stop. Women are also at a greater risk of developing **osteoporosis** after the menopause. There are a number of other symptoms which accompany the menopause, and which often occur before changes to menstruation. Look at the diagram below to learn about the range of menopausal symptoms someone might experience.

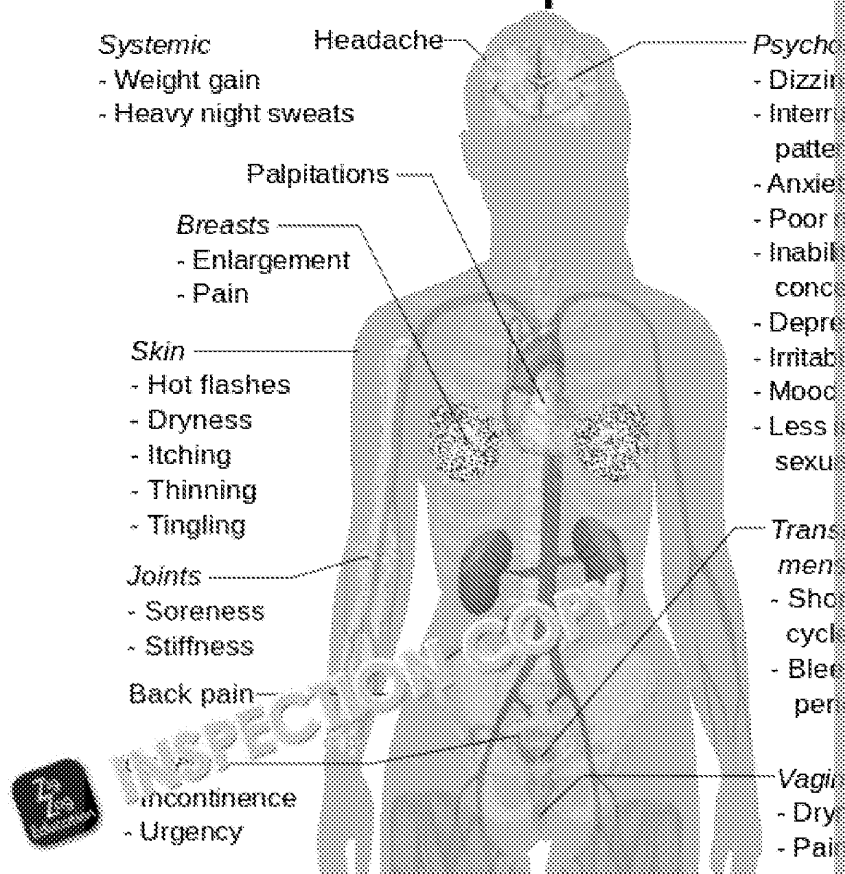
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### Symptoms of Menopause



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#### Did you know?

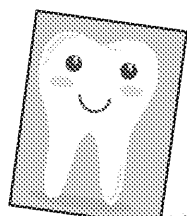
The experience of menopause can be influenced by culture. The word 'menstruation' and translates as 'monthly stop'. The Japanese word, however, is 'konenki', which means 'years' and 'energy'. Furthermore, different symptoms may be reported by people from different cultures.

## Later adulthood (65+ years)

Later adulthood involves the continuation of the ageing process – declining strength and muscle tone, which can also lead to becoming less mobile. Skin becomes less elastic.

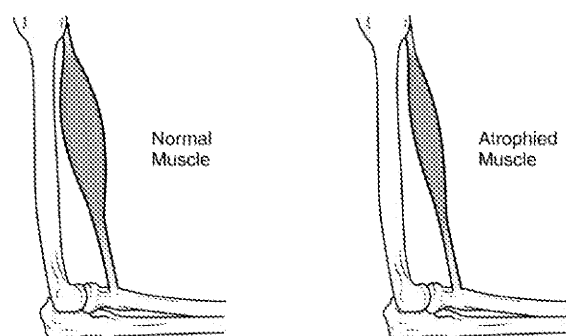
### Changes to mobility and muscle tone/strength

As individuals continue to age they may gradually experience reductions in their physical strength, mobility and fine motor skills. Many people find it harder to move around when they get older, and may experience stiffness and pain in some joints.



A change in mobility occurs partly because as someone ages their bones tend to reduce in size and density as they lose **calcium**. Older adults are at an increased risk of developing osteoporosis, a reduction in bone density. These changes to bones mean that bones become brittle and the individual may even shrink.

There can also be a loss of muscle tone and strength, perhaps due to a lack of physical activities. However, this can be (at least partially) offset by the continuation of physical activities in later stages of adulthood. The diagram below shows the difference between a normal muscle and an atrophied muscle.

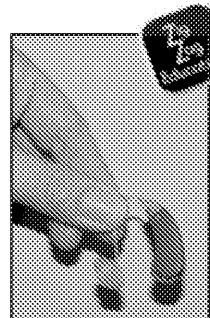


### Changes to hair and skin elasticity

Men and women can begin to lose their hair in the middle adulthood stage. This process will continue as individuals move towards later adulthood. Some people experience hair thinning as they age. Wrinkling of the skin also occurs at this stage of life; as you age, your skin does not fully repair the damage to your skin, and its strength and resilience become weaker, leading to drier skin.

### Sensory loss

A lot of people in later adulthood experience sensory loss, meaning that their hearing or sight may not be as efficient as it once was. For instance, some older adults may struggle with reading and need to wear glasses to do so. Some conditions of the eyes are also more common in older adulthood, including **age-related macular degeneration** (affects sharp, central vision) and **cataracts** (cloudy or blurred vision).



Ageing also affects hearing – for example, it may become harder to follow a conversation if there is background noise. This can affect communication in older adults, which can be helped somewhat by the use of **hearing aids**. Due to the degeneration of systems of the ear, balance can also be affected. This can mean that older adults are at a greater risk of falls.

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## Intellectual development across the life stages

Intelligence refers to the ability to gain and apply knowledge and skills. Intellectual growth and development of an individual's brain; as the brain matures, so do our memory, creativity, problem-solving, multitasking, thinking outside the box and teachings are all thought processes that are developed as we grow.

Intellectual development is about how we learn, and there are many ways that we learn throughout our lifespan, including via trial and error, copying, exploring, repeating and experiencing. Through these processes, we get better at remembering, understanding and communicating with the people and things that surround us. As a child grows, they increasingly interact with their environment, which encourages more analysing and understanding of their thoughts.

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### Language development

Language development is a key aspect of intellectual development.

#### Infancy and Early Childhood

There are certain milestones that show whether a child is developing at an average. For example, one of those milestones is that a child of 18 months should know a few words. Most one-year-olds are able to name objects, and by two years of age most are able to say a simple sentence. By the age of three, children should be able to construct simple sentences. The table below contains some key language development milestones.

Life stage	Age to complete milestone	Hearing and speech
Infancy (rapid development of language)	4 months	Vocalisation to self, toys and others. Can imitate sounds.
	6 months	Responds to name, turns towards sound.
	12 months	Understands simple commands and can say single words with meaning.
	18 months	Six to twenty words but can understand more.
	2 years	Two- or three-word sentences, attempts to follow simple instructions.
Early childhood (language fluency)	3 years	Knows several nursery rhymes, can count from one to ten.
	4 years	Uses longer sentences and asks questions. Participates in discussions they have taken part in.
	5 years	Learns phonic sounds for reading and is able to read simple words they have learned in phonics sessions.
	6 years	Most children can speak fluently and acquire new words.
	7 years	Uses more complex sentences and a variety of words. Has a good grasp of grammar.
	8 years	Can understand and respond appropriately to more complex questions.

As a child grows, they learn more and more about the world and uses that knowledge to make sense of it. As they continue to learn, they develop a stronger understanding of what surrounds them. As a child grows, they become more logical and organised. As they become more logical, they also become more fluent in language and will use a larger vocabulary because of increased interest in reading and writing.



#### Did you know?

Cases of so-called 'feral children' – i.e. those raised with limited social interaction – have shown the importance of being exposed to language in the first few years of life. One such case was Genie, who was isolated until she was rescued at around 13 years of age. She did not speak and only learned some words and to communicate using signs. However, her mother stopped her from speaking. Genie was about 21, and little has been known about her progress since.

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### Adolescence and adulthood

During the later life stages, individuals' language abilities will continue to develop. They will have the opportunity to start learning a second language at school. Some people are gifted in learning languages, and may even become fluent in several throughout their life. This opens up additional career opportunities, such as working abroad. Individuals' vocabulary grows throughout life stages, as new experiences throughout life will teach that person new words.

### Later adulthood

In later life stages, the effects of ageing may also influence an individual's language abilities. In this section, some older adults may experience a loss of memory and cognitive abilities. This can affect language, as remembering specific words and phrases may become more difficult.

### Problem-solving

'Problem-solving' simply means working through an issue to find a solution, and is a skill needed for all aspects of life.

### Infancy

In the infancy stage, knowledge of the world is limited to sensory perceptions and motor skills. Learning is extremely fast at this stage, and infants will learn through trial and error about how they can influence their environment to solve problems. They will start to explore their environment, show interest in objects, toys, imitate others, and look towards bright lights and colours.

### Early childhood

As children move through the early childhood stage, they become more skilled at solving different types of problem. However, between the ages of three and four years old, children mainly rely on their senses and experience to solve problems. They start to use simple tools. At this age, they still struggle to use imagination or think about things which are out of their front of them to solve a problem. This bead counter is an example of how young children use **visual representation**. The bead counter allows for a child to produce a visual representation of a problem a teacher or primary caregiver gives them, which aids their understanding.

However, they are interested in solving problems and trying new things, and become curious about what could happen in different scenarios. Young children often become frustrated if their attempt to solve a problem does not work immediately, but they gradually build up the patience to try a few different things. They also show a desire to understand their world, which may manifest as asking lots of 'why' questions.

From about seven years of age, children begin to use inductive logic, which means they can predict the outcome of a certain event. Around this age, children also develop an understanding of cause and effect. For example, a child will be able to understand that if you deflate a ball, it is not going to bounce.

### Adolescence and adulthood

Look at the table below to learn more about how problem-solving changes across the life stages.

Life stage(s)	Problem-solving at this stage	Challenges
<b>Adolescence</b>	Adolescence is a time of exposure to new ideas and increasing independence. Young people may use this new information to question previously held beliefs and try out new ways of solving problems for themselves.	Adolescents may have interests that lead to challenges.
<b>Adulthood</b>	Knowledge gained throughout life experience can be used to inform problem-solving and make realistic decisions.	If an adult has a job, they may have experience about solving problems.
<b>Later adulthood</b>	Some older adults face a decline in cognitive processing speed, which can make it more difficult to solve complex problems.	Difficulties may arise in making decisions.

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## Abstract and creative thinking

**Abstract thinking** means being able to consider a problem without it being physically in front of you, by using your imagination. The ability to think in this way develops by around 12 years of age, and adolescents begin to understand that there are many possible outcomes and consequences of actions. This type of thinking is extremely important in long-term planning – this is key for adolescents and young adults, as serious decisions are made during these life stages.

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Intellectual development does not stop when you reach 18 or middle adulthood. You may make a conscious decision to keep on learning; some go to university or college, others do not. Even if a person does not choose formal learning, they will find that adulthood poses new problems to be solved and will require them to think creatively, imagining potential outcomes and consequences. By the time early adulthood is complete, most people will have mastered abstract thinking and be able to manage difficult situations that they have no direct experience of. A successful career often involves honing new skills. It is likely that what you need to know and understand will continue to change throughout your life. This is also true in an adult's home life, when individuals seek to learn new skills and continually developing the skills they already have.

During the period of middle adulthood (46–65), previous experiences and lessons learned are used by the individual to make decisions about tricky or complex situations. Distinct life events may influence intellectual development. It is likely that many older adults will consider retiring. A slower pace/activity may mean that there are fewer intellectual challenges on a day-to-day basis.

### Case study

Jenna is 18 and has just left full-time education. She loves to learn but doesn't know what she wants to do for a career yet. She is worried that she'll miss out on opportunities to learn new things if she doesn't decide soon. However, her mum reassures her that there are many things she could do to keep developing intellectually now that she's left school.



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## Development and loss of memory and recall

After a child is born, their brain is still maturing and developing, which influences their memory abilities. It appears that as an infant gets older, the amount of time for which they can remember something gradually begins to increase. For example, a six-month-old can remember an action for about a day, and nine-month-olds can remember an action for about a month.<sup>1</sup> A child's memory is usually well developed by around six years old.

**Research activity:** Look online for some tips on how to prevent memory loss during ageing. Make a list of the five strategies that interest you the most.

Knowledge should always be pursued to keep the mind active. Intellectual health is just as important as physical, emotional and social health. As memory can start to decline with age, it is important to exercise the mind and keep it active. Be creative, play fun games and keep it active. Be creative, play fun general knowledge games and challenge yourself.

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<sup>1</sup> <http://www.child-encyclopedia.com/brain/according-experts/memory-and-early-brain-development>

Although older people may experience some memory loss, that does not mean that they cannot learn new skills and hobbies. Doing this has been shown to increase quality of life and experience ageing in a more positive way. Retirement gives the additional leisure time to try new activities, such as painting, playing a musical instrument, walking or writing. Socialising with others also increases mental stimulation, so it is important to go to meet friends and see family. Older people who are socially isolated have worse physical, intellectual and emotional health than those who interact with others.



**Did you know?**

Have you ever seen a word, but you just couldn't remember it? This is called the 'tip of the tongue' phenomenon – and after a while, the word is forgotten. It's a common experience, but it does not mean the word is unknown, but it does mean it's forgotten.

**Applied activity:** Think about the factors that affect the development of an individual at each life stage that could positively affect the development of an individual. Think about the one thing that could negatively affect the intelligence of an individual. Complete the table below to show the factors that affect an individual's development at each life stage.

	Infancy	Early childhood	Adolescence	Early adulthood
Positive				
Negative				

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# Emotional development across the life stages

This refers to an individual developing a full range of emotions and learning to understand and deal with them appropriately. This includes gaining the ability to feel love, sadness, fear, happiness, anger and affection. Emotional development is paramount for being able to form successful relationships as you grow. We will first give an overview of the key elements of emotional development in each life stage, and then explore each of these in more detail.

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## Infancy

Infancy is a key period of time in which developing attachment to caregivers is vital for the rest of a person's life. The ways others demonstrate emotions and tend to react for how we function emotionally. Therefore having a strong attachment with the caregiver for safety and security is vital to future development. During infancy, the emotions are driven by wants and needs. Infants will use crying at varying frequencies to show they want to get a response from their caregivers. As time progresses, infants will copy the expressions on in their faces. At around two months, a baby will start to socially smile as a response to interacting with others.

## Early childhood

As intellectual ability increases, young children will start to develop more complex thoughts and feelings which can be confusing for them. Two-year-old children are known for their bad behaviour and temper tantrums. These children are not purposefully being rude and misbehaving; their behaviour is the way it is at this age because they have not yet mastered their own emotions, and they are struggling to express their emotions in an appropriate manner. Children at this age start to show a little **empathy**; when you watch a two-year-old playing with dolls or even other children and you see them praising or punishing each other, they are expressing some degree of empathy.



By the age of three, children might have joined nursery or playgroup and become interested in making friends with other children. This means they have become slightly more in control of their emotions and are more sensitive to others' feelings. You will see the sensitivity to other children's feelings at this age when they start to share toys and take turns when playing.

All emotional responses are learnt from primary caregivers, so control over emotion and how a child deals with conflict should be encouraged if it is done in a positive manner. Encouraging a child's growing passion and empathy is also extremely important. A child will start to talk about how they are feeling, such as 'I feel sad' or 'I feel happy', and a primary caregiver should ask why they are feeling this way and keep encouraging this type of emotional communication. From about 3 to 11 years old is when a child really begins to develop their own sense of self.

## Adolescence

As young people progress throughout adolescence and adulthood, they gradually separate from their immediate family. They learn to become independent in life that will hopefully lead to contentment.

Self-esteem and self-image are likely to be affected by the experiences an individual has as well as their relationships with other people. A sense of security will hopefully be developed as they grow up, which will give them the confidence they need to make their own way.

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## Early adulthood

Early adulthood provides opportunities for individuals to take control over the direction of their lives. This is often exciting as this may be the first time a young adult may have felt true freedom to make their own choices. An individual makes choices in terms of career opportunities, relationships and money. This stage is often associated with self-esteem and a sense of achievement. A good self-concept at this stage is still closely linked to the support of caregivers in earlier life stages, and receiving support from key role models will certainly help.

## Middle adulthood

Emotional responses at this life stage may relate to some of the physical and intellectual changes. For example, as physical appearance can change considerably in older age, this may impact on how they perceive the ways in which they are changing. Some individuals may see greying hair or developing wrinkles as signs of a life well lived, whereas others may see it as a loss of youth. As this is usually the period of time in which individuals choose to settle down, this can have a significant impact on self-esteem as a person's career often gives them an identity they are proud of. The changes that occur in later adulthood may also impact on emotional health.

## Later adulthood

As we move into our last stage of life, we may start to become more dependent on others. The impacts of ageing can make some of the day-to-day tasks more challenging. For example, shopping for groceries may take a bigger toll on an older person, and a relative (or a friend or neighbour) may need to do it for them. This change can be really difficult if the older adult has always been able to do it themselves. Their self-esteem may be closely linked to being able to care for themselves. The support of partners and family members remains important as the feeling of being attached to them provides a sense of security, especially as some of the social opportunities the person had will have been lost. The happiness we are with our lives (contentment) is impacted by both physical and social changes.

## Bonding and attachment

### *Infancy and early childhood*

Emotional development is dependent on our early experiences. The emotional bond that comes between a child and his/her primary caregiver should be positive and secure to ensure the development of trust and self-worth in a child. The word 'attachment' was first introduced by John Bowlby, a psychoanalyst, to describe the strong emotional bond between a young child and a primary caregiver.

The strength or quality of this attachment will depend on how well the primary caregiver responds to the infant. A positive, secure attachment will be developed when an adult responds to a child's needs. In contrast, a child can become insecurely attached to their caregiver if the caregiver does not respond appropriately or sensitively. This can lead to difficulties trusting others in later life.

In early childhood, children learn that their own emotions are an expression or reaction to different situations, and they also realise that each child differs in their emotional responses. Around one year of age, babies are aware that their emotional responses have an effect on their caregivers. Babies use various expressions such as smiling, crying, frowning, which elicit responses from their caregivers. As they age, young children have the opportunity to interact with a range of people as they attend nursery and school. This allows their social circle to widen and children will meet a diverse range of people with different experiences. They may bond with some children more closely than others, and have attachments to adults other than their parents, such as key workers.

### *Adolescence and adulthood*

The attachment pattern developed by an individual in their early life has an impact on their emotional development throughout the rest of their lifespan. Individuals who were securely attached to their primary caregivers may be more likely to develop positive and trusting relationships with others. Individuals who were insecurely attached as children may have difficulties developing positive relationships. For instance, they may not trust friends, partners and family members to be there for them when they need them. This can lead to conflict and difficulties in establishing consistent relationships.

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## Independence

### Infancy and early childhood

New-born babies are entirely dependent on adults for their survival. However, as an individual progresses through childhood, **independence** from primary caregivers starts to develop as infants are interested in exploring their surroundings and learning from their environment. They also gradually learn to do certain tasks for themselves, such as feeding themselves using a spoon. It's important that caregivers offer opportunity to practise these tasks for themselves to build their skills, confidence

### Adolescence

Being a teenager is seen as a time of emotional turmoil as a young person starts to develop emotional intelligence. It is a hard time for both primary caregivers and teenagers as they are often in conflict by parental rules and values, feel misunderstood and push the boundaries that are often restrictive. Primary caregivers may view this behaviour as rebellious, which can lead to disagreements within the family.

### Adulthood

Early adulthood is also a time for major changes in life which lead to a greater degree of independence. For example, many people will have left school at 18 to start their career or begin university. Many young adults also plan to move out of their family home if this is financially possible, and may start to have a family of their own.



#### Did you know?

More young adults are moving out of their family home with their parents. In 2004, renting has also become a more popular option than homeownership for many young people. Reasons for these trends include rising housing costs, young people staying longer, and people moving out later in life (e.g. via mortgage).

Middle adulthood is a stage in life that sees an individual as completely independent and capable of carrying out activities for oneself. For example, many young adults learn to drive, which gives them the ability to move around more freely. Individuals in adulthood are also likely to take on responsibilities, such as finding a job, and they may start a family. They may also find an organisation that they would like to work for or build their career.

#### Case study

Amina is 22, and has recently moved out of her parents' home to start a new job in a different city. This is her first time living out of home, and she has moved into a shared house with three other housemates.

She is excited for her new-found independence, but is also worried about juggling the responsibilities of her new career and new home.



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## Self-esteem

**Self-esteem** refers to how you feel about yourself, and what you believe your own self-worth to be. Self-esteem works in conjunction with a person's thoughts, behaviours, feelings and actions, and can involve many beliefs about the self, such as your own appearance, beliefs and emotions. Adolescence is a period in which self-image becomes extremely important, and many teenagers can be very critical. This can negatively impact self-esteem.

Have a look at the boxes below to learn more about the differences between positive and negative self-esteem.

### Negative or low self-esteem

Low self-esteem is a condition that holds people back and keeps them from realising their full potential. A person with low self-esteem will suffer from feelings of being unworthy, incompetent and incapable. Here are some examples of negative or low self-esteem:

- negative view of life
- mistrust of or dependence on others
- fear of taking risks
- blaming self
- worrying what others may think
- wishing to be or look like someone else

### Positive

Being positive about yourself gives you the strength to face challenges and enable you to grow and develop without judging yourself. Here are some examples of positive self-esteem:

- confidence and self-belief
- trust in others
- awareness of personal strengths
- strong problem-solving skills
- the ability to say no
- accept mistakes



#### Did you know?

According to a study by the Institute of Social and Economic Research, social media has more of a negative impact on girls' self-esteem than on boys' self-esteem.



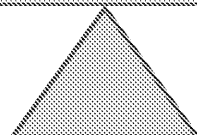
#### Did you know?

An individual's self-esteem can change hour-to-hour. People with low self-esteem are more likely to be unaffected when they are praised, which indicates that they do not feel worthy that they do not have a positive self-image.

Why might someone develop negative or positive self-esteem? The diagram below shows the factors that influence self-esteem.

- encouragement from family and friends
- strong relationships with family
- being assertive; not allowing others to treat you with a lack of respect
- friends who trust you and you trust them
- being helpful and considerate to others
- spending time with people who are positive and supportive
- challenging oneself
- thinking positively about oneself
- having hobbies that are enjoyable
- being given constructive criticism

- children laughing at or making fun of individual looks
- people making fun of or work
- overprotective parents
- experience life as being good enough
- being excessive
- being bullied in school
- images in the media
- oneself to others
- spending time with people who are negative and unsupportive



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Look at the table below for some ideas about what could influence self-esteem at an individual's life.

Life stage	What could particularly influence
<i>Infancy and early childhood</i>	Having essential needs met by caregivers, and emotional support.
<i>Adolescence</i>	Encouragement from parents, teachers and room to develop your own identity.
<i>Early and middle adulthood</i>	Doing well in your career and having positive family members.
<i>Later adulthood</i>	Feeling as though you have achieved your life's goals and hobbies to spend your time on during retirement.

## Security

### *Infancy and early childhood*

Although the bonds begin to loosen, children still rely on primary caregivers for support and security. For example, young children will often experience **separation anxiety** when their primary caregiver leaves the room. A young child's sense of security also comes from their attachments to their caregivers. Ensuring the environment is safe for them to explore also leads to the young child feeling they can trust and depend upon their caregiver to keep them safe and happy. The use of a child to feel secure, due to the predictability of events and the reduction in anxiety.

### *Adolescence*

Relationships at home during adolescence can become strained, leading to teenagers turning to friends for emotional support. Teenagers often turn to friends for advice and support. There is a want to be accepted by friends at this stage in development. Being accepted at this age can lead to negative situations which affect self-image and self-esteem.

### *Adulthood*

Through early adulthood, close emotional bonds begin to develop with partners, family and friends. Although these new responsibilities create pressure on an individual, they also provide a sense of purpose and achievement.

Middle adulthood is a period of change for some individuals and can create what some people call a 'midlife crisis'. This is a period of emotional turmoil when people start to feel negatively about their ageing process and life changes – children may be leaving home, the menopause begins for women, or the individual may have developed some health problems. However, for many people this is a positive stage in their emotional development as they have enjoyed the experiences that life has given them and are happy that they have more free time as their children leave home.

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## Self-image

**Self-image** refers to the mental image that you hold about yourself, and includes things such as your attitudes, opinions, strengths and weaknesses. Self-image is influenced in a number of ways, but our interactions with important people in our lives are key in the way our self-image develops. There are many different components that make up a person's self-image, which include social behaviour, family relationships, emotional awareness, academic condition. Generally, self-image embodies the answer to 'Who am I?'. Someone's self-image – 'I am funny, outgoing, a hard worker, annoying, bad-tempered

Why might someone develop a negative or positive self-image? Things like doing regular exercise, and spending time with supportive friends and family can support self-image. On the other hand, focusing on things you have not been successful at, or your character can contribute to the development of a negative self-image.

The key difference between self-image and self-esteem is the addition of feeling esteem. Self-image is simply the informational side of things, so you know facts like, and self-esteem is how you may feel about those things.

### *How might self-image change over the life stages?*

During the early life stages, a child's self-image is likely to be heavily influenced by their relationships with their immediate family. This is because young children learn most of what they know about the world from those closest to them, which also extends to how they are described as individuals. For example, if a child's parents tell them they are clever, they are more likely to develop a view of themselves as being clever.

Throughout adolescence, self-image is also likely to be influenced strongly by the relationships with peers are particularly important during this time, so the opinion of how teenagers view themselves. As adolescence is also a time of developing one's several different interests and styles, which will also influence their self-image.

As individuals grow and mature through adolescence into adulthood, self-image as an individual begins to experience major life events such as starting one's own family. Self-image is likely to correspond to these events. For instance, someone may see themselves as a parent and businessperson.

## Contentment

### *Infancy and early childhood*

Young children feel content when all their needs have been met. For example, if a baby has been fed, had enough sleep, is at a comfortable temperature, and has had their nappy changed, they are more likely to feel contented than babies for which this is not the case. Even though they cannot speak yet, infants and very young children can still effectively communicate any discontentment in order to get a reaction from their caregiver. For instance, they may cry loudly or screw up their face.

### *Adolescence and adulthood*

If someone is said to be content, this means they are happy and satisfied with their life. Adverse life events could occur throughout adolescence and adulthood which could lead to discontentment. For instance, stressful events such as divorce or being made redundant can impact emotional wellbeing and lead to someone feeling dissatisfied with life. How someone relates to life events is covered later in this resource, in Section B2.

Emotional development in old age can be positive and negative depending on many factors. Old age is viewed as very positive and is valued in the community because with old age is often viewed negatively and can have many **stereotypes** attached to it. People often think that old people are unable to do things for themselves. These attitudes can be a burden on their family and friends. Despite this, many in old age come to feel content with their friends and pursuing hobbies. A sense of satisfaction can arise from what they have

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## Social development across the life stages

Social development is about understanding others, making connections with people and the world around you. You make strong connections or bonds with family as soon as you are born. During your life, social development includes making friends and belonging to a community.

Humans are not solitary animals; we live together and work together, and our society is built on communication and interaction. Humans are very sociable creatures and have developed many effective ways of communication. Our need to be social is a built-in mechanism, meaning we are born with it. Babies, if shown a picture, will look towards the human faces more than any other images. Babies even react to the sound of human speech more than any other noise.

**Applied Learning**  
Can you think of ways in which children can develop their social skills? How might this impact upon their overall wellbeing?

### Social development in infancy and early childhood

#### Formation of relationships with others

At first, much of a child's social development, relationships with primary caregivers. As they grow, relationships with peers become increasingly important. The child's social skills develop as we grow to ensure that social interaction goes smoothly.

Language skills play an important role in socialisation, as being able to express feelings verbally, ask and answer questions allow for communication and the development of relationships. Spending time with both older and younger children will benefit a child's social development as they learn the different ways in which people of different ages interact. Young children begin to make friendships and show preferences for different people, and when children are at nursery age, these types of social interaction become clear. Children also learn to adjust communication styles depending on who they are with at that time, which shows an understanding that different social situations require different interaction and communication.

The different types of play that children engage in as they grow up also illustrate their developing social abilities. Look at the table below to learn about the different stages of play and the types of play that children engage in.

Type of play	Approximate age	Features
Solitary	0–2 years	Games of imagination and make-believe by themselves.
Parallel	2–3 years	Toddlers play alongside each other but not with each other.
Simple cooperative	3–5 years	Children play together, working together and taking turns.
Complex cooperative	5+ years	Children make up complex games, create rules for themselves, playing together and interacting with others.

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**Applied Learning** Have you noticed any recent increases in technology (such as tablets and smartphones) in the way that children play? How might this impact upon social development? Discuss this with your group and make notes on your thoughts.



## The socialisation process

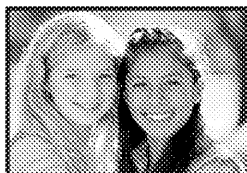
Within our society, there are normal expectations of socially acceptable behaviour, known as '**social norms**'. For example, it is the norm within this society that children go to school. The socialisation process means learning the social norms specific to the culture you live in, so that you can act in a socially appropriate way with other members of that culture or society.

**Primary socialisation** is the part of this process which mainly occurs within the family home, by learning the values of society through your immediate family members. For example, a child's parents may teach them key social values such as being kind and sharing with others, and that using violence is unacceptable.

**Secondary socialisation** also develops throughout the individual's life and continues throughout an individual's life. This refers to the behaviour that is positively reinforced from wider society, and involves learning the norms, values, socially accepted behaviour and language that is important in our society that children go to outside the family home. Individuals can interact, communicate, and build new relationships, provide an additional environment for learning society's norms in a broader range of settings alone. Teachers and peers have a major influence on secondary socialisation.

### Case study

Jessica is 11 and has recently started secondary school. At home, many of her close family members spoke negatively about immigrants and their impact on society. However, there are many students from different national backgrounds at her new school. In fact, a couple of her new friends were born to immigrant parents. She learns from them about their cultural background. The school also holds a talk about what equality and diversity mean in the first term.



## Social development in adolescence and adulthood

### Formation of relationships with others

As childhood passes and the adolescent years begin, 11–18-year-olds tend to spend much more time with friends. The time spent in social situations with friends allows them to learn and practise their social skills. At this age, there is a want to be liked and accepted, which can be a very difficult time for some teenagers, as peers may judge them on the type of clothes they wear, the music they listen to and the things they are interested in. If an individual doesn't match the criteria, then there is a chance they will not get accepted into certain social groups. The group of an individual's peers can also be referred to as 'peer recognition'.

'**Peer pressure**' is another difficulty faced by adolescents, which can challenge many of the ideas, values and norms learnt from primary caregivers. Issues such as experimenting with alcohol, the start of sexual activity and attitudes towards education are prominent around this period, and peer pressure can have a major influence on all of these.

It is common for adolescents to have their first serious intimate relationship which allows them to experience the highs and lows of emotional commitment to another person. While it's unlikely that the first intimate relationship will be their only relationship, it will influence how the individual functions as a partner. As adolescents mature into self-aware adults they become more capable of identifying and selecting a partner with whom they might have a long-term relationship with. Many individuals in early adulthood have significant long-term relationships.

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When an individual reaches around 20 years of age, there are not usually too many problems with socialising. Friendships are important, and there are often regular opportunities (e.g. due to starting a new job, university). There are two main types of relationships:

- **Informal relationships** refer to family, close friends and perhaps partners.
- **Formal relationships**, on the other hand, are the relationships that develop as with supervisors, tutors and/or colleagues.

**Applied activity:** Have you ever experienced peer pressure? Write a few sentences and how it made you feel.

### Social isolation/exclusion

As we reach retirement age, it can mean that there is much less social contact but to be with family and friends due to retirement. To reduce the risk that an older person becomes isolated, an individual could become involved in meaningful social activities such as joining activity centres.

Social isolation/exclusion can be common among older generations as partners can die, making it harder to leave the home and interact with others. There are also services that help avoid social isolation, such as befriending schemes. It is important for older people to use these services, so that they can use them if and when they start to feel socially isolated.



#### Did you know?

According to Dunbar's number theory, people can only maintain a maximum of 150 stable, social relationships – meaning people you know well and keep social contact with.

What do you think? How does this compare to the number of 'friends' you have on social media?

#### Case study

Mary is 82, and her partner, Gerry, has recently passed away. All of Mary's family live quite far from her. Mary hasn't been feeling herself and has been saying she is very fed up with life. Mary has also had problems with her hip for the past year, and finds it very difficult to get out to the shops.



**Applied activity:** Copy and complete the table below. Using the PIES development, that **each** person will undergo during their lifespan. This activity will help you to learn the concepts learnt in the first section of this course.

	Physical	Intellectual	Emotional
Maisy, 12 years			
Isaac, 3-5 years			
Jonny, 9-18 years			
Sara, 19-45 years			
Darren, 46-65 years			
Ethel, 65+ years			

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## A1 Checking my understanding

1. Identify the **six** different life stages and the ages that are assigned to each.
2. Outline the difference between fine and gross motor skills, and give an example of each.
3. Describe **three** physical changes that boys will go through during puberty.
4. Explain how problem-solving abilities develop throughout early childhood.
5. Describe **one** change to intellectual development that is likely to occur in later adulthood.
6. Explain how independence develops throughout early adulthood.
7. Define 'self-esteem' and give **two** factors that can positively influence self-esteem.
8. Define 'peer pressure' and explain how this could negatively affect someone's development during adolescence.
9. Read the case study below.

*Arnold is 68, and has recently retired from his job as a speech and language therapist. He has recently become a grandfather, with twin grandchildren aged about 18 months old. He has a wide range of hobbies and interests, including film, hiking and cooking, which have also been keeping him busy.*

- a) Identify which life stage Arnold is currently in.
- b) Name **three** physical changes that Arnold is likely to experience during his current life stage.
- c) Describe **one** change to his emotional development that Arnold is likely to experience during his current life stage.

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## A2: Factors affecting growth and development

Throughout an individual's lifespan, they are likely to encounter many circumstances which will influence their growth and development. These can be positive and support healthy development, or they may be detrimental to development and interfere with an individual's growth. This section will explore some key physical, social, cultural and economic factors.

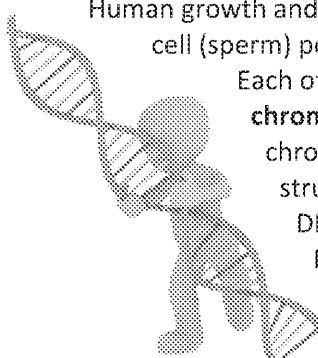
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### Physical factors

Physical factors relate primarily to our bodies and physiology, but can also have an effect on our wellbeing. There are a range of physical factors that affect human growth and development. Some are built into our genetic make-up, meaning that they cannot be changed. Others are lifestyle choices, such as whether or not we eat healthily and involve ourselves in physical activity.

### Genetic inheritance

Individuals can inherit certain conditions from their biological parents. These conditions can create a huge effect on an individual's growth and development.



Human growth and development start with the male reproductive cell (sperm) penetrating the female reproductive cell (ovum). Each of these cells, the sperm and ovum, contain the **chromosomes** needed to start a human life. The chromosomes contain **genes**; genes are a chemical structure known as **DNA** (deoxyribonucleic acid), and DNA is what contains the code that makes up all life. DNA basically produces the instructions for creating life, and is inherited from your parents.

Genetic abnormalities can happen when flaws in the genetic instruction come to light. Sometimes, when a sperm or ovum is formed, the number of chromosomes divides unevenly; this causes the organism to have more or less than the normal 23 chromosomes from each reproductive cell. When one of the abnormal cells joins with a normal cell, the result is an uneven number of chromosomes. There may also be '**mutations**' to genetic material, which can produce severe health problems, depending on the piece of genetic information that is affected. In every case, the result is some type of syndrome with a distinguishing set of characteristics. Cystic fibrosis, sickle-cell anaemia and Down's syndrome are examples of conditions caused by genetic abnormalities.

**Applied** Can you think of an example of something you have inherited from your parents? If you have siblings, do any of you look similar?

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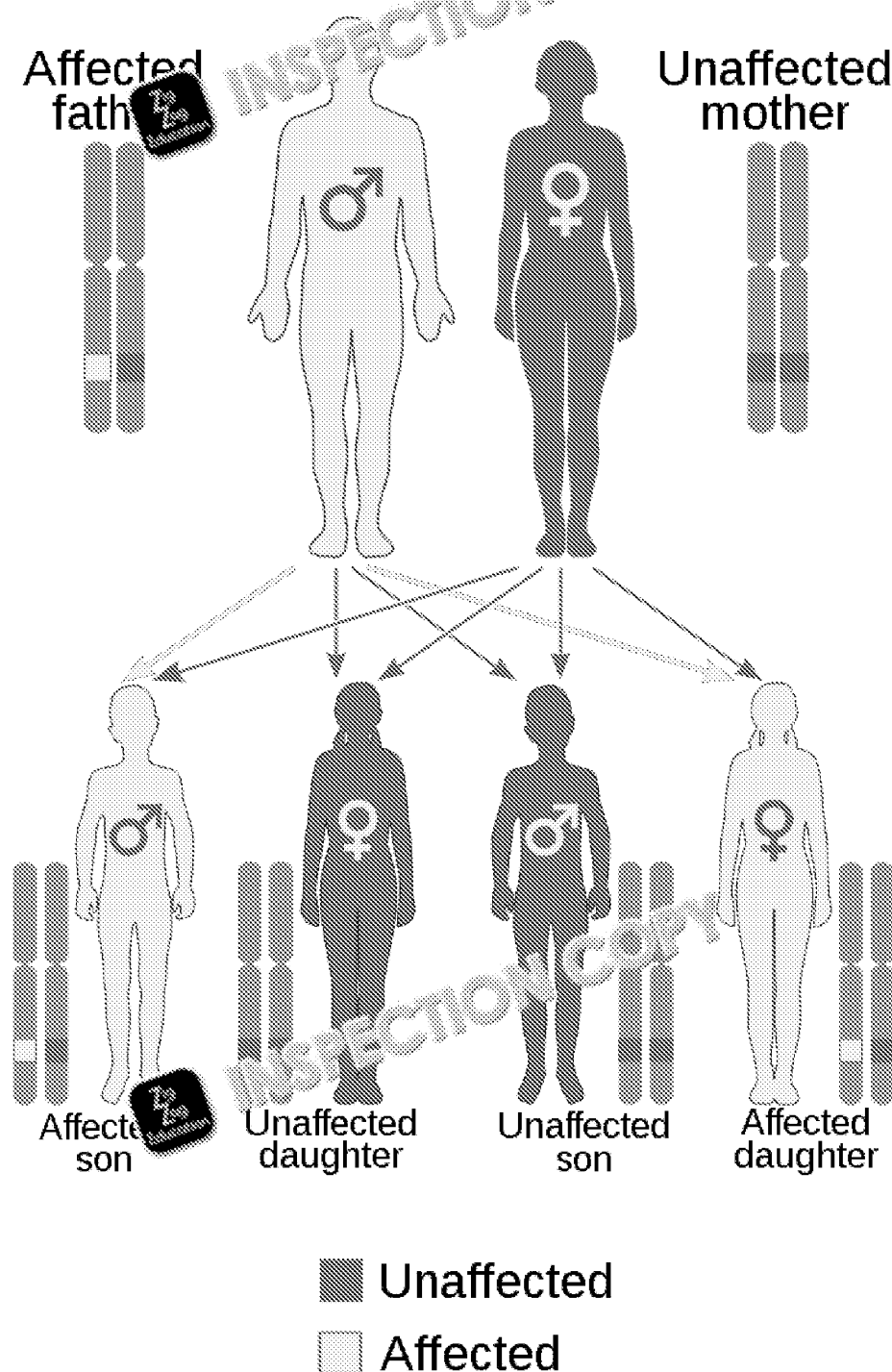


Have a look at the diagram below – this illustrates how genes can be passed from one generation to the next. Note on terminology, 'autosomal dominant' is a type of genetic inheritance. This means that a person only needs to carry one copy of the affected gene, in order for the child to be affected with the condition.

Each child will inherit two copies of a gene, one from their mother and one from their father. If one parent carries one copy of an affected gene, there is a 50% chance of the child inheriting the affected gene.

As each parent gives one copy of a gene to their child, there is a 50% chance of the child inheriting the affected gene to each of the couple's children.

## Autosomal dominant



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# Inherited conditions:

Condition	Overview	Symptoms and impact on growth
<b>Sickle cell disease</b>	Condition in which some blood cells are an unusual shape that can block blood vessels	<ul style="list-style-type: none"> <li>• Pain where blood vessels are blocked</li> <li>• Getting infections more easily than others, which is more threatening</li> <li>• Anaemia</li> </ul> <p>This condition can result in delayed growth of puberty.</p>
<b>Cystic fibrosis</b>	Condition that causes sticky mucus to build up in the lungs	<ul style="list-style-type: none"> <li>• Frequent infections of the respiratory system</li> <li>• Wheezing and breathlessness</li> <li>• Complications with growing</li> <li>• Persistent coughing</li> <li>• Shorter life expectancy</li> </ul> <p>Individuals with this condition are likely to help them clear the mucus in their lungs.</p>
<b>Muscular dystrophy</b>	A range of diseases that reduce and weaken muscle mass. Abnormal genes impact the body's ability to produce the proteins required to form healthy muscle.	<p>Symptoms differ depending on the type of symptoms are:</p> <ul style="list-style-type: none"> <li>• Delayed growth</li> <li>• Frequent falls</li> <li>• Muscle pain and stiffness</li> <li>• Difficulties swallowing</li> <li>• Heart issues</li> </ul> <p>Individuals with the condition may need support, therefore, may need to use a wheelchair or to their home/work. In some cases, individuals may not be able to swallow if they cannot swallow.</p>
<b>Marfan syndrome</b>	This condition causes the individual to have issues with the connective tissues in the body	<p>The condition presents differently in different individuals. Common symptoms, such as:</p> <ul style="list-style-type: none"> <li>• Being extremely tall</li> <li>• Having long limbs</li> <li>• A high arched palate (roof of mouth)</li> <li>• Flat feet</li> <li>• Breastbone that either sticks out or is recessed</li> </ul> <p>The impact/severity of the condition varies between individuals. Some may experience joint pain, issues with eyesight and heart problems, which might require surgery.</p>
<b>Huntington's disease</b>	This is a degenerative disease (the impact gets worse over time) which stops parts of the brain working properly	<p>Generally, the symptoms of this disease do not appear until the age of 30 and 50, but this is not the case for everyone.</p> <p>Common symptoms are:</p> <ul style="list-style-type: none"> <li>• Forgetfulness and difficulty concentrating</li> <li>• Mood swings and changes to personality</li> <li>• Jerky and/or involuntary movements</li> <li>• Issues with speaking, swallowing and/or walking</li> </ul> <p>The impact on an individual does not start immediately. Individuals with symptoms may require support, and, therefore, independent living may be affected as the condition progresses.</p>

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## Experience of illness and disease

Illness and disease can affect everyday life for an individual. It can throw them off track and affect all areas of someone's growth and development. Work or school, relationships with family and friends and social activities can all become strained. As illness and disease progress, they can make an individual feel out of control of their body, which in turn creates feelings of depression (health below for more details).

Young children are especially vulnerable to illness and disease, since their **immune systems** are not as strong as those of adults as they are still physically growing and developing. Childhood diseases can be potentially life-threatening as their bodies struggle to fight off disease and illness. There are now vaccines for certain contagious diseases, such as measles, chickenpox and mumps, which reduce the spread of many serious infections.

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Illnesses can be subcategorised as 'acute' versus 'chronic'.

An **acute illness** lasts a relatively short time, such as a few days or weeks, and comes on suddenly or unexpectedly. However, a short duration does not mean acute illnesses cannot be serious – having a heart attack is an example of an acute illness.

VS

**Chronic illness** remains for a much longer time, many years or even the full duration of a person's life. Chronic diseases include diabetes, which can have a knock-on effect to all other areas of life, as an individual may be physically unable to participate in activities with others (depending on the severity), which can contribute towards that individual's mental health. They might be angry and frustrated that they cannot participate in activities like sports or hobbies.

**Research activity:** Look up one example of an acute illness, and one example of a chronic illness. Write a short profile for each, highlighting the potential impact on all aspects of development (PIES).

**Acute illness** – lasts a short time, but can still be very severe.

**Chronic illness** – lasts a long time, perhaps even lifelong.

There have been many different types of treatment developed for different kinds of illness. For example, a doctor may prescribe medications, either to manage the symptoms or treat the cause of the illness directly. However, some medications can cause side effects which directly affect body systems. For example, many medications can make an individual drowsy, and can even contribute towards mental health problems such as depression and anxiety. Therefore, it is not just the illness or disease itself that can impact on development. The treatment process can also interfere and have a negative impact (at least in the short term), particularly if the treatment takes up a lot of time over a long duration.

## Mental ill health

Mental ill health refers to disorders which impact an individual's mood or thought processes. It is important to note that our mindset when thinking about mental health, and the stigma associated with it, is starting to become a thing of the past. It is important to recognise that some of us may experience mental ill health in our lifetime. Mental ill health is not just for people who have mental health difficulties due to other issues in their lives, and the stigma is starting to be removed. Others may have a mental health condition that lasts their lifetime. It is common, however – around 25% of individuals in the UK have experienced mental ill health at some point in their lives.

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Whilst there are various mental health issues, two of the most common issues are explained below:

	Overview	
<b>Anxiety</b>	Anxiety is the emotional and physical response to a situation or thought that makes us feel worried, scared or tense. Feeling anxious is often a completely normal response to a situation that feels like a threat; for example, feeling anxious or nervous about an important exam at school is to be expected if the exam is significant to you. Anxiety is usually considered to be a mental health condition when it impacts your ability to live your normal life. Anxiety is often a symptom of other mental health conditions.	Mental health professionals can help if a person has the following symptoms: <ul style="list-style-type: none"> <li>• The feelings of anxiety are out of proportion to the situation or worry.</li> <li>• The anxious feelings are persistent.</li> <li>• The feelings cause distress or interfere with your life.</li> <li>• The person feels self-conscious.</li> <li>• The physical response is noticeable, e.g. the person sweats, trembles or has a racing heart.</li> <li>• The anxious feelings prevent the person from doing their school or work.</li> </ul>
<b>Stress</b>	Stress is the response we have when we feel threatened or put under pressure. It is common to experience stress when we encounter a situation that we are not familiar with or when we feel we have lost control of a situation. Every individual feels stress on most days and it can be good for us. A bit of stress can motivate you to meet a deadline or to try to do something differently, which then leads to development. However, when stress becomes overpowering it can negatively impact our wellbeing. Like anxiety, stress is a common symptom in many mental health disorders that individuals can experience.	Some symptoms of stress include: <ul style="list-style-type: none"> <li>• Difficulty concentrating</li> <li>• Anger or irritability</li> <li>• Feeling overwhelmed</li> <li>• Low self-esteem</li> <li>• Avoiding/ignoring problems</li> <li>• Eating too much or too little</li> <li>• Smoking / drinking</li> <li>• Feeling tired all the time</li> </ul>



### Did you know?

Generalised anxiety disorder (GAD) is a mental health disorder whereby a person experiences excessive worry about a range of situations rather than one particular event. Those with GAD find it difficult to relax. They may have symptoms such as heart palpitations, sweating, and trembling.

### Case study

Tony is 25 and has recently been diagnosed with bipolar disorder. This is a chronic mental health condition that, for Tony, involves long periods of depression and long periods of mania.

In his manic episodes, he does not sleep very much, becomes highly irritable and sometimes loses touch with reality. He is currently working with a psychologist to work out his best options for treatment and managing his condition.



### Applied activity

What do you think a mental health condition could be? List the following to cover the following areas:

- physical development
- intellectual development
- emotional development
- social development

Do some research and help you complete the activity.

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## Physical ill health

Conditions which have a noticeable impact on the body are referred to as physical ill health. As there are many different types of physical illness, there are some types which are more common than others.

### Cardiovascular disease (CVD)

This is the overall name for illnesses which affect the heart or blood vessels. Often caused by the build-up of fatty deposits in the arteries and the risk of blood clots.

1. **Coronary heart disease** – this occurs when the flow of oxygenated blood to the heart is blocked or reduced, which increases the strain on the heart, which can cause a heart attack.
2. **Stroke** – this happens when blood flow to the brain is reduced or stops altogether. The impact of this is potential brain damage or death, depending on the circumstances which cause the reduction in blood flow.
3. **Peripheral arterial disease** – caused by a blockage in the arteries to the limbs, usually the legs, which results in pain, numbness and ulcers on the affected limb.
4. **Aortic diseases** – this is an umbrella name for the group of conditions affecting the aorta (largest blood vessel). An example of one of these diseases is an aortic aneurysm, when the aorta becomes weaker and bulges out.

There are a number of risk factors which increase the chance of getting CVD, many of which are linked to lifestyle.

- ✗ Being overweight
- ✗ Being inactive
- ✗ High blood pressure
- ✗ Smoking
- ✗ High cholesterol

### Obesity

An individual is considered to be obese when they carry a lot of excess fat on their body. BMI can give an indication of how overweight/obese an individual is.

BMI is calculated using an individual's height and weight and determining how close their weight is to the ideal weight for a person of their height. BMI is generally not used for children, but for adults:

- 18.5 to 24.9 means you fall within the normal or healthy weight range
- 25 to 29.9 means you are overweight
- 30 to 39.9 means you are obese
- 40 or above means you are severely obese

Using BMI alone is not an accurate method of working out whether someone is overweight or obese because they are muscular. Therefore, using measurements of fat percentage or an individual's waist is more accurate.

Obesity is linked to a range of illnesses and restricts your lifestyle. Excess fat puts extra pressure on the organs of the body and prevents them from functioning the way they should. Obesity is also linked to CVD and type 2 diabetes.

### Type 2 diabetes

When the pancreas cannot produce enough insulin there is too much sugar in the blood, which is dangerous for the body. Some of the lesser impacts of diabetes can be excessive thirst and needing to urinate more often, but there are extremely serious impacts such as nerve damage and loss of vision. Type 2 diabetes often occurs later on in life and is said to be mainly linked to an unhealthy lifestyle, but the chances of having the condition increase if there is a family history of the condition.



Live to Sleep or Sleep to Live



Yeast Infections



Blurry Vision

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## Disabilities

A disability is defined under the Equality Act 2010 as:

*'A physical or mental impairment that has a substantial (more than minor or trivial) and long-term (12 months or more) negative effect on the ability to do normal daily activities.'*<sup>2</sup>

Disabilities can come in many forms, but many people assume that disabilities are physical and may visualise a person in a wheelchair when they imagine someone with a disability. However, disabilities can be physical or mental conditions that cause the individual significant difficulties because the environment – and society in general – is set up for those without disabilities. A physical disability means that access to buildings and certain activities is more difficult. It also means that those with disabilities should be protected by law and certain adjustments should be made to avoid disadvantages. It can be more difficult for someone with a physical or mental disability to get the support needed to live independently or succeed in a job of their choosing, but providing extra assistance will allow for equal opportunities.

## Sensory impairments

**Sensory impairments** are a specific category of disability and describe conditions where a person's senses does not work how it should. The most common types of sensory impairments are visual and auditory impairments. There are other sensory impairments.

A **visual impairment** relates to anything where a person's sight is not what is normal. This can range from being long- or short-sighted, where an individual might need to wear glasses, up to being blind and not being able to see anything. The impact of visual impairment will differ for each person, with some needing significant support from health and social care services whereas others can manage their condition. This is also true for **auditory impairments**, which refer to hearing. Hearing issues may be slight and manageable, or there may need to be some intervention from health professionals. Many people with hearing problems are able to manage their condition through the use of hearing aids, but others may not have the ability to hear at all and, therefore, will communicate using alternative methods such as British Sign Language, lip reading and technological devices.



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<sup>2</sup> <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

## Lifestyle factors

Lifestyle factors refer to the behaviours and ways of living our lives. Our health is impacted by the choices we make in our daily lives. It is generally considered that lifestyle factors can be adapted to improve health, so having a good understanding of them can have a positive impact on our health.

### Diet and nutrition

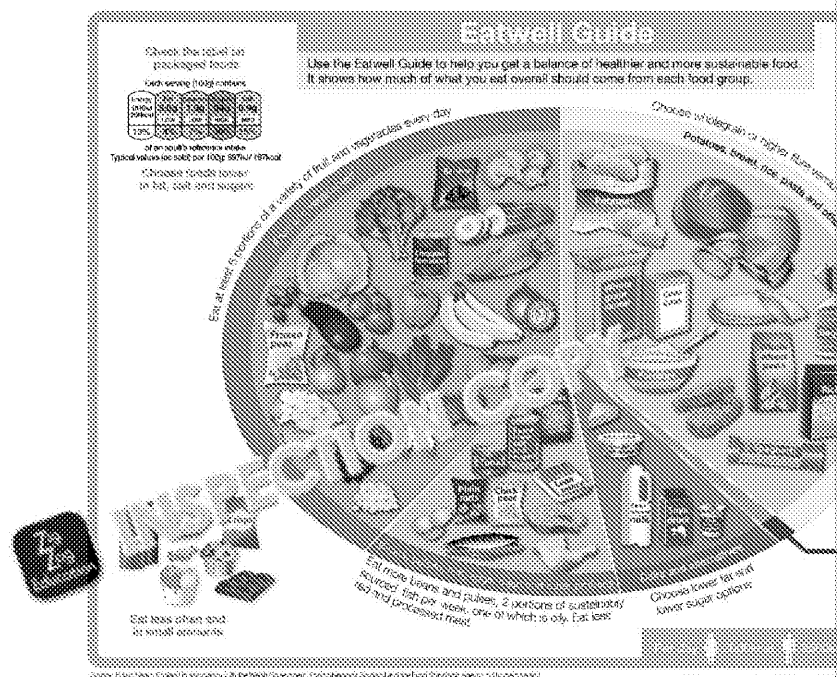
A diet refers to the food that an individual typically eats, and a healthy diet is one that includes all the main food groups, and an individual's diet should consist of foods from each of the five food groups to form a nutritious diet.

The five main food groups:

1. **Fruit and vegetables** – contain nutrients such as fibre, vitamins and minerals.
2. **Bread, cereal and potatoes** – these are the carbohydrates and fibre foods which provide energy.
3. **Dairy, milk, yoghurt, including yoghurt and cheese** – usually high-energy foods.
4. **Meat, fish and alternatives such as lentils and beans** – these foods provide protein, which is essential for growth and repair within the body.
5. **Fats and foods containing sugars** – this is a small category, and sugary foods are high in energy.

These five food groups are grouped in this way because the foods within each of them share similar nutritional properties. If an individual eats too much of one food group they may develop a number of health risks. For example, eating too much sugar can lead to obesity, an increased risk of **diabetes**, heart attacks, heart disease and tooth decay.

Have a look at the government's 'Eatwell Guide' below to get an idea about the types of food to eat, and what should be consumed in limited amounts.



The Department of Health also recommends that everyone in the UK should eat at least five portions of fruit and vegetables every day. This can help us gain all the necessary vitamins and minerals for good body functioning, and to avoid malnutrition and ill health.

**Applied activity**  
could be served  
users with a healthy  
breakfast, lunch  
balance of each

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## Physical activity

A wealth of research has shown that exercise is incredibly important to maintain a **sedentary lifestyle** with insufficient exercise can have a massively negative influence on health and development.

For example, regular exercise can help reduce:

- 🕒 the risk of type 2 diabetes
- 🕒 the risk of developing coronary heart disease
- 🕒 high blood pressure
- 🕒 the risk of several different cancers
- 🕒 the risk of death or poor health if you are already overweight

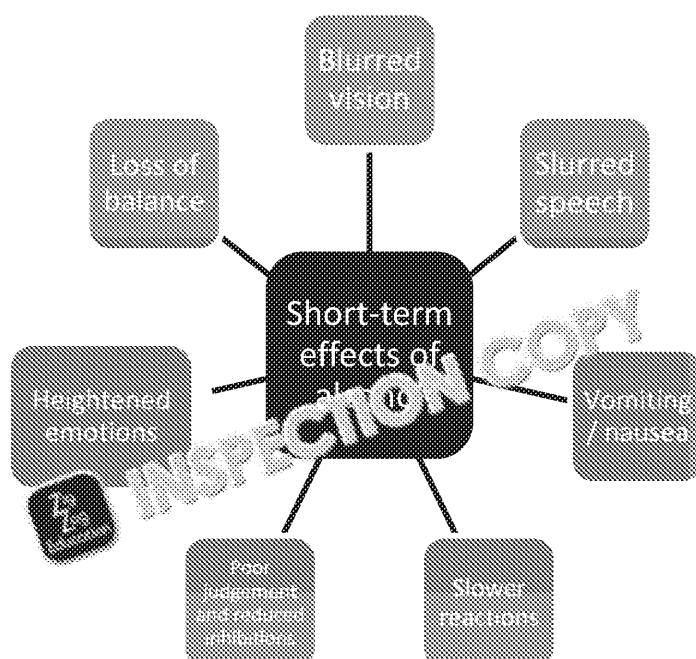
Exercise can also:

- ✓ promote bone density
- ✓ help maintain a healthy weight
- ✓ treat depression
- ✓ help you feel better about yourself and reduce stress
- ✓ improve your mood

## Alcohol

Alcohol abuse is prominent in a number of societies today and can have a serious impact on the development of any individual. Different types of alcoholic drinks have different strengths and the Department of Health has created a system to measure the amount of alcohol consumed. In a small glass of wine or a pint of average strength beer there are about two units of alcohol.

The Department of Health also developed guidelines for men and women's alcohol consumption per week, to reduce the health risks of drinking. Current guidelines for lower-risk drinking recommend that both men and women limit their consumption of alcohol to no more than 14 units per week. Look at the diagram below to learn about the possible short-term effects of alcohol consumption.



of alcohol consumption implies a risk to the NHS. There are many reasons why people drink. This was the first time that the NHS has been involved in this.

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<sup>3</sup> <https://digital.nhs.uk/data-and-information/publications/statistical/statistics-on-alcohol/2018/part-1>

Alcohol's high sugar content and its being a diuretic (increasing the rate of urination) lead to **dehydration** and headaches, and this is what people usually call a hangover. If an individual continues to excessively consume alcohol, there are many long-term consequences. The Office for National Statistics (ONS) has reported that there were approximately 8,974 deaths in 2020 that were specifically caused by alcohol.<sup>4</sup> Binge drinking refers to drinking an excessive amount of alcohol in a short period of time, and can have many health implications, including liver disease, heart disease, and mental health problems. Binge drinking is also a risk factor for developing severe depression. Long-term alcohol abuse has been proven to lead to heart failure, brain damage, various types of cancer and high blood pressure.

## Smoking

Smoking is a practice in which a substance, usually tobacco, is burnt and inhaled. Smoking today is through cigarettes. Smoking is one of the most common forms of drug use and is said to be one of the leading causes of preventable deaths globally. According to the Office for National Statistics, 14.1% of UK adults are classified as current smokers.<sup>5</sup> According to the Office for National Statistics, men are slightly more likely to smoke than women (13.3%).<sup>6</sup>

Smoking has a number of effects on health:

- ✗ Causes fingers and teeth to become stained.
- ✗ Hair, breath and clothes smell.
- ✗ Skin dries and is more likely to wrinkle earlier.
- ✗ Cancers can develop, especially in the lungs, mouth or throat.
- ✗ Can lead to chronic **bronchitis** or **emphysema**.
- ✗ Can affect breathing and circulation.

**Research activity:** Look up some other effects of smoking. Write some notes on key points. Consider the impact of smoking on someone's physical, intellectual, emotional and social development.

## Substance misuse

There are two types of **drug**: those that are legal and those that are illegal. Legal drugs can be bought in a pharmacy or in a local shop, such as paracetamol and ibuprofen. These are also an example of a legal drug, as are alcohol and tobacco. In small quantities, these substances are unlikely to cause harm. However, people must be careful to take any drugs prescribed by the doctor exactly according to the instructions. Even though the drug is legal, misuse and abuse of prescription drugs can be fatal (e.g. of painkillers).

Illegal drugs can have serious implications for an individual's growth and development. For example, the use of cocaine can lead to heart problems and abuse of cannabis can increase the risk of developing mental health problems, including psychosis. If caught in possession of these illegal drugs there is a high risk of prosecution. Some drugs are **nicotinic** or **opioid** addictive, meaning the individual needs to take more and more of the drug to achieve the same effect, which can lead to physical and mental health problems.

**Applied activity:** What do your own lifestyle choices (i.e. diet, exercise, alcohol, smoking) mean for your health? Draw a spider diagram with 'My Lifestyle Choices' in the centre. Add details of your choices and decide whether each is positive or negative. Now, identify at least two changes you can make to make it healthier.

<sup>4</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/causesofdeath/bulletins/deathsregisteredin2020>

<sup>5</sup> <https://www.cancerresearchuk.org/health-professional/cancer-statistics/risk/tobacco>

<sup>6</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandlifeexpectancies/deathsandlifeexpectancy/greatbritain/2017>

## Appearance: its link to lifestyle and emotional health

Appearance means the way we look, including our body shape, skin, hair, personal hygiene and fashion or style. Our appearance can be a form of self-expression, including how we style our hair, clothes, and whether we choose to have body modifications such as tattoos or piercings.

How we feel about our appearance can have a major impact on our confidence and self-image. This is particularly the case during adolescence, since puberty is a time of rapid physical change. This can lead to some teens feeling insecure about their body if they are developing differently (e.g. earlier or later) than their peers.

Unattainable representations of appearance in the media (e.g. celebrities appearing to have perfect skin because of airbrushing) can contribute towards a person's dissatisfaction with the way they look. Obsessing about our appearance can even develop into mental health problems. Some people take steps such as extreme dieting – which carries physical health risks – to try to change their appearance.

On the other hand, wanting to feel good about one's appearance can contribute to the maintenance of healthy habits, including regular exercise and a balanced diet.



Disorders

The disorder is called anorexia, which is a condition where a person perceives their appearance as being too heavy or fat, even when they are visibly thin. The consequences of this behaviour are that the person becomes extremely anxious about picking up weight and heavy eating.

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## Emotional factors

The various situations and experiences that we encounter as we grow and change in a range of ways. Sometimes our reaction is predictable and expected, but this is not always the case. Sometimes a situation is unfamiliar. Each of the emotional factors listed below can determine how we react and respond to others. They can be both positive and negative depending on what the situation is.

Term	Impact
<b>Fear</b> It is common to feel afraid of situations that remind us of other negative experiences because we only have the information that there is something to be afraid of.	Feeling afraid of situations can lead us to avoid them or be hesitant to take risks which can prevent opportunities for growth and challenges which would otherwise be available.
<b>Anxiety/worry</b> Past experiences and new settings can make us feel nervous and uncomfortable which may cause us to worry. Sometimes we feel anxious because we know what might happen and we expect it to be negative.	Anxiety is a rational response to new circumstances and can be a good thing because the fear can help us to be better prepared for the future. However, if the worry is overwhelming it can prevent us from forming relationships and participating in important events.
<b>Upset/sadness</b> There are various reasons that we might experience sadness and they are not always easy to identify. As we develop over time we become more aware of what makes us feel upset.	Being able to recognise and express sadness is important. It allows us to take time to feel emotions and to develop more understanding and empathy for others.
<b>Grief/bereavement</b> When a person we love dies there is often a wave of confusing emotions that we have that are difficult to understand. People deal with grief in all manner of ways.	Processing the death of a loved one takes time and it is said that it can take up to a year to fully process the loss. However, bereavement can be a positive experience as it can build resilience and maturity and turn supports emotions into a strength.
<b>Happiness/contentment</b> Happiness can be a very simple emotion if we are able to learn what makes us feel content, but it can be difficult to identify what helps to bring on this emotion.	When an individual feels happy they are more likely to achieve more as their self-esteem is high. We are often more motivated to learn new skills when we are happy.
<b>Security</b> This is to do with how safe we feel. It can refer to physical safety but it can also be about how safe people make us feel in their company.	If you feel safe, you are more likely to take risks which provide you with opportunities to improve your intellectual and emotional skills. If you feel unsafe this can lead to a lack of confidence for other situations you may encounter.
<b>Attachment</b> The bonds we have with other people, in particular our primary carer in childhood, support our emotional development.	A positive attachment to a carer allows a child to form healthy relationships in adulthood as they will have a secure base. If attachment is negative this can negatively impact on emotional intelligence.

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## Social factors

There are many different social and cultural factors that can influence the growth and development of an individual. Many of these factors are also interrelated in certain ways, each producing an effect on the other.

### Applied

What do some key factors have in common with a person's development?

Children and young people spend much of their time with family or friends and in school with teachers and peers. As a result, these individuals can be role models for children and young people. Teachers should aim to be positive role models and strive for greatness and to live to their full potential. Children and young people learn through their teachers, much like they learn from their family and friends.

### Applied

What are the factors that influence a child's development? Write a short story about a child's development.

Parents and siblings are also important role models in a child's life. This means that a child sees their parents eating healthy foods, for example, and is likely to do the same. Children believe that parents show them the correct way to approach the world, so as a parent and a sibling it is extremely important to be aware that a child's development will be heavily influenced by your own situations, actions and behaviours.

## Social exclusion and social inclusion

Social isolation/exclusion refers to a lack of contact with or withdrawal from society. A lack of family relationships and support from friends and neighbours can cause an individual's social isolation. People are at a higher risk of becoming socially isolated when they age, experience mental health problems or lack the social skills and self-confidence needed to make effective relationships. Bullying during childhood and adolescence can also cause social isolation. Stress, depression, loneliness and low self-esteem are all feelings a socially isolated individual is likely to have.

Older people are particularly vulnerable to social isolation/exclusion and loneliness. Friends and family, mobility and income put older people at a higher risk of social isolation. Social isolation has serious cost implications for health and social care services, because studies have shown that socially isolated people are more likely to be ill and isolated can contribute towards conditions such as high blood pressure and depression.

It is important for a range of interventions to be available for reducing loneliness and social isolation/exclusion. Befriending and social group schemes are effective ways of providing emotional support and companionship. With befriending, volunteers or paid helpers visit individuals in their homes, or talk over the phone. Social group schemes – including day centres – also help older people who are lonely or socially isolated to widen their social circles and build relationships with others.

### Applied

What are the factors that influence a person's development? Write a short story about a person's development.

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## Supportive and unsupportive relationships with others

The people who you surround yourself with have the power to impact your growth ways. We have many types of relationships, which all differ. Some of these relationships give us a feeling of safety and comfort (supportive), but some relationships can seem to be unsupportive (unsupportive).

### Family

A family is a group of people who are related to each other. There are many variations in the family structure:

- parents and their children
- single parents and their children
- extended families with parents, children and grandparents
- reconstituted families where a couple are not both the biological parents of each child in the family



Family is a support network that should provide security and the feeling of belonging somewhere. Members of the family can find comfort and friendship in other family members, which can create social and emotional support at any life stage.

Unconditional love and support for children from their parents helps build confidence and helps them to achieve their individual goals and ambitions. Some families are together throughout their lives; other families have members that might relocate and move away from the family.

### Friends and peers

Friendships can develop from a young age, and they usually develop over similar interests, values and beliefs. Good friends listen, encourage and support the decisions that you might make, but if you are making a bad decision that will affect you negatively, they should let you know. Relationships with partners should also be like a friendship in many ways, with your partner being there as a person who supports you emotionally. Supportive relationships with partners and friends can help reduce stress and lower blood pressure as well as promote positive self-esteem and self-image. This positive influence will create confidence in an individual and will also teach that individual to be positive to others in turn.

**Apply**  
What if your friend is making an extreme decision that will affect you? You might feel that your group is being affected by their actions. How can you help?

On the other hand, unsupportive relationships with partners and friends can have a negative impact on an individual's health and development, including their self-esteem and self-image. Friends can force an individual to adopt a lifestyle that can be harmful, such as being a drug user. Peer pressure can make an individual feel stressed, anxious and have a low sense of self. Being in an unsupportive or abusive relationship can also have a negative impact on one's wellbeing, for example:

- **Physical:** Abuse in a relationship may turn physical, potentially leading to serious injury or even death.
- **Intellectual:** Stress from a relationship can impact on someone's concentration and ability to do well at school or work.
- **Emotional:** Chronic disagreements over the course of a relationship can cause emotional distress and conditions such as anxiety or depression.
- **Social:** An abusive partner may seek to isolate the individual from their friends and family.

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## Colleagues

As we spend a large amount of time with the people who work in the same work relationships with colleagues will impact our growth and development. When working with colleagues it can make working pleasurable and provide light relief when there are work stressors. Colleagues who work together start to view each other as friends and may socialise outside of work.

However, colleagues are individuals that you would not necessarily choose as friends. If they do, it may make the workplace unbearable. Some colleagues may wish to compete to be the best in the department, which causes conflict. There are also occasions when the stress of work affects the emotions in others, which might then lead to unpleasant discussions or even work accidents or a mistake.

## Bullying

Bullying is often considered to be an unpleasant way of behaving that only occurs in the workplace. In fact is that bullying can happen in any context and anyone can be a victim of bullying. Bullying is the intention to hurt and/or intimidate a person who is vulnerable. A possible reason why bullying is an issue that occurs in the workplace is because it is harder to identify within the workplace. An example of bullying in the workplace could be when a supervisor chooses to speak to staff in group situations or pressure them into doing more than is required of them but the worker will not complain. The impact of bullying can be detrimental to our development. Some examples of effects are listed below:

<b>Physical:</b>	If the bullying that occurs includes physical harm, this may cause physical injuries such as having bruises, sprains or broken bones.
<b>Intellectual:</b>	Being in the presence of the bully may make it difficult to concentrate, which leads to underperformance in the task you are trying to complete.
<b>Emotional:</b>	Whether it is physical or psychological abuse, the victim of bullying may experience feelings of worry, fear and anxiety.
<b>Social:</b>	Relationships may suffer because the individual feels powerless and may take out their frustrations on other important people in their lives.

## Discrimination

Discrimination is the practice of treating someone unfairly or less favourably because of their characteristics they have. Many minority groups are protected by law from discrimination, but it doesn't always happen. When discrimination happens it is not always easy to identify as it can be hidden discrimination. There are occasions when discrimination happens because of differences, e.g. not making a building accessible to everyone means that people with disabilities, for example, cannot enter. This is indirect discrimination.

Some potential impacts may be:

- ➔ **Physical:** the stress of discrimination can negatively impact how your body feels, e.g. headaches, palpitations, panic attacks, etc.
- ➔ **Intellectual:** concentrating on your job and what you are expected to do may be difficult when you are worried about being treated unfairly.
- ➔ **Emotional:** feeling that your differences are not respected or valued will impact your self-esteem and may cause individuals to hide aspects of who they are.
- ➔ **Social:** being able to relate to other people is dependent on mutual respect. If this is not acceptable this will mean that some individuals may feel fearful of getting involved and become isolated.

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## Cultural factors

'Culture' means the characteristics of a particular group of people who share the same customs, including language, religion, cuisine, social habits, music and art. The United Kingdom (and other countries, such as the United States) is a 'multicultural society', meaning there is a diverse range of cultural groups which live here together and influence society.

Someone's culture can have an impact on the way in which they develop. Depending on what culture someone belongs to, guidance is provided on how best to live their lives, which influences their development. Culture will also personally develop for each individual, with different religious beliefs, preferences for fashion or style and sets of morals.

### Religion

Religion and spirituality are also a part of many individuals' culture. Some of the religions found around the world include Islam, Judaism, Hinduism, Buddhism and Christianity. Each religion has its own values and beliefs, often providing believers with guidance on health, lifestyle and other issues, ranging from marriage and relationships to diet and personal hygiene. For example, Jehovah's Witnesses are a Christian denomination which does not believe in **blood transfusions**, and will often refuse to accept them as medical treatment. Many people of the Hindu religion follow a vegetarian diet to reduce suffering and violence towards life forms.

Depending on an individual's experiences of religion, there could be a positive or negative impact on development.



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For example:

*Potential positive impact:*

- ✓ feeling of belonging to group
- ✓ supports self-image
- ✓ gives guidance on how to live one's life
- ✓ make friends with similar views

*Potential negative impact:*

- ✗ discrimination and prejudice from others due to one's religious affiliation
- ✗ bullying from other church members, e.g. if the individual does not conform

### Gender roles and expectations

Different cultures also have their own sets of beliefs surrounding how women and men should behave. In many cultures, there is a clear divide in **gender roles** and a recognition of **gender inequality**.

#### Applied activity:

What do you think 'gender' means? Do you think it is the same thing as sex? (biologically male or female)?

Have you ever experienced a form of gender inequality – has anyone ever told you that you have to behave in a certain way because you're a girl or boy?

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A person's sex refers to whether they are biologically male or female. When we speak about gender, we are talking about the differences in behaviour our society expects from men and women. In Western societies, women are socialised (i.e. taught by society) to express stereotypically feminine qualities, such as being caring and gentle. In contrast, men are socialised to express stereotypically masculine characteristics, such as being boisterous and aggressive.



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There are still many gender stereotypes in society today, influencing children and young people in their physical, intellectual, social and emotional development. The idea that men are the superior sex, allowing for better opportunities, is very slowly becoming abolished in worldwide society. However, gender inequality still exists in the workplace. For instance, childcare and management of the home are still more of a woman's responsibility. Discrimination on the basis of gender can severely affect an individual's opportunity for equal participation in society.



### Did you know?

The following is an example of gender inequality that is currently practised. In Saudi Arabia, a 'guardianship' system is used, under which women must obtain permission from a male guardian to make many major decisions, including enrolling in education. This system was only recently changed (2018) to allow women to drive.

## Gender identity

In today's society we now understand that gender is not fixed and not necessarily the same as sex. Individuals could be born with the genitals of a female but identify as male, or vice versa. Some individuals may not define themselves as male or female, preferring to describe themselves as non-binary. Therefore, it is important for us to understand how an individual prefers to be referred to. For example, someone who is biologically male but who does not identify with the male gender may prefer to be referred to using 'they' as a pronoun, e.g. Lou does not identify as male and, therefore, we would use 'they' when talking about them.

As gender identity is still a relatively new concept for some, those with different gender identities may experience discrimination due to ignorance, or may feel that they cannot truly be themselves because they are worried about how they will be treated.

## Sexual orientation

The way we identify in relation to the gender or genders to which we are sexually attracted is our sexual orientation, or sexuality. In the UK the majority of individuals categorise themselves as heterosexual or straight, which means being attracted to the opposite gender. Therefore, individuals who consider themselves to be homosexual (lesbian or gay) or part of the wider LGBTQ++ community are at risk of discrimination. It is felt that in general in the UK we are accepting of all sexualities, and our laws protect individuals from discrimination and allow for equal treatment in terms of marriage, job opportunities, the right to be a parent, etc. However, being open about sexuality can sometimes cause anxiety and distress if others are judgemental. Opportunities for promotion or getting jobs may be fewer, even though it is illegal to discriminate because of their sexual orientation.

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## Community participation

A community means a group of people who someone identifies with and feels a part of (e.g. those living in your local area, or those who share common characteristics or experiences (e.g. a religious community, or a religious organisation). Having a community around you helps to build and builds self-esteem. It can also help to reduce the risk of social isolation and loneliness and make new friends – especially if an individual has just moved to a new area. Getting involved in your community could also mean being involved with decisions and planning made about the area. You could attend public opinion meetings held by your local government to have your say on developments in the area.



### Case study

Agata is 35 and has just recently moved to a new town. She barely knows anyone else there, and wants to get involved with the local community. She decides to join a local project designed to improve one of the town's parks. It involves lots of gardening and planting herbs and vegetables, which Agata has never done before. She goes down to help out once a week on a Saturday morning.

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## Race

The ways in which we can be categorised by our skin colour and ethnic origins can be difficult to define what a person's race is if they consider themselves part of more than one. For example, two people both born in Britain who have Asian parents may not view their race the same way. One individual may see their family's ethnic origin to be more influential, whereas the other may see their place of origin as the most important aspect of their racial identity. While it is illegal to discriminate on the basis of ethnicity, people belonging to minority groups are sometimes impacted by racism. Many individuals believe that different races threaten their own racial identity, and they may act by preventing other people from having their own. This belief prevents individuals from fully participating in a multicultural society.

The impact of racism can cause low self-esteem as individuals in minority groups whose heritage are not respected and as this is a part of their identity it may make them feel isolated. This can then lead to social exclusion and wishing to socialise only with people of the same race. Experiences of mistreatment by others unlike them. This sort of social division is dangerous for the rise of racist organisations who may seek to harm people who they consider do not belong.



### Did you know?

**Role models** are people who an individual looks up to as an example, whether in real life or on television. The media, through newspapers, television, radio and the Internet, provides a stage for people to become role models to a mass audience. Violent and negative behaviour shown in the media is often a concern for parents who are worried that it can have a negative effect on their children's development. Celebrity role models, particularly those of a particular gender and age group, are also a huge concern for people who see them as role models. The media's influence on social norms and children in particular.

However, the media does not always have to be a negative influence. There are many positive role models in the media who set a good example, including by promoting healthy living and education.

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## Environmental factors

The external or outside influences that can affect an individual's health and wellbeing are collectively called environmental factors. Sometimes outside issues that are beyond our control can impact our growth and development.

### Housing needs, conditions and location

The buildings we live in should meet our needs and provide safety, security and comfort, but as we have differing needs we can find that the home we live in has either a positive or negative impact on our development. For example, a home that is clean and tidy and has enough space for everyone is likely to support relaxation away from the stress of work for adults and provide spaces for children who need to do schoolwork, and offer opportunities for rest and privacy. Unfortunately many homes do not provide spaces that meet the needs of quality of the housing may deteriorate and it may not be possible to pay for repairs difficult to live in.

Living in poor quality housing can also significantly affect physical and emotional health. Research has found that poor housing is associated with increased risk of cardiovascular disease and anxiety. The reasons for these illnesses/conditions include damp, mould, excess noise and clutter that increase the risk of accidents (e.g. poor lighting and no handrails for stairs).

The location of the housing can also impact development as some areas that are high crime rate may cause individuals to stay in their homes due to fear of who might be in the area.

### Home environment

The relationships within a home contribute greatly to an individual's motivation to learn and can determine how much they value themselves. Supportive households where family relationships support emotional and social development as they provide good examples of healthy relationships in the future. If relationships inside the home are based on conflict it can lead to people to feel unsafe in their own home and to learn behaviour that is not emotive. The behaviours of people who are important to us.

Other risks of an unhealthy home environment include inappropriate treatment of children. For example, if a parent abuses their child, it is most likely to take place within the home without anyone knowing. Therefore, the home environment becomes a place of fear which causes anxiety and stress.

### Exposure to pollution

Some houses are located in areas where businesses have a negative impact on the environment. For example, there may be factories which emit gases into the environment causing air pollution. Housing could be located close to busy roads increasing traffic pollution. Air pollution can increase the likelihood of individuals developing respiratory conditions such as asthma and bronchitis. Noise pollution is the impact of sounds on the activity or wellbeing of humans and animals; if homes are located in an area where there is persistent, annoying noise, this significantly reduces their quality of life. For example, if homes are next to a busy railway, the noise is likely to cause local residents to be negatively impacted by hearing trains going past at different times. Light pollution is the negative impact that a large amount of artificial light has on the environment because they are well lit. In these areas, it is almost impossible to appreciate the night sky.

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## Economic factors

A person's income, occupation and employment are all **socio-economic factors** that influence a person's growth and development. Many of these factors interlink and have a knock-on effect into every other area of an individual's life. Having a sufficient income is important for having a comfortable life and meeting our essential needs.

### Employment situation

The jobs we do contribute to our status in society and are linked to our own self-worth. The actual job we do and the opportunities to learn and develop new skills to some people, whereas others see jobs as a necessity. Some people have a nice life, careers are considered to be more valuable in society, and people who have those jobs are often given more social status because of the challenges the person faces in their job. On the other hand, employment can lead to individuals becoming very stressed about their job, particularly if the work takes place in unsafe, negative or unsupportive conditions. Being out of work can be a challenge through circumstances such as illness or caring responsibilities. Judgements can be made by others which impact relationships. Being out of work is difficult as unemployment normally results in a loss of income, which can have a negative impact on housing and uncertainty over paying for essential costs of living. People who are out of work might become anxious or depressed and have trouble sleeping. Being out of work can damage a person's sense of self-worth and reduce the amount of social contact they have.

### Financial resources – income, inheritance, savings

Income refers to the amount of money that is going to an individual. Two key ways that income can be gained is earning it through working or paid employment, or through benefits received from the government.

According to the Annual Survey of Hours and Earnings (Office for National Statistics), in 2021 the average weekly earnings for full-time employees in the UK was £611. People who are considered to have a low income have to be earning 60% of the average income or below, which works out to £370.20 per week or less. If you were earning the national living wage of £9.50 per hour and working 40 hours a week, you would be earning £380 per week (before deductions).



#### Did you know?

As of April 2022,

the following minimum rates apply:

1. People 25 and over: £9.50
2. People aged 21–24: £8.50
3. People aged 18–20: £6.50
4. People under 18: £4.50
5. Apprentices get £5.50

Do you think these rates are fair?

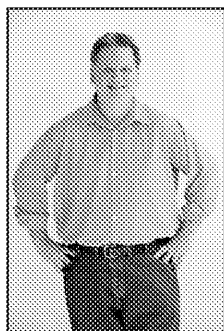
Inheritance is the money or other assets a person has been left by an individual who has died. It can be a large amount of money or a small item that has sentimental value.

If individuals are able to put money aside to save they can do this by opening a savings account. If the money is saved this way, the individual can earn interest (a small amount of extra money) on what they have saved.

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The diagram below shows the benefits of



#### Case study

Kevin is 40 and has decided he wants to improve his physical health, as he is overweight and has never done much exercise through his life. He decides to purchase some home gym equipment, which comes to nearly £800 in total. However, he has recently had his hours cut at work and is now not making as much money as he used to. He is planning to gradually pay back the money for the gym equipment, but may still struggle to pay for some key aspects of living.



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## A2 Checking my understanding

1. Give **one** example of a genetic condition, and describe one way that it could affect an individual's physical development.
2. Explain the difference between acute and chronic illness.
3. Outline **three** ways that physical activity can benefit someone's development.
4. Give **one** example of how someone's religion could affect their development.
5. Explain **one** positive and **one** negative influence of a family member on an individual's development.
6. Define 'social exclusion'.
7. Outline **three** ways that a person can positively affect development.
8. Read the case study below:

*Joe is an 18-year-old who has recently moved away from home in a rural village to start university in an urban city. Joe has been going to nightclubs and meeting new friends. Joe has started feeling a bit depressed and isn't sleeping well at night as his flat is in the centre of the city. He has been drinking excessively and hasn't been eating very well or at regular times. He has also started smoking and taking illegal drugs when he is with friends.*

- a) Identify **three** lifestyle factors which are negatively affecting Joe's development.
- b) Explain how Joe's relationships with his friends could positively affect his development.
- c) Describe how environmental factors at university could be improved.

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## B1: Different types of life events

During our lifetimes there are many things that every individual must endure, and almost certainly there are going to be events that change our current situation dramatically. Some of these life events are predictable, meaning they are likely to happen, and we may even plan these events ourselves.

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Unpredictable events may also occur that we did not expect to happen. Unpredictable events can leave us feeling shocked and overwhelmed, but can also have either a positive or a negative effect on our development.

### Health and well-being

Accidents, injuries and ill health can all severely impact an individual's physical health and development. Depending on the degree of severity of these incidents, there may be a long process of treatment and **rehabilitation**. This can also lead to someone missing school and work, thus interfering with their intellectual development. Being less able to get out and about due to illness or injury can also have an impact on an individual's social development, as it is harder to maintain social relationships. The emotional impact of these events can also be huge, as someone may need to readjust their view of themselves in light of any changes to their abilities.



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### Physical illness

Periods of ill health can happen unexpectedly. For example, someone could suddenly contract a very serious infectious disease such as **meningitis**. In other circumstances, an illness may be somewhat expected. For instance, someone may have a long history of unhealthy lifestyle choices, such as heavy smoking, which can eventually lead to the development of lung conditions such as **emphysema** or **chronic bronchitis**.

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The 'experience of illness and disease' was covered in detail in Section A2, including the potential impacts of both chronic and acute illnesses. To recap, some of the key impacts of physical illness on an individual's development include:

Physical	<ul style="list-style-type: none"> <li>Conditions may result in pain and/or fatigue</li> <li>Periods of immobility may cause muscles to weaken or waste</li> </ul>
Intellectual	<ul style="list-style-type: none"> <li>Some physical illnesses, such as epilepsy and cerebral palsy, can impact intellectual development</li> <li>Illnesses may result in extended time out of education, leading to a decline in academic performance</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>Chronic illnesses may reduce an individual's self-esteem and happiness</li> <li>Illness may interfere with an individual's happiness</li> <li>Illness may result in fears, anxiety, worries and stress about the future</li> <li>Physical illness can lead to mental health problems</li> </ul>
Social	<ul style="list-style-type: none"> <li>Chronic illnesses impact self-esteem and can lead to individuals avoiding social situations</li> </ul>

<sup>7</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/700000](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700000)

## Accident and injury

This is something that can happen at any life stage, and can dramatically change a person's life. For example, an accident that results in **paraplegia** would severely reduce someone's ability level, compared to the time before the accident. The person would need to find new ways to do the things they had to do, and might even have to get **adaptations** made to their home.



### Did you know?

The most common type of workplace accident is having a slip, trip or fall on a level surface. These account for 31% of all workplace injuries.

The accident could also be extremely traumatic and have a profound psychological impact on the person, particularly if the incident involved an assault, or if other people have died (for example, in a very serious road accident). This can also lead to a feeling of 'survivor's guilt' for people who are not injured during the incident, as they can feel that it is unfair that they lived and others did not.

### Case study



Sandra is 48 and works as a manager at an engineering firm. She unfortunately tripped over on some boxes in the office, and has injured her back and hip. She will need to take at least a few weeks to recover, before she can return to work. She is the kind of person who likes to be busy, and is not looking forward to taking it easy at home.

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## Mental and emotional health and wellbeing

It is now recognised that mental health is as important as physical health, and, the decline in their emotional wellbeing it can have a very negative influence. No one is immune. Certain circumstances and situations may cause someone to feel low and not well. For some individuals a period of bad mental health can cause them to struggle to work because they find sleeping difficult or they feel that they cannot eat. The impact of bad mental health can isolate individuals from working as they feel they cannot face their normal day-to-day life. It is important to be isolated and not up to seeking the help they need.

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## Relationship changes

Human beings are social animals, and most of us want to establish secure, healthy relationships with others. Significant changes to our relationships occur across our lifespan, and can have a positive or negative impact on our development.

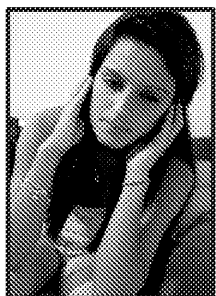
### Entering into relationships

The adolescent life stage is the time at which many people first have experiences of entering into relationships. Depending on how healthy the relationship is, this can have either a positive or negative impact on a young person's development. A supportive and loving relationship can build someone's self-esteem and confidence, and provide a safe space for someone to talk to and spend time with. An abusive relationship at a young age can have a detrimental effect on a young person's development, as the psychological effects may persist for a long period of time.

Additionally, having a relationship can impact on a young person's social development. If a young person has a relationship for the first time, it can frequently lead to young people spending less time with their family. The importance for young people to be made aware of issues around preventing unintended pregnancy.

#### Case study

Harriet is 17 and has recently started her first relationship with a boy at her college. His name is Martin and he is also 17. They have only been together a few weeks, but Martin has started to pressurise Harriet into having sex without a condom. She does not have many friends to talk to about the problem, and doesn't know what to do.



**Applied activity**  
Consider the impact of having a relationship on Harriet's development.

Write a short paragraph about the physical, intellectual and emotional effects.

Imagine you are a friend of Harriet. What advice would you give her?

### Marriage, civil partnership and long-term relationship

Living with a partner (aka 'cohabiting') or getting married usually takes place within middle adulthood in Western society. Different cultures around the world think differently about this and can differ regarding the social norms about the age range for which an individual might be expected to get married or have a partner. In the UK, you are able to get married from 16 years of age, but you must also have consent from your parents if you are under 18 years old. Having a partner or being married means that this is a person that you plan to spend the rest of your life with. It can be a joyful, fulfilling relationship that makes both people within it happy, but on the other hand, it can be abusive and extremely negative for a person's growth and development.



Living with a partner with the same legal status as a legal relationship. In the UK, you are able to get married from 16 years of age, but you must also have consent from your parents if you are under 18 years old. Having a partner or being married means that this is a person that you plan to spend the rest of your life with. It can be a joyful, fulfilling relationship that makes both people within it happy, but on the other hand, it can be abusive and extremely negative for a person's growth and development.

The table below outlines some potential effects (positive and negative) of this type of relationship.

Positive effects	Negative effects
<ul style="list-style-type: none"> <li>Personal bonds and attachments</li> <li>A caring person to talk with and share things with</li> <li>Someone to trust and rely on</li> <li>Similar interests and fun time with each other</li> <li>Unconditional love</li> </ul>	<ul style="list-style-type: none"> <li>Loss of independence</li> <li>Partner may be abusive</li> <li>Sharing problems with someone who is not supportive about your partner</li> <li>Stress</li> <li>Lower self-esteem if the relationship is abusive</li> </ul>

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## Divorce, separation for non-married couples

Divorce or separation can be expected or unexpected, depending on the circumstances. A divorce or separation can significantly impact on someone's emotional wellbeing, particularly if it occurs alongside other stressful life events (e.g. having to move home, or changes to childcare arrangements). It can also lead to a change in someone's self-image, particularly if they have been in the relationship for a long time. Unhealthy coping strategies such as excessive drinking or smoking may also be adopted during divorce, which can lead to numerous physical health impacts.

However, divorce can also be an extremely positive step, particularly if the relationship was unhappy and/or involved a lot of conflict. Getting divorced can give people a chance at a fresh start and to later pursue healthier and more satisfying relationships with other people.

## Parenthood

Parenthood can happen at any time, from early in adolescence, but usually individuals have their babies early to middle adulthood. Becoming a parent can happen at any time between puberty and the menopause for women, and any time from puberty for men. This can be a predictable (i.e. if the pregnancy is planned) or unpredictable (e.g. an unexpected pregnancy even after using contraception) life event. With parenthood comes massive responsibility and huge stresses; it is a complete change in the way a person lives. It is often very unselfish and caring, but many find parenthood to be extremely fulfilling and enjoyable. Unfortunately, some people are unable to have children and that can be very difficult.

Look at the table below for some ideas on the possible positive or negative effects of parenthood.

Positive effects	Negative effects
<ul style="list-style-type: none"> <li>• Bonding and attachment</li> <li>• Feelings of pride and fulfilment</li> <li>• Increased confidence and self-esteem</li> <li>• Learn about oneself</li> <li>• Unconditional acceptance and love</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Irritability</li> <li>• Loss of income / financial strain</li> <li>• Anxiety and depression</li> <li>• Less socialising</li> </ul>



**Did you know?**

Postnatal depression affects ten women out of every hundred of their children. It is a poor relationship with the child, recent stress, and depression in the person.

## Bereavement

The death of someone who you are close to can happen at any age, and has a knock-on effect on many areas of an individual's life. Death is a natural part of the life cycle, and therefore **bereavement** can be a predictable life event if it comes at the end of a long-term illness, for example. However, if an individual is taken from their family, friend, or partner (i.e. an unpredictable life event), then it can seem unfair and be confusing for an individual.

People have very different reactions to bereavement, and the experience of grief is different for everyone. The individual processes the loss of their loved one. The negative impacts on the individual can be:

- ⊗ depression
- ⊗ loneliness and isolation
- ⊗ struggling to adapt to a new lifestyle
- ⊗ feeling confused
- ⊗ impact on focus, concentration and subsequently performance at work or school

However, there can also be some positive effects of bereavement on the individual. For example, if their loved one was very ill or suffering, there can be a sense of relief at their death. It can also signal new beginnings for an individual, perhaps even changing the way they live. They can do something positive in their loved one's memory (e.g. start a charity). It can also be a reminder of most of life due to the realisation that life is short, perhaps taking up new hobbies or interests.

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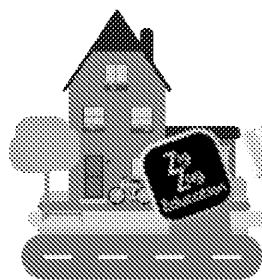


## Life circumstances

Our life circumstances mean the current situation we are in with regard to our own living arrangements. Changes to these circumstances can be exciting or stressful (or both) and can influence someone's development significantly.

### Moving house

Moving house is said to be one of the most stressful things an individual can do, especially if it involves a great geographical distance to a completely new area with a lower number of social contacts. It is something that young adults usually do around the age of 18, when they are leaving home to start creating their own life somewhere else. This gives young people a new sense of independence, but it also comes with added responsibilities.



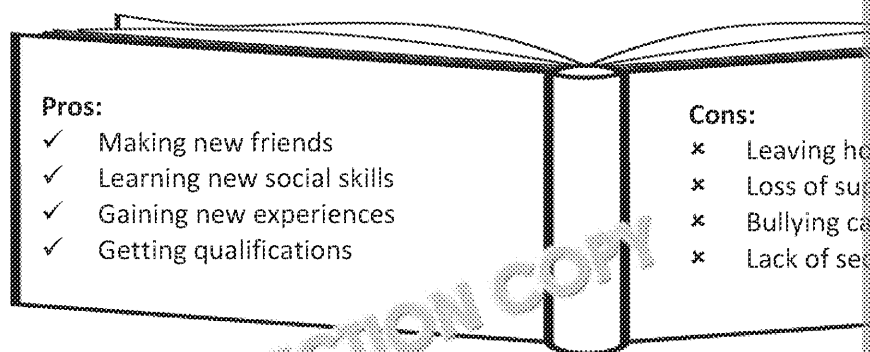
Moving home can have some positive effects, including the opportunity to start new beginnings, making new friends, and changing one's lifestyle. For example, moving from an urban to a rural area with more green space can encourage people to be more inclined to increase their physical activity levels. However, moving home can lead to existing relationships suffering, as people lose touch with people you previously lived close to. The process can be stressful, and often involves high costs, lots of energy, and a lot of planning.

### Moving schools

Education usually begins around the age of four, and in the UK it is compulsory to attend school until the age of 18. Around 11 years of age, children transfer from primary into secondary school. Around 16 years of age, young people must make their choice about whether to continue in education, which could involve going to college or starting an apprenticeship. This can be a time of uncertainty, as these are examples of predictable life events, as young people know in advance that they will have to make a decision.

However, people can stay in education for as long as they would like, as there is no limit to how long you can stay in education. If an individual goes to college at 16 and stays until they're 18, then they can choose to continue in education to do a degree at university, and after that perhaps even a Master's degree.

So what are the pros and cons of changes to education?



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## Moving jobs/employment

Being in full-time employment can start at the age of 18 when full-time education covered in the 'economics factor' section of A1, being employed gives you the income to buy the things you need and want. It can also be extremely stressful and take up a lot of time that an individual may miss out on family time and important occasions. Employment ends when an individual reaches the age of retirement (65+). The table below contains some possible positive and negative effects of employment on an individual's development.

Positive effects	Negative effects
<ul style="list-style-type: none"> <li>✓ Regular income</li> <li>✓ Able to purchase goods and pay for essential housing and living costs</li> <li>✓ Learning new skills</li> <li>✓ Gaining new knowledge</li> <li>✓ Having a career</li> </ul>	<ul style="list-style-type: none"> <li>✗ Long hours</li> <li>✗ Stress</li> <li>✗ Anxiety if job pressure</li> <li>✗ Possibility of depression</li> <li>✗ Lack of energy</li> <li>✗ Transport could be a problem</li> </ul>

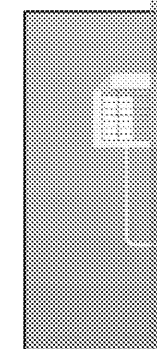
A promotion is an advancement of an employee within a company, and is usually a reward for good performance. It can involve an increase in salary and benefits and a change in job role. Promotion can be a positive experience depending on how big the change is from the current job role.

Positive effects of promotion on development include:

- ✓ increased income
- ✓ change in lifestyle
- ✓ new beginnings
- ✓ more financial security
- ✓ generally improved lifestyle for individual and family
- ✓ increased self-esteem and self-image
- ✓ more free time
- ✓ more time with family and friends

Negative effects of promotion:

- ✗ more stress
- ✗ longer hours meaning less free time
- ✗ increased responsibilities
- ✗ anxiety
- ✗ depression



**Applied activity**  
possible effects of promotion on development according to the table above

## Exclusion from education

Schools can expel students for poor behaviour (e.g. a serious one-off incident or continuing bad behaviour). Allowing them to remain in school would be detrimental to their welfare or the welfare of other students. Students can also drop out of school for many reasons, including family emergencies, financial difficulties, or an unexpected pregnancy. Leaving education early can have a wide range of effects on an individual's development, particularly intellectual aspects of their development. This is because of the reduced opportunity to gain knowledge and skills in preparation for a career of their choice, particularly if they leave at a young age.

Other negative effects of exclusion from education are:

- ✗ lack of social environment
- ✗ loneliness
- ✗ lack of motivation
- ✗ too much free time, lack of routine
- ✗ being stereotyped and discriminated against for having a lack of education

However, for some young people there is the potential for leaving education early to have a positive impact on their development. For instance, a young person could have been bullied in school and leaving may give them the opportunity to pursue areas that interest them more. They may also feel that school isn't 'for them', and may go into entrepreneurship (starting a business).

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## Redundancy

**Redundancy** and unemployment can also be positive or negative. Being made redundant can be very hard on an individual and their family as money worries may begin. Unemployment leaves more free time for family and friends but also creates financial strain, which in turn produces less freedom to do things that an individual would once have done. Redundancy is usually an unpredictable life event, which can come as a huge shock for someone. Look at the effects of being made redundant on an individual's development.

Positive effects	Negative effects
<ul style="list-style-type: none"> <li>✓ Money compensations (i.e. additional redundancy payments from the individual's employer) could help home and working environment</li> <li>✓ Change in lifestyle</li> <li>✓ Change in employment, opportunity to try something new</li> <li>✓ More time with family and friends</li> <li>✓ Reduced stress if the job was very stressful</li> </ul>	<ul style="list-style-type: none"> <li>✗ Unable to adapt to change</li> <li>✗ Anger and frustration</li> <li>✗ Less income</li> <li>✗ Financial strain</li> <li>✗ Stress on family relationships</li> <li>✗ Reduction in self-esteem</li> <li>✗ Isolation</li> <li>✗ Depression</li> </ul>

## Imprisonment

The general rule for people living in the UK is that individuals who have committed a crime and are under the age of 18 go into juvenile prison. If the individual is over 18, they go to an adult prison. Imprisonment can be a very difficult experience for some people, and it can affect that individual for the rest of their lives. This is because their criminal record can make it more difficult for them to get employment, and their family might not want to be associated with that individual.



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However, imprisonment can also be taken as an opportunity for a time of learning an individual time to reflect on their past crimes and the circumstances which led to them. Many prisons offer education and training programmes for inmates to improve their prospects.

Positive effects	Negative effects
<ul style="list-style-type: none"> <li>✓ Time to gain qualifications</li> <li>✓ Learn a trade</li> <li>✓ Time to reflect</li> <li>✓ Time to consider another way of life</li> </ul>	<ul style="list-style-type: none"> <li>✗ May lead to drug use</li> <li>✗ May lead to further crime</li> <li>✗ Dangerous environment</li> <li>✗ Reduction in contact with family</li> <li>✗ Discrimination on release</li> </ul>

## Changes to standards of living

When we refer to a standard of living, we are talking about the amount of wealth a person has. There are certain possessions/services that we expect the average person to have, such as a mobile phone, Wi-Fi internet access, etc., and we see these almost as essentials. Therefore, because they are so common, we might consider the family to have a lower than average standard of living if they do not have them. However, if a family has lots of extra possessions that the average household would consider a luxury, such as multiple cars, regular upgrades to the latest smartphone, etc., to have a higher standard of living. If a household's income increases, this is likely to be a positive change because they can afford more. If a household's income decreases, this is likely to be a negative change because they can no longer afford the same level of living. If a household's income increases, this is likely to be a positive change because they can afford more. If a household's income decreases, this is likely to be a negative change because they can no longer afford the same level of living. Therefore, if an individual can no longer afford the same level of living, this may impact their self-esteem and friendships.

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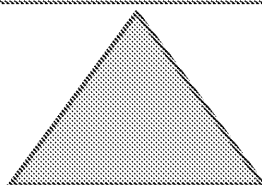


## Retirement

**Retirement** usually starts around a person's mid-60s, and it is a time in which individuals leave their current employment and figure out how they are going to spend their increased leisure time. Retirement can be a time of happiness, as there is more free time to see family and do the things they enjoy. However, there is a risk in retirement that an individual becomes socially isolated and any fulfilling activities with which to fill the time. A reduction in activity levels can cause problems developing. The impact of retirement on an older adult's development can be positive or negative, depending on their individual circumstances. For example:

- ✓ More time to enjoy activities
- ✓ Time to spend with family and friends
- ✓ More time to go out and meet new people
- ✓ No more work routine
- ✓ Time to grow and expand knowledge
- ✓ Time to become involved with your local community

- ✗ Loss of routine
- ✗ No longer being part of a team
- ✗ Less interest in life
- ✗ Loss of income
- ✗ Loneliness
- ✗ Depression
- ✗ Lack of motivation



### Case study

Eric is 68, and retired a few years ago. He used to babysit his grandchildren a lot, but they are now older and have started school. He is in good physical health and wants to stay active, but he's not sure what to do with his spare time now. He is worried that he'll become bored and demotivated without anything to do.

**Applied activity:**  
Read Eric's situation and suggest activities he could do in his spare time.

For each suggestion, write a short sentence about the benefit for Eric.

**Applied activity:** Copy and complete the table below to give examples of unpredictable life events that could occur at each stage of life. Then, briefly write down a positive and negative impact on development.

	Infancy (0–2)	Early childhood (3–8)	Adolescence (9–18)	Early adulthood (19–45)
Unpredictable event				
Effects?				
Predictable event				
Effects?				

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## B1 Checking my understanding

1. Describe the difference between unexpected and expected life events.
2. Identify **four** unexpected life events.
3. Explain how an injury could impact on an individual's social development.
4. Outline **one** positive and **one** negative effect that marriage could have on development.
5. Explain how moving home could negatively impact on an individual's intellectual development.
6. Describe **three** possible impacts of a divorce on an individual's development.
7. Read the following case study below.

Dave has recently been made redundant from his job as an insurance salesman. He has a big family, including four young children and a wife, Rachel. Dave still has a mortgage on their home, but Rachel will probably have to pay more on the mortgage than usual now that Dave is unemployed. Even before Dave became unemployed, Dave and his wife had been arguing more than usual, and Dave was worried that a divorce might be likely.

- a) Identify **one** positive and **one** negative effect that becoming unemployed could have on Dave.
- b) Explain how becoming divorced could impact on Dave's emotional development.
- c) Describe **three** ways that a reduction in household income could negatively affect Rachel's development.

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## B2: Coping with change caused by

Life events are so varied, and impact each individual very differently. Each individual has their own personal approach to coping and dealing with the impact of the life event. Depending on the event, there may be support required to help an individual adapt to particular changes. Support can come from a number of places, including family, friends, professional carers, community groups, voluntary groups and faith-based organisations.

### Character traits that influence how individuals cope

People cope and respond to changes caused by life events in many different ways. This can depend on things like their personality, **disposition**, coping strategies they've learnt from past experience, and the quality of support they have available to them. For some people, life changes may take a while to process, and it can be a long time before they have fully accepted and adjusted to their new circumstances.

Some people may find it harder to adapt than others. For instance, one individual may find it easier than another to adapt to the changes brought about by moving house. They may find it easier to leave their comfort zone, meet new people and get to know a new area. Others, however, may find it a fresh start and new beginnings, and be excited about it.

#### Negative reactions, including resistance and denial

Someone may be resistant to the change, and refuse to change their behaviour or opinions following a life event. For instance, someone may develop an illness such as diabetes, but refuse to engage in monitoring their blood sugar if they feel it is unnecessary and a hassle. This can occur due to **denial** – including denial that the life event has happened at all, or denial of how serious the impact is. A person may also become angry or resentful of their circumstances.

Professional psychological support may be appropriate if someone remains in denial or resentful, and this leads to negative effects on their development.

**Resilience** – being able to cope with and 'bounce back' from unfortunate circumstances.

**Emotional intelligence** – the ability to recognise and control one's own emotions, as well as reading others' emotions.

**Denial** – refusing to accept something as true.

#### Positive reactions, including self-esteem and resilience

**Resilience** means the ability to recover from adversity. Resilient people tend to view themselves as strong and are more likely to take on challenges. They are more likely to take on problems that they can solve, and have a positive impact on their lives. They are more likely to successfully overcome challenges and demonstrate personal growth.

Some people may find a life event an opportunity for learning. The event has taught them a lesson and given them the capacity to rebound. They may also be viewed as resilient, as they have changed or given the event a new meaning upon some aspects of their life.

**Emotional intelligence** – the ability to recognise and control one's own emotions, as well as reading others' emotions. When managing emotions, it is important to learn more about them and more information about them. Emotional intelligence is the ability to recognise and control one's own emotions, as well as reading others' emotions.



#### Did you know?

The proposed personality trait 'grit' means having a strong motivation or perseverance towards achieving a goal, despite unfortunate circumstances. This has been linked to resilience. Do you think this is a personality trait, or do you think you might have more 'grit' in some situations than others?

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Some individuals may choose to draw on their support networks to help them cope with life events, rather than struggling through it alone. The sections below will give you an overview of different types of support available, and who can provide them.

## Sources of support

Support can be categorised into two main types – informal and formal.

- **Informal support** is the support offered by family, friends, neighbours, community groups or faith-based organisations. This support is not usually organised or paid for by the state.
- **Formal support**, on the other hand, refers to the support given by people in the public sector. This is usually paid, but sometimes formal support is provided by trained volunteers.

### Family, friends, neighbours, partners

Having good relationships with your family, friends, neighbours and partners should involve giving and being supported during times of hardship. For example, your friends may be there to listen to you talk about your problems, or your family might help you with transport to an important appointment.

Sometimes children may care for a parent and vice versa; they might take care of the physical needs through cooking, cleaning and maybe using equipment such as a hoist. Neighbours may well do some of the heavy shopping for an individual in need of support.

**Applied activity:** Make a list of ways you could positively support your family and friends in ways you could better support them.

Discuss these questions with your group on your answers.

### Professional carers and services

These are people who provide care and support in a formal or official capacity, and may be paid (or work voluntarily). They usually have training to give effective support, and may specialise in working with specific needs.

Examples of professional carers include:

- **domiciliary care workers** – providing care in a service user's own home, e.g. with personal hygiene or cleaning
- **district nurses** – provide nursing care in the community, e.g. dressing wounds
- **support workers** – these work with vulnerable groups to help them live as independently as possible

### Multi-agency and multidisciplinary working

These professionals may also work as part of a **multidisciplinary** or **multi-agency team** that ensures that the appropriate services are provided to support the differing needs of an individual more effectively. Examples of the kind of support offered by professional carers could be giving help with:

- hygiene and personal care routines
- meeting and caring for needs
- medical needs
- getting lost and about; social isolation

Examples of multi-agency and multidisciplinary teams include:

Multi-agency	Multidisciplinary
<ul style="list-style-type: none"> <li>• Children's services + justice system</li> <li>• Social services + mental health trust</li> <li>• Local education authority + autism charity</li> <li>• Occupational therapy team + social services</li> </ul>	<ul style="list-style-type: none"> <li>• Health visitor + GP</li> <li>• Psychiatric nurse + social worker</li> <li>• Children's social worker</li> <li>• Teacher + career adviser</li> </ul>

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Different service providers also help by giving emotional support. Some professionals offer a different kind of support, including **counsellors** and **social workers**. They might visit the home to offer support and advise on coping strategies, specific bereavement, or behavioural concerns. They may refer people to other agencies as appropriate.

#### Case study

Sarah is 23, and has just become a first-time parent. She is a single mother with no support from the father, and has been struggling to adjust to the new responsibilities she is facing. She also does not live near to any family.



#### Applied activity:

Can you think of a few professionals who could offer support? Write a short paragraph for each, explaining the support each could offer.

You could do some research on professionals to help you need to.

### Community groups, voluntary and faith-based organisations

These organisations are usually designed to represent the interests of a particular group of people living in a local area or who share characteristics in some other way (e.g. people with a specific health condition). They lend a friendly and supportive service to any individual who needs to talk about a problem they might be having. Many voluntary organisations are highly specialised in the needs of a particular group and provide them with a wide range of information and support related to that group's needs. For example, the charity known as 'Age UK' provides information designed to help older adults manage their finances, and gives advice on health and fitness, as well as doing research on matters relevant to ageing and older adulthood.

**Research activity:** Find out about a community group, voluntary organisation or faith-based organisation in your local area. Make quick notes on its aims and what it does.

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## Types of support

All of the different sources of support listed above are likely to offer individuals a... This section will give you an overview of the possible impact that emotional support... practical help can have on someone experiencing major life changes.

### Emotional

Giving someone emotional support can be a key part of helping them get through... Being there to listen to someone and offer them comfort through a trying time can... more confident in tackling or coping with a problem. Having someone there for... reassurance, reduce stress and help you find solutions to the problems you're ha...



#### Did you know?

Loneliness is bad for our health, but 3.6 million older adults currently live alone. Loneliness is estimated to have the same negative effect on health as smoking 15 cigarettes a day.

If the person giving emotional support... assistance themselves, they can ac... currently affected. For example, some... can offer guidance and tips based on e... and give the person reassurance that...

Emotional support can be provided for... counsellors, therapists and psycholog...

trained in a particular field (e.g. trauma). It can also be given informally by friend... emotional support to one another is often a key part of a healthy and positive rel...

#### Case study

Tina and Ralph are both in their late 50s, and have been married for nearly 30 years. Sadly, Ralph's mother passed away last year after a sudden illness. Ralph has been struggling to cope with the grief, and has been extremely depressed recently as it would have been his mother's birthday.

This has also been affecting his marriage recently, and he has been finding it difficult to get up and go to work. Tina and Ralph have decided to see a grief counsellor, in the hope that sessions will help Ralph process his grief. They will have some sessions together as a couple, and Ralph will have some sessions alone.



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### Information, advice and endorsed apps

Often, the changes brought about by significant life events can lead to a confusing or uncertain time for individuals. They may be unsure of the best way to proceed, or what can be done. For example, someone who has recently been diagnosed with a progressive illness such as dementia is likely to have a lot of questions about the future and the impact of the condition on their life.

Advice relating to unique needs and circumstances can be provided by specialist professional groups. For instance, charities often focus on the needs of a specific group, and are a good source of general information relevant to that group. The individual recently diagnosed with dementia could get in contact with a dementia charity to ask questions and find out about support available to them in their local area. Many organisations providing advice and information do so for free, perhaps via their website, an app or by free helplines staffed by volunteers.



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## Practical help

### Financial assistance

Depending on an individual's circumstances, there may be financial assistance available. For instance, numerous welfare benefits are available from the government for people with disabilities (including some chronic illnesses) to pay for essential costs of living with a disability. For example, people may be eligible to claim:

- housing benefit to pay for rent
- reductions in the cost of council tax
- Personal Independence Payment to help cover the costs of living with a disability

The costs of certain healthcare services are also often reduced or free for people with long-term health conditions. For instance, they may be able to claim for free prescriptions or dental treatment.

### Childcare

Childcare can be very difficult for people following a major life event. For instance, a parent of a young child starting a job with longer hours will need to arrange for their child to be looked after while they are at work. There are some schemes in place to aid parents with childcare – the government currently offers up to 570 hours of free childcare per year (this works out to around 15 hours per week, for 38 weeks of the year) for all three- and four- year-olds. Parents may also wish to pay for private childcare services, e.g. for a **childminder**, before their child starts school.

Informal sources of support can also help with the responsibilities of childcare. For instance, retired family members – such as grandparents – may wish to use their free time in retirement to help younger members of the family by looking after the children.

### Domestic chores

Some of the day-to-day tasks that need to be done in the home may not be easy for people who have been impacted the individual physically or mentally. Care needs assessments can include identifying tasks that need to be completed if it is decided that an individual is to live independently but with support. People may also choose to employ someone as a personal assistant using **direct payments**. They can be employed to help keep the home tidy or to support the individual to go food shopping.

Informal support often comes from friends or family members who help their loved ones with domestic chores or do the laundry, for example. It can be something as simple as taking a shopping list once a week so they can choose their own food.

### Transport

Assistance with transport is another way that support can be provided to people with disabilities. Transport can be particularly challenging for people who live rurally, due to the often limited availability of public transport. For instance, people who are disabled due to illness or injury may be eligible to apply for a free bus pass that will allow them to travel easily. People over the age of 65 are also eligible to claim the free bus pass.

Shopmobility is another scheme to help people with mobility difficulties to travel. It provides motorised scooters or wheelchairs in some public places such as shopping centres. People may also be eligible to take part in the 'motability' scheme, which allows them to use some government allowances to lease a car that has been adapted to take into account their disabilities.

Informal support networks can also provide help with transport. Many individuals have family members to drive them to appointments and services.

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## B2 Checking my understanding

1. Describe **one** positive way that an individual may adapt to change caused by recent life events.
2. Explain how family can act as a source of support during a difficult time.
3. Give **two** examples of a professional carer, and explain how each could support an individual to cope with change caused by recent life events.
4. Outline what is meant by 'emotional support'.
5. Explain **two** different types of practical support that could be given to someone who has recently had an injury, and has suffered a reduction in mobility.
6. Read the case study below.

Joyce Smith had a stroke. This has caused some brain damage which has affected her ability to communicate. She can understand what people say, but struggles to speak clearly in a way that other people can understand. This is very frustrating for Joyce as she was previously a sociable person. She also feels much more fatigued than usual, and struggles to find the energy to complete tasks as she did before. She was previously employed as a teacher, but sadly she is not able to work at the moment due to her difficulties.

- a) What kind of life event is a stroke – expected or unexpected?
- b) Describe **two** ways Joyce's friends could act as a source of support for her.
- c) Explain how voluntary organisations could provide support to Joyce.
- d) Explain **two** ways that practical support could have a positive impact on Joyce's development in her current situation.

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## A1 Checking my understanding questions

### A1: Human growth and development across life stages

- Students should provide the following information in their answer:
  - infancy, 0–2 years (1)
  - early childhood, 3–8 years (1)
  - adolescence, 9–18 years (1)
  - early adulthood (1)
  - middle adulthood (1)
  - later adulthood (1)

- Fine motor skills are those which involve smaller muscle groups, and more precise movements. Students should suggest include, but are not limited to (1 mark for each correct answer):
  - pointing
  - pincer grip
  - building towers
  - writing
  - turning the pages of a book
  - drawing

Gross motor skills are those which involve the movement of larger muscle groups (1 mark for each correct answer). Students should suggest include, but are not limited to (1 mark for each correct answer):

- walking
- crawling
- running
- throwing a ball
- cruising
- jumping

- Students could identify any of the following physical changes for boys during puberty (total of 3 marks). Accept other suitable answers:
  - deepening of the voice
  - broadening of shoulders
  - growth spurts; becoming taller
  - growth of facial hair
  - growth of body hair
  - release of sperm
  - production of testosterone

- Children become more skilled at finding solutions to problems during early childhood, but are only able to use their sensory perceptions and motor skills (1). Young children, however, are only able to use visual representation – to be able to solve a problem (1). Young children have a strong interest in learning about the world, and gradually build up the patience to try multiple solutions (1).

- Students will be likely to cover memory loss / decline in cognitive ability in older adulthood, for example:
  - Memory may decline during older adulthood, which is not necessarily as a result of age, but it is harder to recall specific information such as names and dates, but memories for how to do things remain (1).
  - Decline in cognitive ability may occur as the brain does not work as fast as it did in younger adulthood, but still use problem solving skills or memory recall but processing time is longer (1).

Accept other suitable answers identified by students.

- Many people during early adulthood begin to develop their independence from their family. They may leave the family home to attend university in a different location (1). Living independently involves learning about how to maintain a home, manage their finances and look after themselves (1). Many people decide to get married or enter a partnership and have their own family responsibilities and challenges, and eventually teaching their own children to become independent (1).

Accept other suitable answers as long as students cover key lifestyle changes that may impact on the development of independence.

- Self-esteem is how you feel about your self-worth and self-value (1). Examples of factors that can influence self-esteem include, but are not limited to (give 1 mark per correct answer, up to a total of 6 marks):
  - encouragement and support from family and friends
  - being assertive
  - having positive, trustworthy friends
  - being helpful and considerate to others
  - challenging oneself
  - thinking positively
  - having hobbies and interests
  - constructive criticism

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8. Peer pressure is when friends strongly encourage or influence you to take part in activities you may not want to engage in, which are often risky (1). This could negatively affect development because you may be encouraged to binge drink, which carries numerous health risks with it (1). Peer pressure can also affect self-esteem and confidence, as coercion from the group to disengage from education could lead to a lack of achievement.

Accept other suitable answers as long as students give appropriate examples of how peer pressure can affect an adolescent's development.

9. a) Arnold is currently in the later adulthood life stage (1).
- b) Award 1 mark for each correctly identified physical change during later adulthood (1).  
 • reduction in mobility  
 • sensory decline  
 • reduction in muscle tone/strength  
 • changes to skin elasticity  
 • hair loss, or goes grey  
 • increased risk of health conditions, such as cardiovascular disease
- c) Students may give contentment or self-image as part of their answer. For example, Arnold may feel more content during later adulthood than earlier life stages (1) because he has more of the hobbies and interests that he likes doing, and he now has time to do these activities (1).  
 OR  
 Arnold may experience a change to his self-image during this life stage (1). This is because he is retired and is no longer an employee, so he may view and describe himself differently (1).  
 Accept other suitable answers as long as students give an appropriate description of emotional development.

## A2 Checking my understanding questions

### A2: Factors affecting growth and development

1. The following genetic conditions were mentioned in the section above, but students may also mention other genetic conditions discovered through their own research. 1 mark should be awarded for each condition, and 1 mark should be awarded for a correct explanation of how the condition affects development (1).
- Cystic fibrosis (1) – this condition causes a build-up of sticky mucus in the lungs, which affects breathing and digestion (1).
  - Sickle-cell anaemia (1) – sickle-cell 'crises' involve a blockage in the blood vessels, which can cause pain and affect the sufferer (1).
  - Down's syndrome (1) – this genetic condition is linked to a higher risk of physical defects and digestive system difficulties (1).
2. An acute illness lasts a relatively short time, and comes on suddenly or unexpectedly (1). A chronic illness remains for a much longer period of time, perhaps many months, years or even a lifetime (1).
3. Students may outline any of the following, although accept suitable alternatives. 1 mark for each identification of a benefit of exercise, up to a maximum of 6 marks:
- |  |                          |
|--|--------------------------|
| • reduction in the risk of type 2 diabetes         | • promotes mental health |
| • reduction in the risk of cardiovascular disease  | • alleviation of stress  |
| • reduces high blood pressure                      | • reduction in weight    |
| • reduces the risk of several types of cancer      | • improvement in mood    |
| • reduces the chances of becoming overweight/obese | • builds self-esteem     |
|  | • increase in energy     |
4. Students may choose to cover the following examples provided in the section above, or give an alternative that students may know of from their own lives or own research. 1 mark for identifying an example, and 1 mark for correctly expanding to explain how this example affects development (1).
- Many people following Hinduism also follow a vegetarian diet to reduce suffering (1). This can have a positive effect on physical development as long as the major food groups are included in the diet, with lots of fruit and vegetables (1).
  - Jehovah's Witnesses are a Christian denomination which does not believe in blood transfusions (1). This could lead to some physicians being reluctant to carry out procedures such as surgery (1), which may suffer from ill health for a more extended period of time (1).

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5. Below are some suggestions for how students may answer this question, but accept 1 mark each for correctly identifying a positive and a negative influence, and a further 2 points (to total 4 marks). For example:
  - Family members can have a positive influence by providing emotional support. For example, a parent may encourage a child to express their feelings when they are upset and help them to come up with a way to manage it (1).
  - Family members can have a negative influence if they use negative language to a child. For example, a parent who criticises the way their child looks and refers to them as ugly could cause the child to suffer from low self-esteem (1).
6. Social exclusion refers to a lack of contact with or withdrawal from society (1).
7. Students may outline any of the following, although accept suitable alternatives. 1 mark for identification of a positive effect of income, up to a maximum of 3 marks.
  - reduced stress, depression, anxiety
  - greater ability to purchase healthy food
  - can pay for exercise or recreation, such as gym memberships
  - can afford housing costs, such as rent and bills
  - able to afford leisure opportunities, such as going on holiday or socialising with friends
8. a) Students should identify three from the following lifestyle factors (1 mark each): diet; heavy drinking; illegal drug use; smoking
- b) An example answer is provided below, but accept any appropriate alternative. Joe's friends could act as positive role models for him, if they engage in healthy eating, low alcohol intake or not smoking (1). His friends may also offer him support, which could help him to manage his stress (1). They may also put positive peer pressure on Joe, by encouraging him to do his best (1).
- c) An example answer is provided below, but accept any appropriate alternative. Factors that could influence Joe are: pollution; lack of exercise; poor diet; lack of social support. As Joe has moved to an urban area there is likely to be a lot more pollution than in a rural area. Pollution at night-time may make it difficult for Joe to sleep as it is too noisy for him to hear (1).

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## B1 Checking my understanding questions

### B1: Different types of life event

1. Expected life events are those that are predictable as part of the course of life, which  
Unexpected life events are not predictable, come along suddenly, and often cause a
2. Many major life events can be unexpected or expected, depending on an individual's  
outline any of the following, although accept suitable alternatives. 1 mark awarded  
unexpected life event, up to a maximum of 4 marks.
  - an accident or injury
  - an illness
  - divorce
  - parenthood
  - bereavement
  - promotion
  - redundancy
  - being excluded
3. An example answer is provided below, but accept any appropriate alternative in which  
impact of becoming injured:  
Becoming injured can have a negative impact on one's mobility, which can make it hard  
social occasions (1). Being injured may also impact someone's confidence and self-  
abilities (1). Things they previously could, which could lead to them becoming with
4. Award 1 mark for correctly identifying a positive impact of marriage, and 1 mark for co  
marriage. Examples of positive impacts of marriage that students could suggest are (a)
  - developing a strong, close bond to someone
  - having a caring and supportive partner to share concerns with
  - if you have shared interests, a companion to do hobbies with
  - someone to encourage you to adopt or maintain a healthy lifestyle
  - provide support, encouragement and boost self-esteem

Examples of negative impacts of marriage that students could suggest are (accept s

- loss of independence
  - spending less time with other people, e.g. friends and family
  - partner may be abusive or controlling
  - sharing problems with a partner can lead to additional stress
  - arguments can cause stress
  - reduced self-esteem or confidence, e.g. if the relationship is abusive
  - partner may encourage unhealthy habits, such as smoking
5. An example answer is provided below, but accept any appropriate alternative in wh  
impact of moving home:  
Moving home could affect someone's intellectual development, if their education is  
moving schools (1). The stress of moving could also lead to difficulties with concentr  
someone's performance at work or school (1).
  6. Award 1 mark for each correct description of an impact of retirement on developm  
Some suggested answers are provided below, but accept any suitable alternative:
    - Retirement allows more time for leisure activities, which could include socialising
    - During retirement, older adults could take up intellectually stimulating hobbies  
in new areas (1).
    - No longer being employed could lead to a reduction in stress levels (1).
    - Some people may struggle with the role change that comes along with retirement  
their confidence and self-esteem (1).
    - Becoming retired may lead some people to become socially isolated, as they no
    - If a retired person doesn't get out and about, their mobility and physical health

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7. a) Students could identify any of the following positive effects of being unemployed:
- an opportunity to change jobs and try something new
  - more free time to work on other aspects of personal development
  - more time with family and friends
  - if financial compensation was provided, this could go towards living costs

Students could identify any of the following negative effects of being unemployed (identification):

- reduction in confidence and self-esteem
- negative impact on self-image
- increased stress, depression and/or anxiety
- reduction in income could make it harder to pay bills, including the mortgage
- increased risk of social isolation

- b) An example answer is provided below. It is not necessary to accept any appropriate alternative potential impact of becoming unemployed on Dave:

Becoming divorced could have a negative impact on Dave's emotional development, confidence and the possibility of a rearrangement of living/childcare arrangements. Dave's physical development if he chooses to adopt unhealthy coping strategies – such as drinking with the stress of the divorce (1).

- c) Examples of descriptions of the ways that a reduction in household income could be provided below. However, accept any other suitable alternative:

- Rachel might be less able to afford to socialise with friends and family, which could become socially isolated (1).
- Rachel may be less able to afford healthy food and/or gym memberships, which could impact on her physical health (1).
- Stress over how the mortgage and bills are going to be paid could have a negative impact on her emotional development (1).
- Stress may also affect Rachel's ability to concentrate and focus at work, which could impact on her intellectual development (1).

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## B2 Checking my understanding questions

### B2: Coping with change caused by life events

1. Students may choose to cover resilience or drawing on support as positive ways to cope with change, as covered in the text above. Give 1 mark for correctly identifying a positive coping strategy and 1 mark for expansion. Suggested answers are provided below, but accept suitable alternatives.  
Some people are resilient, meaning they are able to cope with and recover more easily from change. They may view an unfortunate life event as an opportunity for learning, or a positive challenge.  
OR  
An individual could choose to draw on their support networks, such as their family and friends. These networks could help them cope by giving practical assistance or providing emotional support.  
  
Other acceptable responses may include self-esteem or emotional intelligence with resilience.
2. An example answer is provided below, but accept any appropriate alternative that covers the role of family and friends for an individual. 1 mark for each point that explains the role of family and friends.  
  
Family members and friends of an individual who has a good relationship with can provide emotional support about their problems, helping to alleviate stress (1). Family may also give some practical assistance, such as helping with childcare or transport, which will reduce some of the pressure for someone experiencing a life event (1).
3. 1 mark will be awarded for each correct identification of an example of a professional carer and 1 mark awarded for each explanation of how these professional carers provide support. Suggested answers for various professional carers are provided below, but accept suitable alternatives.
  - Domiciliary care worker (1) – these provide care to someone in their own home, helping with daily home-based tasks such as cooking and cleaning (1).
  - District nurse (1) – these provide nursing care in community settings, and they may visit someone who has been discharged from hospital following an illness or injury (1).
  - Counsellor/psychotherapist (1) – these are mental health professionals who can help someone who is experiencing mental distress, and they use 'talking therapies' to help people overcome their difficulties (1).
  - Social workers (1) – these act to protect vulnerable groups such as children, and they may help someone who has recently experienced major life changes due to issues with their parents (1).
  - Support workers (1) – these help people to live as independently as possible, and they may help with daily living skills (1).
  - Physiotherapist (1) – these help people who are experiencing reduced mobility or injury (1).
4. Emotional support involves being there to listen to someone and offering them comfort and advice. This can help someone feel less isolated, and make them feel more confident in tackling or coping with a problem.
5. 1 mark will be awarded for each correct identification of an example of practical support and 1 mark awarded for each explanation of how this practical support could help someone cope with change (1 to 2 marks). Suggested answers are provided below, but accept suitable alternatives.
  - Accessing financial assistance may be helpful for someone who has recently been made redundant or lost their work at the moment due to the pandemic. They could claim welfare benefits (such as Universal Credit) to help them cope with the costs of daily living (1).
  - Someone who has been injured may need assistance with childcare, especially if they have reduced mobility (1). The individual could access the government's free childcare hours, or family and friends could help out informally (1).
  - Domestic chores, e.g. washing clothes or using the vacuum cleaner, may be more difficult for someone who has reduced mobility, so they may need help to keep their home clean and tidy. They could get a home carer company to come in and do the chores while they are unable, or get help from family and friends (1).
  - Assistance with transport may help someone with reduced mobility following an injury. They could get a taxi or a friend to give them lifts to where they need to go, which could help them cope with the change (1).

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6. a) Unexpected (1).
- b) Joyce's friends could provide her with emotional support, by listening to her, and come up with ways to overcome some of her difficulties (1). They could also aid her by helping her to get out and about or by assisting with some household/domestic tasks (1).
- c) Joyce could get into contact with a voluntary organisation that specialises in providing comprehensive information about the support available to her (1). They could refer her to support groups that could help her to feel less isolated and alone (1).
- d) Practical support could be given to help Joyce with transport (1). Having transport to go out and socialise, which may help her regain some confidence following the accident, is another type of practical support that might help Joyce (1). As she is accessing welfare benefits – such as housing benefit – this could help her cover her rent and improve her financial situation (1).



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