



## Topic on a Page

for BTEC Tech Award L1/2 in Health & Social Care

Component 1: Human Lifespan Development

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# Contents

Product Support from ZigZag Education .....	ii
Terms and Conditions of Use .....	iii
Teacher's Introduction.....	iv
<b>Mind Maps.....</b>	<b>9 pages</b>
1. Physical growth and development across the life stages	
2. Intellectual development across the life stages	
3. Emotional and social development across the life stages	
4. Physical factors and lifestyle choices that affect growth and development	
5. Social, cultural and emotional factors that affect growth and development	
6. Environmental and economic factors that affect growth and development	
7. Life events – health and wellbeing and relationship changes	
8. Life events – changes to life circumstances	
9. Coping with change caused by life events	
<b>Activity Pages (Lower) ■ .....</b>	<b>9 pages</b>
<b>Activity Pages (Higher) ▲ .....</b>	<b>9 pages</b>







*All of the mind maps and activity pages are provided in both A3 and A4 formats*

# Teacher's Introduction

This resource is primarily intended to be used during revision by students studying BTEC Tech Award (first teaching September 2022), Component 1: Human Lifespan Development. This unit covers physical, intellectual, emotional and social development across the lifespan, and factors which affect this development across the lifespan.

As a revision tool, this resource does not aim to cover the material in depth, but rather provide visual 'mind maps' of the component specifications which students can use as a basis of their revision, covering all the key vocabulary and knowledge that students need for their exam. The resource is especially suited to visual learners, and those learners who find it hard to revise from written notes.

The resource consists of:

- 9 completed mind maps which provide solutions to the activity mind maps, labelled  to 
- 2 × 9 activity (partially completed) mind maps for students to complete, labelled  to 
  - The lower ability versions of the activity sheets are labelled with a square: 
  - The higher-ability versions of the activity sheets are labelled with a triangle: 

Activities are identified by a  icon.

All are provided in A3 and A4 formats.

The mind maps cover components of the specification as follows:

1. A1: Human growth and physical development across life stages
2. A1: Intellectual development across life stages
3. A1: Emotional and social development across life stages
4. A2: Physical factors and lifestyle choices affecting growth and development
5. A2: Social, cultural and emotional factors affecting growth and development
6. A2: Environmental and economic factors affecting growth and development
7. B1: Different types of life event (health and wellbeing and relationship changes)
8. B1: Different types of life event (changes to life circumstances)
9. B2: Coping with change caused by life events

How to use the resource:

- The sheets can be handed out at the end of the course, or at the end of each topic for revision purposes.
- The mind maps can be printed out poster size and displayed on the classroom walls as the topic is being taught, so that students have a visual reminder of what they have been covering in their lessons.
- The resource also includes partially filled-in mind maps. Students could be encouraged to complete the exercises as a way to recap on knowledge from the topic at the end of teaching. More-able students could, additionally, be asked to think of more examples to illustrate the points, or weaker-ability students could provide more illustrations or colour-code the mind maps to aid memory of the key topics.

June 2023

# PHYSICAL GROWTH AND DEVELOPMENT

The different aspects of growth and development across an individual's lifespan can be remembered with the acronym 'PIES' – physical, intellectual, emotional and social. Physical development concerns the functions, systems and abilities of the body.

## GROWTH AND DEVELOPMENT

Newborn babies have limited control over their muscles, meaning they are largely immobile and entirely dependent on their caregivers. Infancy is a period of rapid growth (height and weight) and development, which allows for increasing coordination and follows particular patterns:

### Top to toe

Infants are first able to control their head, then their back and lower body.



### Proximal to distal

Infants first gain control over 'core' muscles in the centre of the body, so that they can hold themselves up. They then gain control over their limbs and extremities, e.g. fingers.

Infants and children follow the same patterns of growth and development (i.e. reaching one milestone before another), but at different rates. This means some children may reach milestones earlier or later than expected.

**Milestone** – a skill or ability a child is typically expected to gain by a certain age

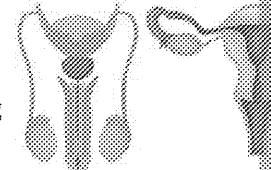
## PUBERTY

**Adolescence** is a time of significant physical and emotional change, triggered by the release of sex **hormones** which eventually turn a child into an adult capable of reproduction. 'Growth spurts', rapid increases in height – are also seen at this time.

### Primary sexual characteristics

These are necessary since, for example, sex organs such as the uterus and ovaries (female) and testes and penis (male). These mature during puberty due to the release of sex hormones, as the testes begin to produce sperm and the **menstrual cycle** commences for females.

**Hormone** – a chemical produced by the body that controls functions and processes



Male

Female

### Secondary sexual characteristics

These develop during puberty, but are not required for reproduction.

Boys	Girls
<ul style="list-style-type: none"> <li>Broadening of chest/shoulders</li> <li>Voice deepens</li> <li>Facial and pubic hair</li> </ul>	<ul style="list-style-type: none"> <li>Breast development</li> <li>Hips widen</li> <li>Pubic hair</li> </ul>

**Sexual characteristics** – traits that distinguish males and females

**Menstruation** – shedding of the lining of the uterus, if the egg has not been fertilised



## MOTOR SKILLS

Young children pass through key 'developmental milestones' (such as walking and talking). The acquisition of these skills helps to prepare children for the challenges in later life stages. These skills are categorised into:

- Gross motor skills:** Control over large muscle groups, e.g. the core muscles, legs and arms.
- Fine motor skills:** Control over small muscle groups and precise movements.

	Age	Fine	Gross
Infancy	4 months	Reaches towards objects	Head lag, rolls from front to back
	6 months	Moves items from hand to hand	Lifts head and chest when lying on front, sits with support, takes weight on legs
	12 months	Grasps objects with thumb and forefinger, and lifts objects	Crawling and cruising (walks when holding furniture), rises from lying down
	18 months	Turns pages of a book, turns 2–3 book pages at a time, can scribble	Walks backwards, runs and jumps with both feet
	2 years	Builds tower up to seven blocks, copies vertical and circular strokes, turns individual book pages	Able to run well, kicks and throws a ball without problems, can squat and rise without help
Early childhood	3 years	Draws lines and circles, builds tower of up to nine bricks, can draw a person with a head	Can walk on tiptoes, stands on one foot, rides a tricycle, walks upstairs
	5 years	Writes own name, copies simple pictures	Catches a ball with hands, walks along a line, forward rolls
	7 years	Writes letters and numbers correctly, dresses independently	Able to use a skipping rope, rides a bike

## PEAKS OF DEVELOPMENT

During early childhood, children have reached **maturity**. This is when physical fitness and sensory abilities are at their peak.

In early adulthood, children are also reaching **peaks**, and may have their own children.

**Maturity** – development of the body and mind to a state of full growth

**Later adulthood** – a time when physical fitness and sensory abilities begin to decline

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# INTELLECTUAL DEVELOPMENT ACROSS THE LIFESPAN

'Intellectual development' means the development of cognitive, or thinking, ability. This involves gaining problem-solving skills, creativity and memory. Brain development and maturation is a key part of this.

## LANGUAGE DEVELOPMENT

Learning to communicate is a key part of understanding the world around us and building relationships with others. Infants undergo rapid language development which becomes more fluent as they reach early childhood.

Key language milestones are:

		Milestone
Infancy: 0–2 years	7 months	Recognises caregiver's voice; smiles at caregiver
	1 year	Laughs; gurgles; notices music
	18 months	Starts to use gestures; can say one or two words
Early childhood: 3–8 years	1–2 years	Understands simple questions; can string two words together
	2–3 years	Can name objects; uses short phrases
	3–4 years	Can answer simple questions; talks about activities; language fluency increases
	4–5 years	Adult-level grammar starts to develop; can form detailed sentences
Middle childhood: 6–12 years	5–7 years	Understands that words can have multiple meanings
	8–12 years	Can understand and use complex sentences

## ABSTRACT AND CREATIVE THINKING

To think abstractly about a problem, you need to be able to use your imagination. This skill develops fully around 12 years of age – this is important for adolescents, as this is a time which involves making decisions about one's future. The ability to think about the possible future consequences of actions helps teenagers to decide on their future goals and careers.

In this life stage, adults will have mastered **abstract thinking**. Throughout their lives, they will continue to develop their ability to think **pragmatically** (considering a problem realistically) and **abstractly** (considering a problem without it being laid out physically in front of you). As they gain more experience, in areas such as career, relationships and finances, they will continue to develop intellectually throughout their lives. This can be through formal education, building skills as part of their career, or experience gained through life events. Adults are able to use complex decision-making skills and this continues to support the adult into their retirement.

**Pragmatic thinking** – considering a problem realistically

**Abstract thinking** – considering a problem without it being laid out physically in front of you

## PROBLEM-SOLVING

In infancy, children rely on their **sensory perceptions** and motor skills to explore their environment. They use trial and error to solve problems, and show an interest in colours and bright lights.

**Sensory perceptions** – input from the senses, i.e. touch, taste, sight, hearing, smell

During early childhood, children between three and four are unable to solve problems that are not laid out in front of them. Young children lack **abstract thought** – they can only perform simple problem-solving. As they cannot use their imagination to think about problems, putting them into physical form (e.g. using **visual representations** like counting on their fingers) is usually required.

As children grow, they become even more interested in the world around them and develop the **patience** to try multiple solutions to a problem. Children also start to ask more 'why' questions to build their knowledge and understanding of the world.

### Problem-solving across other life stages:

Life stage	Problem-solving
Adolescence	Adolescence is a time of exposure to new information and increasing independence. Young people are able to question previous knowledge and try out new ways of solving problems.
Early adulthood	Knowledge gained throughout childhood and adolescence is used to inform problem-solving and decision-making.
Middle adulthood	As a person starts to make significant life changes (e.g. retirement), they rely on significant experience and knowledge to solve problems.
Later adulthood	Some older adults face a decline in cognitive speed, which can make it more difficult to solve complex problems.

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EMOTIONAL DEVELOPMENT ACROSS THE LIFE STAGES

BONDING AND ATTACHMENT

'Attachment' refers to the bond between an infant and their primary caregiver. Depending on the caregiver's behaviour, the attachment is either secure or insecure:

**Secure:** the infant trusts the caregiver to respond appropriately to their needs. This aids independence, as the child feels secure enough to explore their environment.

**Insecure:** the caregiver is not trusted by the infant to respond appropriately or sensitively to needs.

In early childhood, emotional wellbeing is linked to the relationships children make with family members, new friends, and other significant adults, such as teachers. A child's attachment patterns can influence their later relationships. For instance, an insecure infant is more likely to have problems trusting others later.

INDEPENDENCE

Independence means being able to do things for oneself.

Infancy	Infants are primarily dependent on caregivers at first, but begin to become more independent when crawling and walking.
Early childhood	Children begin to get dressed and feed oneself.
Adolescence	Developing a separate identity from one's family. Making one's own decisions. Greater independence.
Early adulthood	Moving out of home, starting a career, and possibly starting one's own family. Greater control over one's own life.
Middle adulthood	Peak of career reached, fully able to make decisions. One may have grown up and left home.
Later adulthood	Retirement can give more control over how one spends time. However, some older adults may need care and support. Loss of fine motor skills and ability reduce independence.

SECURITY

For infants, caregivers should provide a sense of security, as they depend on them for comfort and reassurance. Infants will often show **separation anxiety** when their caregivers leave the room.

**Separation anxiety** – feeling worried when apart from a primary caregiver

During adolescence, many individuals may feel less secure as this is a time of significant change and preparation for the future as an adult.

In adulthood, security is often boosted by having close and supportive relationships with partners and friends.

CONTENTMENT

Contentment means a state of satisfaction. For very young children, this is often achieved when caregivers have met all their needs. Infants will elicit responses from their caregivers by communicating discontentment if their needs are not met, e.g. crying or fussing.

During adolescence and adulthood, contentment often involves having a fulfilling occupation, having satisfying relationships and/or enjoying one's hobbies. For people in late adulthood, feeling as though life goals have been achieved contributes to a sense of contentment.

SOCIAL DEVELOPMENT ACROSS THE LIFE STAGES

FORMATION OF RELATIONSHIPS WITH OTHERS

Relationship formation differs across the life stages in terms of which relationships are prioritised and how they are formed. Having language abilities aids the development of relationships, as individuals can communicate with one another about feelings and experiences.

**Social norms** – standards of socially acceptable behaviour

**Infancy**

Caregivers are the most important, as infants begin to develop attachments and bonds. Children tend to play alone at this stage, which is called solitary play.

**Early childhood**

A child's social circle widens as they experience new environments and people. Play with peers builds skills in sharing and cooperation. Interacting with peers – especially older ones – boosts language and social skills development. Young children start making close friendships and showing preferences for different people.

**Adolescence**

Friendship groups are important. Peer pressure can occur, which can lead to participation in risky activities. Many adolescents will have their first intimate relationship. Adolescents tend to spend less time with family.

**Early adulthood**

Relationships with friends and partners are particularly important, and people may start their own families. Formal relationships (e.g. with tutors, managers) also start to be important.

**Middle adulthood**

Family is likely to be a priority, but once children leave home there may be more time for socialising with friends. Some individuals may become grandparents.

**Later adulthood**

Retirement allows more time for friends and family. There is also an increase in social isolation and mobility reductions. Bereavement may also occur, e.g. death of partner and/or friends.

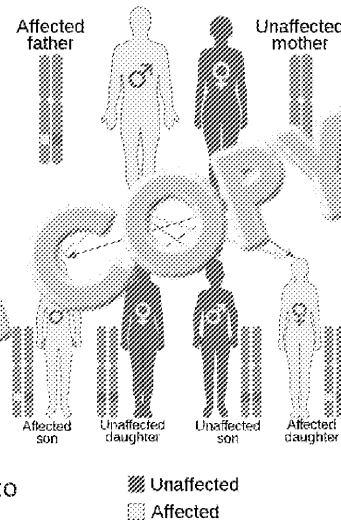
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## INHERITED CONDITIONS

Genetic information inherited from your parents can influence growth and development. Genes carry DNA, which instructs our bodies how to function and develop. Inheriting damaged, mutated or faulty genes can lead to a range of health conditions. The diagram to the right illustrates the 'autosomal dominant' inheritance pattern. This means that if only one parent has an affected gene, there is a 50% chance each child will be affected too.

### Autosomal dominant



## EXAMPLES OF GENETIC CONDITIONS

Condition	Influence on development
<b>Cystic fibrosis</b>	Thick, sticky mucus builds up in the lungs. This can cause breathing and fertility difficulties.
<b>Huntington's disease</b>	A dominant disease that has a late onset. It causes parts of the brain to stop working properly.
<b>Sickle-cell anaemia</b>	Red blood cells have an abnormal shape, which can cause painful blockages in the blood vessels.
<b>Muscular dystrophy</b>	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.
<b>Marfan syndrome</b>	A genetic condition that affects the connective tissues in the body.
<b>Down's syndrome</b>	Causes learning disability, increases the risk of heart conditions, and is indicated by a distinct facial appearance.

**Genetic predisposition** means you are more likely than others to develop a health condition, such as:

- cancer
- diabetes
- high blood cholesterol

However, this does not definitely mean you will develop that condition. The influence of lifestyle factors – such as following a healthy diet and exercising – can offset your increased risk in some circumstances.

**Genetic predisposition** – being more likely to develop a health condition due to your genes

Becoming unwell can signal all aspects of an individual's life, particularly if this occurs at adolescence. In terms of

**Physical** – symptoms such as nausea, loss of mobility and abilities (depending on the condition)

**Intellectual** – some conditions affect memory or cognitive development. You may also have to miss school

**Emotional** – stress, low self-esteem, anxiety over one's condition can be experienced.

**Social** – being unwell can make it difficult or impossible to socialise. Some illnesses carry a social stigma

**Stigma** – shame and negative associations attached to a particular thing by society

## PHYSICAL FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

'Physical factors' means the influence of an individual's growth and development which relate to their bodies and

Some of these we are born with due to our genes – but some of them are modifiable, meaning we can change them (e.g. by changing lifestyle)

## SENSORY IMPAIRMENT

This is a specific category of disability and describes conditions in which one or more of the five senses does not / do not work how it/they should. The most common types of sensory impairment are visual (impaired sight) and auditory (impaired hearing).

## DISABILITY

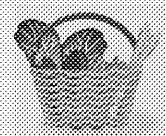
Defined as a physical or mental impairment that is significant and long-term (12 months or more) and has an effect on the ability to do normal daily activities.

A common misconception is that if you are disabled you are not capable of doing anything. This is not true. Your disability does not define your capabilities.

## NUTRITION

A healthy diet balances the main food groups, providing the body with energy and the nutrients it needs to maintain its body functions.

Eating too much fat and sugar can lead individuals to become obese, which carries numerous health risks. Examples include high blood pressure, cancer, increased heart attack risk, and strain on joints.



## ACTIVITY

Engaging in regular exercise of moderate intensity is essential for maintaining healthy growth and development. Exercise improves muscle tone and function, boosts mood and improves the quality of sleep.

Those that live a **sedentary lifestyle** are at an increased risk of developing conditions such as diabetes and heart disease, and becoming overweight.

## SMOKING

Smoking cigarettes carries a wide range of health risks, including cancers, respiratory disorders, and a higher risk of stroke.

Many smokers are addicted to the nicotine in cigarettes, which make it very difficult to quit. Second-hand smoke (inhaling smoke from other people's cigarettes) also carries health risks. This means that parents who smoke around their children can cause serious harm to their child's development.

## LIFESTYLE CHOICES

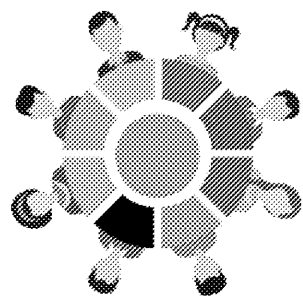
This refers to choices we make about how we live our lives. Following a healthy lifestyle greatly reduces an individual's risk of developing serious health conditions

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## CULTURE

'Culture' refers to the shared characteristics of a group of people, including customs, beliefs, language, social habits, cuisine and the arts.

# FACTORS THAT AFFECT GROWTH

	What is it?	How can it affect development?
Community participation	An individual's 'community' is a group of people that they identify with. This could be people living in the same area, or people with shared interests, e.g. a religious organisation.	Belonging to a community builds self-esteem and has positive effects on mental health. The risk of social isolation is also reduced, as an individual is likely to meet new friends with shared interests.
Religion	Religions with a large number of followers around the world include Islam, Christianity, Judaism, Hinduism and Buddhism. An individual's religious beliefs are likely to give them guidance on how to live their lives.	Religious beliefs can influence an individual's diet (e.g. many people following Hinduism are vegetarians); personal hygiene routine (e.g. many Muslims prefer to wash in running water); and which medical procedures are acceptable (e.g. Jehovah's Witnesses are more likely to refuse blood transfusions).
Race	The ways in which we can be categorised by our skin colour and ethnic origins can be referred to as race.	Being part of an ethnic minority group can place individuals at risk of discrimination due to ignorance. This in turn can cause low self-esteem and not feeling valued for aspects of your identity that you cannot / do not want to change.
Gender roles/expectations	These refer to society's expectations about how women and men should act, speak and conduct themselves.	Traditional <b>stereotypes</b> of women being nurturing, caring, emotional and dependent and men being the opposite, can lead to different life stages, roles and attitudes and self-perception, and influence participation in society.
Sexual orientation	Those who identify as lesbian, gay, bisexual or transgender are those to which we are sexually attracted is our sexual orientation / sexuality.	If you identify as homosexual or gay, or part of the LGBTQ++ community, this can cause unfair treatment and discrimination which then causes low self-esteem and social isolation.

**PERSONAL RELATIONSHIPS WITH FRIENDS, FAMILY, PEERS**  
The quality of the relationship that an individual has with others can have a significant impact on their growth and development.

Supportive relationships	Unsupportive relationships
<ul style="list-style-type: none"><li>+ Motivation and positivity</li><li>+ Increase confidence and self-esteem</li><li>+ Emotional support</li><li>+ Encourage healthy behaviours, e.g. eating healthily, avoiding drugs, regular exercise</li><li>+ Encourage kindness and respect</li></ul>	<ul style="list-style-type: none"><li>- Abuse</li><li>- Isolation from others</li><li>- Negative self-esteem</li><li>- Stress</li><li>- Peer pressure</li></ul>

## ROLE MODELS

A role model is someone who an individual looks up to as a good example of how to behave.

Positive role models can encourage healthy behaviours. If a child's role model shows negative behaviours, unfortunately the child may be more likely to imitate these negative

Bullying is a form of abuse and/or intimidation perceived as being unfair but bullying can also be positive. The impact of negative feelings with anxiety when

## DISCRIMINATION

This is the act of treating someone unfairly or less favourably than others based on the characteristics they have. There are many ways in which someone can be discriminated against, such as choosing to ignore someone or actively attempting to exclude someone because of their race. The impact of discrimination is rarely positive, with many people feeling hurt and anxious. Many minority groups are protected from discrimination by the Equality Act.

## SOCIAL ISOLATION/EXCLUSION

This refers to a lack of contact with society or other people, or a withdrawal/prevention from participating in society. Not having support or not socialising with other people can have a severe impact on an individual's mental health, and raise the risk of conditions such as depression.

Older adults may be at particular risk of **social isolation**, for several reasons →

**Social isolation** is a withdrawal from, or a lack of contact with, wider society and other people.

- Reduced mobility
- More likely to be lonely
- Financial difficulties
- Friends and family may have died

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## EXPOSURE TO POLLUTION

In the areas we live there can be risks to our health due to different types of pollutants that affect different aspects of our day-to-day lives.



### LIGHT POLLUTION

Too much light at night can disrupt our circadian cycle. Too much light at night can lower melatonin (sleep hormone) production, which can result in sleep deprivation and fatigue. In turn, this can lead to increased risk of physical illness (e.g. cardiovascular disease and hypertension) and mental health issues.



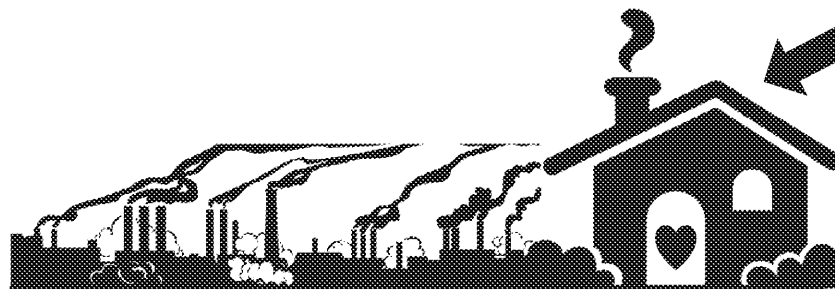
### NOISE POLLUTION

Built-up areas can be subject to noise pollution because of the larger population in those areas or because of the types of businesses that are located there. Transport links can also cause noise pollution, e.g. a busy train line will make a lot of noise throughout the day and sometimes through the night. Noise pollution can increase stress levels and disturb sleep, as well as leading to hearing loss if the exposure is prolonged.

### AIR POLLUTION

Individuals who live in built-up areas, near factories or roads with heavy traffic will be exposed to air pollution, as the gases emitted by factories and cars can be dangerous.

Exposure to high levels of air pollution can increase the risk of developing respiratory illnesses and conditions such as asthma and bronchitis, and can increase the risk of lung cancer.



## ENVIRONMENTAL FACTORS

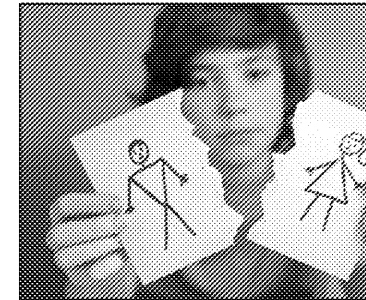
The environment we live in can affect all aspects of our growth and development. Where we live (location), how we live (conditions and home environment) and our exposure to pollutants can all have an impact on our physical, intellectual, emotional and social health and wellbeing.

## HOME ENVIRONMENT

The home we live with can have a positive or negative impact on our development and wellbeing.

Children and young people who live with a warm, loving household will feel safe and cared for, or they may have parents who are not as supportive.

Frequent parental conflict (e.g. disagreements) can lead to reduced interaction between parents and children, which can increase mental health issues, anxiety and stress. It can also impact academic performance.



Subjecting a child to abuse or neglect can impact healthy development; for example, they may struggle to have physical, emotional, social and intellectual issues.

As we grow older we may live with housemates or partners, and the quality of those relationships can impact how happy we feel in our environment.

## HOUSING NEEDS AND CONDITIONS

The buildings we live in can have either a positive or negative impact on our environment. A spacious, good-quality home keeps individuals safe, secure and happy. If the home does not meet the needs of those who live there, or the quality of the home may be poor. This can lead to physical or illnesses which in turn impact emotional wellbeing.

Examples of poor housing conditions include:

- Water leaks or damp, leading to mould and damp conditions
- Cold homes and poor insulation
- Dirty carpets or furniture and pest infestations

This could lead to increased risk of respiratory conditions (e.g. asthma), infections, allergies and spread of diseases. It can also worsen pre-existing health conditions as well as increase the likelihood of an individual developing mental health problems.

## LOCATION

The location of the home can all impact development as some areas are more desirable or which have a high crime rate, which can cause individuals to stay in their homes because they are scared they are victims of crime.

Living in a rural location can reduce the quality of life (i.e. less pollution) but can also lead to social isolation (seeing friends and family less often).

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# LIFE EVENTS – HEALTH AND WELLBEING AND

## SOCIAL

More likely to become socially isolated or miss out on social events, due to reduction in mobility, etc.

May experience a change to role, e.g. no longer able to work due to disability.

## INTELLECTUAL

May have to take time off school/work to recover. If the accident was severe, they may no longer be able to participate in these activities.

## PHYSICAL

Change to mobility or ability level.

Pain, fatigue and/or nausea.

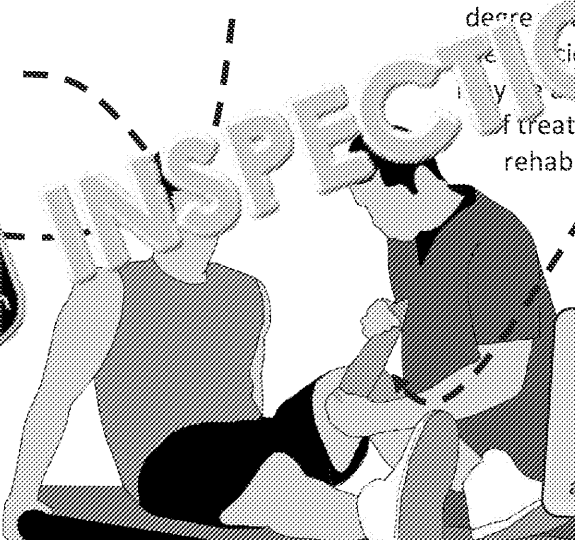
Depending on the degree of injury, there may be a long process of treatment and rehabilitation.

## MENTAL & EMOTIONAL HEALTH AND WELLBEING

Mental health is as important as physical health; therefore, if a person experiences a decline in their emotional wellbeing it can have a very negative influence on their development. No one has good mental health all of the time.

### General effects of life events:

- **Physical:** Relating to the body, its functions and physiology
- **Intellectual:** Relating to thinking (or cognitive) abilities
- **Emotional:** Relating to someone's feelings and psychological wellbeing
- **Social:** relating to someone's relationships with other people



## ACCIDENTS AND INJURIES

## RELATIONSHIP CHANGES

### ENTERING INTO RELATIONSHIPS

Adolescence is a time that many individuals first enter into romantic relationships with others.

#### A healthy and loving relationship can be positive:

- Providing emotional support
- Companionship
- Increased self-esteem

#### Abusive and/or unsupportive relationships can:

- increase stress
- increase risk of mental health problems
- lead to physical harm

If an individual doesn't follow safe sex practices, they are also at risk of unwanted pregnancy or contracting sexually transmitted diseases.

**Sexually transmitted diseases** – infections passed person to person during sexual intercourse or sexual contact

### MARRIAGE, CIVIL PARTNERSHIP AND/OR COHABITATION

Many individuals first enter marriage, civil partnership or cohabitation (living together) during the teenage years. The possible positive and negative effects are similar to those listed in 'entering into relationships'.

However, as marriage, civil partnership or cohabitation is more formal, this relationship is likely to have a much stronger influence on an individual's development. A supportive partnership can lead to an individual succeeding in their educational or career goals, and encourage the maintenance of healthy lifestyle habits.

### DIVORCE OR SEPARATION

The effects of a divorce or separation for non-married couples on an individual can be positive or negative, depending on the circumstances.

If the relationship was negative and unhealthy, divorce/separation can be a relief for both parties and an opportunity for a fresh start.

However, the process can be very stressful – particularly if it involves changes to living arrangements or childcare. Divorce/separation can also impact an individual's self-image, especially if the couple were together for a long time. There is also the risk that an individual engages in unhealthy coping strategies (e.g. heavy drinking) due to stress.

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## MOVING...

A major transition in life can have a significant impact on an individual. Whether this is positive or negative can depend partly on whether a change was planned (i.e. **expected**) and whether an individual had **chosen** to make the move. The move is likely to be **stressful** (at least in the short term) and will require the individual to **adjust** to their new circumstances.

### ... HOUSE

This can be extremely **stressful** and **expensive**.

For young people moving out of the parents' home gives new opportunities for **independence**.

Moving to a different location means someone might become **lonely** if they don't know anyone.

It can help **improve one's health** – e.g. moving somewhere with more green space and less pollution.

### ... SCHOOL

This can be exciting, and gives the **opportunity to make new friends**.

Progressing in education helps individuals to gain the **skills and knowledge** needed for their future career.

There is also unfortunately the risk of **being bullied** at a new school, and **missing friends** from the old school.

### ... JOB

- Starting employment provides income. Individuals develop **financial independence** and can have money for leisure activities.
- A new job can be more **stressful** than an individual's previous one.
- Starting a new job gives individuals the opportunity to build new **knowledge and skills**.
- Long hours and **fatigue** could interfere with an individual's **family commitments** and other interests.
- Having a good new job can be fulfilling and **boost confidence and self-esteem**.

# LIFE EVENTS – CHANGES TO LIFE

Throughout an individual's lifespan, there are likely to be significant changes to life. Many of these changes can be stressful, but positive changes to one's life circumstances can also occur.

## EXCLUSION FROM EDUCATION

Students can be expelled from school for poor behaviour or, alternatively, some students may drop out of school for reasons such as unplanned pregnancy, bullying, or family emergencies.

Leaving school prematurely can negatively affect an individual's intellectual development, as they are less likely to gain the qualifications required to engage in a fulfilling career. They also may face discrimination in later life due to being poorly educated.

On the other hand, education could certainly help in certain scenarios. If a student was expelled from school, further opportunities for employment could be much harder to come by, affecting their overall life chances.

## IMPRISONMENT

Alternatively, prison may give an individual the opportunity to gain a **new perspective** on life. Many individuals may take up the opportunity to **engage in education or training** while imprisoned.

Prison carries a high risk of **physical and mental health problems** (e.g. due to overcrowding).

Imprisonment gives an individual a **criminal record**, which can affect the rest of their lives. When they leave prison, it may be **harder to get a job**.

## CHANGES TO STANDARDS OF LIVING

Changes in careers or the cost of important items can affect an individual's standard of living. You can afford to buy and how much you can spend on goods and non-essential goods and services. If you earn more, your standard of living is likely to increase, but losing a job (or moving to a lower-paid job) might mean you have to give up some of these things.

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# COPING WITH CHANGE CAUSED BY LIFE

The impact of life events on an individual will depend somewhat on how they cope with the changes to their life. How an individual responds to the changes brought about by a life event depends on:

- their personality (character traits)
- their coping strategies
- whether they have support available to them.

## INFLUENCE OF CHARACTER TRAITS

An individual's disposition (inherited qualities of character) or personality can influence how an individual copes with changes brought about by a life event.

Some individuals may be particularly **resilient**. Challenges might be viewed as an opportunity to learn more about oneself and the world, and they may use their experiences as motivation to improve their circumstances.

**Emotional intelligence** can affect how easily a person adapts to the changes that occur. This is the ability to recognise emotions in oneself and in others.

Others may react to the life event more negatively, such as with resistance or denial. For example, someone who has recently had a heart attack may refuse to believe how serious the condition is and be unprepared to make the necessary lifestyle changes to prevent a second heart attack.

Self-esteem can also determine how well a person deals with change. High self-esteem usually helps a person to cope with uncertainty.

**Resilience** – being able to 'bounce back' from adversity

**Emotional intelligence** – understanding and managing own emotions and recognising emotions in others

**Emotional support may be provided by:**

Friends, family, partner  
Psychotherapist  
Counsellor

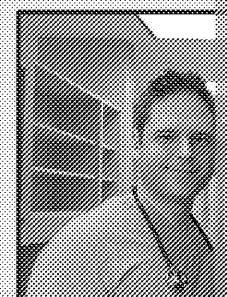
Talking through problems can lead to solutions

Can help someone get through a difficult life event to feel less lonely

Involves offering encouragement and support, and listening to someone

## SOURCES OF SUPPORT

Support from other people can be helpful when trying to cope with significant changes. An individual is likely to have a network of people they can call upon (or prefer to call upon).



### FAMILY, FRIENDS, PARTNERS AND NEIGHBOURS

Support from these people is sometimes known as '**informal support**', as these people are not offering support in a formalised or paid capacity.

Strong relationships with loved ones should involve **mutual support**, meaning that people are prepared to be there to support one another during times of hardship.

Friends, family and partners can provide **emotional support**, and give you **guidance** through difficult life problems. They may also provide **assistance** with tasks such as childcare, transport, or maintaining the home.

Neighbours can also be a source of support by offering help at home or by running errands.

### PROFESSIONAL

'**Formal support**' is assistance provided by professionals. These individuals are likely to have the skills and experience to meet the needs of particular individuals or groups.

<b>Domiciliary care workers</b>	Provide care and support in the home, including living tasks.
<b>Social workers</b>	Act to safeguard children, young people, and vulnerable adults from harm.
<b>District nurse</b>	Provides nursing services in the community, such as home visits.
<b>Psychotherapist</b>	Trained to help people with mental health needs via talking therapy.

### TRANSPORT

Transport can be very challenging for people on a low income, particularly those with disabilities. Some individuals may have difficulty getting to work or for a bus pass. Loved ones can provide support by offering lifts, e.g. to important appointments.

### CHILDREN

Free childcare is provided by the local authority for 3–4-year-olds, up to 57 hours per week. Friends and family may also provide support.

### DOMESTIC CHORES

Some charities (e.g. Age UK) offer support with domestic chores for older people.

## PRACTICAL HELP

Individual welfare benefits can help with work (e.g. sick pay). They may also help with healthcare costs.

## TYPES OF SUPPORT

Depending on an individual's circumstances, they might benefit from emotional support, accessing information and advice, or practical assistance. If the impact of a life event is particularly severe, it's likely that an individual will access several types of support to cope with the changes.

## EMOTIONAL SUPPORT

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# PHYSICAL GROWTH AND DEVELOPMENT

The different aspects of growth and development across an individual's lifespan can be remembered with the acronym 'PIES' – physical, intellectual, emotional and social. Physical development concerns the functions, systems and abilities of the body.

## GROWTH AND DEVELOPMENT

Newborn babies have limited control over their muscles, meaning they are largely immobile and entirely dependent on their caregivers. Infancy is a period of rapid growth (height and weight) and development, which allows for increasing coordination and follows particular patterns:

### Top to toe

Infants are first able to control their head, then their back and lower body.

Describe the 'innate' patterns of growth and development.

Zig Zag Education

Infants and children follow the same patterns of growth and development (i.e. reaching one **milestone** before another), but at different rates. This means some children may reach milestones earlier or later than expected.

**Milestone** – a skill or ability a child is typically expected to gain by a certain age

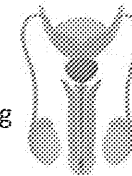
## PUBERTY

**Adolescence** is a time of significant physical and emotional change, triggered by the release of sex **hormones** which eventually turn a child into an adult capable of reproduction. 'Growth spurts', rapid increases in height – are also seen at this time.

### Primary sexual characteristics

These are necessary since, for example, sex organs such as the uterus and ovaries (female) and testes and penis (male). These mature during puberty due to the release of sex hormones, as the testes begin to produce sperm and the **menstrual cycle** commences for females.

**Hormone** – a chemical produced by the endocrine system that controls functions and processes in the body.



Male



Female

### Secondary sexual characteristics

These develop during puberty, but are not required for reproduction.

Boys	Girls
1.	1.
2.	2.
3.	3.

Outline three secondary sexual characteristics which develop for boys and girls.

**Menstrual cycle** – regular shedding of the womb lining (menstruation) which has not been pregnant.

**Sexual characteristics** – traits that distinguish males and females.



## MOTOR SKILLS

Gross motor skills:

Fine motor skills:

Describe the difference between gross and fine motor skills and complete the table with information about the development of these skills.

	Age	Fine	Gross
Infancy	4 months		No sitting up, rolls from front to back
	6 months	Moves items from one hand to the other	Lifts head and chest when lying on front, sits with support, takes weight on legs
	12 months	Grasping with thumb and index finger, pincer grip, and lifts objects	
	18 months	Uses scissors, scribbling, turns 2-3 book pages at a time, can	Walks backwards, runs and jumps with both feet
	2 years		Able to run well, kicks and throws a ball without problems, can squat and rise without help
Early childhood	3 years	Draws lines and circles, builds tower of up to nine bricks, can draw a person with a head	
	5 years	Writes own name, copies simple pictures	Catches a ball with hands, walks along a line, forward rolls
	7 years	Writes letters and numbers correctly, dresses independently	

## PEAKS OF DEVELOPMENT

During early adulthood, most people have reached **maturity**. This is when physical fitness and sensory abilities are at their peak.

In early adulthood, most people also reach their **peak**, and many have their own children by this life stage.

**Maturity** – development of the body and mind to a state of full growth and development.

**Later adulthood** – a period of life when physical and mental abilities begin to decline.

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# INTELLECTUAL DEVELOPMENT ACROSS THE LIFESPAN

'Intellectual development' means the development of cognitive, or thinking, ability. This involves gaining knowledge about the world and building problem-solving skills, creativity and memory. Brain development and maturation is critical for these processes.

Rory is approaching 4 years old. Describe how his intellectual development in early childhood has changed. Write your answer in the space below.

## LANGUAGE DEVELOPMENT

Learning to communicate is a key part of understanding the world around us and building relationships with others. Infants undergo rapid language development in the first 2 years of life, which becomes more fluent as they reach early childhood.

Complete the table to show the milestones in language development across the lifespan.

Key language milestones across the lifespan are:

Life stage	Milestone
Infancy: 0-2 years	4 months: Recognises caregiver's voice; smiles at caregiver
	7 months – 1 year: Starts to use gestures; can say one or two words
	1-2 years: Can name objects; uses short phrases
Early childhood: 3-8 years	2-3 years: Can name objects; uses short phrases
	3-4 years: Adult-level grammar starts to develop; can form detailed sentences
	4-5 years: Can name objects; uses short phrases
Middle childhood: 6-12 years	5-7 years: Can name objects; uses short phrases
	8-12 years: Can name objects; uses short phrases

Fill in the blanks using the keywords provided to describe the development of problem-solving abilities during infancy.

Keywords: knowledge, solutions, curious, trial, motor skills, physically, imagination, why

## PROBLEM-SOLVING

Sensory perceptions – input from the senses, i.e. touch, taste, sight, hearing, smell

In infancy, children rely on their \_\_\_\_\_ and \_\_\_\_\_ to solve problems. They use \_\_\_\_\_ to solve problems, and \_\_\_\_\_ interest in toys, colours and bright lights.

During early childhood, children between three and four are unable to solve problems that are not laid out in front of them. Young children use \_\_\_\_\_ thought – they can only solve problems using \_\_\_\_\_ problem-solving. As they cannot use \_\_\_\_\_ to think about problems, putting them \_\_\_\_\_ of them \_\_\_\_\_ or using \_\_\_\_\_ (counting on their fingers) is usually required.

As children grow, they become even more \_\_\_\_\_ and interested in the world around them. They develop the patience to try multiple \_\_\_\_\_ solutions. Children also start to ask more \_\_\_\_\_ questions to build their \_\_\_\_\_ and \_\_\_\_\_.

## ABSTRACT AND CREATIVE THINKING

To think abstractly about a problem, you need to be able to use your imagination. This skill develops fully around 12 years of age – this is important for adolescents, as this is a time which involves making decisions about one's future. The ability to think about the possible future consequences of actions helps teenagers to decide on their future goals and careers.

Adolescence: 9-18 years

pragmatic thinking' and 'abstract thinking'.

Pragmatic thinking –

Abstract thinking –

Problem-solving across other life stages:

Life stage	Problem-solving
Adolescence	Adolescence is a time of exposure to new information and increasing independence. Young people use this to question previous knowledge and try out new ways of solving problems.
Early adulthood	Knowledge gained throughout life is used to inform problem-solving and decision-making.
Middle adulthood	Some middle-aged adults face a decline in cognitive speed, which can make it more difficult to solve complex problems.
Later adulthood	Some older adults face a decline in cognitive speed, which can make it more difficult to solve complex problems.

In this life stage, adults will have more experience and ability to think **pragmatically**. Throughout life, adults continue to develop, and some thinking skills continue to develop, and some are already gained through experience, in areas such as decision-making, problem-solving, and critical thinking.

Adults continue to develop intellectually throughout their lives. This can be through formal education, building skills as part of their career, or experience gained through life events. Adults are able to use complex decision-making skills and this continues to support the adult into their retirement.

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# EMOTIONAL DEVELOPMENT ACROSS THE LIFE STAGES

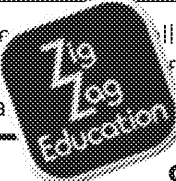
## BONDING AND ATTACHMENT

'Attachment' refers to the bond between an infant and their primary caregiver. Depending on the caregiver's behaviour, the attachment is either secure or insecure:

Outline the difference between 'secure' and 'insecure' attachment.



In early childhood, children will be able to form attachments with family members and other significant adults, such as teachers. A child's attachment pattern influences their later relationships.



## SECURITY

For infants, caregivers should provide a sense of security, as they depend on them for comfort and reassurance. Infants will often show **separation anxiety** when their caregivers leave the room.

**Separation anxiety** – feeling worried when apart from a primary caregiver

During adolescence, many individuals may feel less secure as this is a time of significant change and preparation for the future as an adult.

In adulthood, security is often boosted by having close and supportive relationships with partners and friends.

## INDEPENDENCE

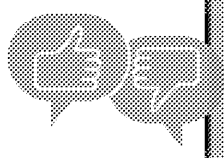
Independence means being able to do things for oneself.

Identify key features of independence in childhood, adolescence and early adulthood.

Infancy	Infants are entirely dependent on caregivers at first, but become more independent when crawling and walking.
Early childhood	
Adolescence	
Early adulthood	
Middle adulthood	Peak of career reached, fully able to make decisions and may have grown up and left home.
Later adulthood	Retirement can give more control over how one spends time. However, some older adults may need care and support. Loss of fine motor skills and ability reduce independence.

## CONTENTMENT

Describe and what different levels of contentment mean.



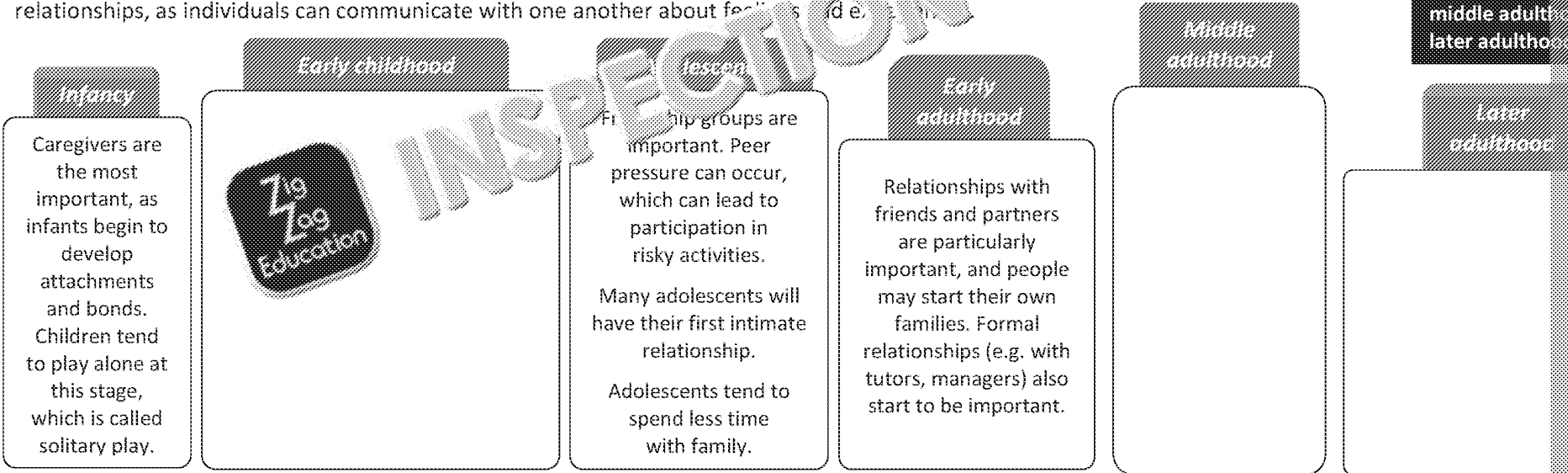
# SOCIAL DEVELOPMENT ACROSS THE LIFE STAGES

## FORMATION OF RELATIONSHIPS WITH OTHERS

Relationship formation differs across the life stages in terms of which relationships are prioritised and how they are formed. Having language abilities aids the development of relationships, as individuals can communicate with one another about feelings and needs.

Norms – standards of socially acceptable behaviour

Describe the relationships with others in early childhood, middle adulthood and later adulthood.



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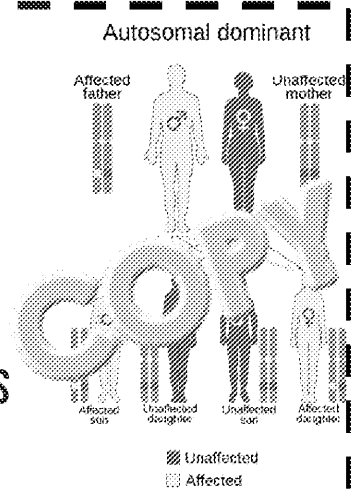


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# INHERITED CONDITIONS

Genetic information inherited from your parents can influence growth and development. Genes carry DNA, which instructs our bodies how to function and develop. Inheriting damaged, mutated or faulty genes can lead to a range of health conditions. The diagram to the right illustrates the ‘**autosomal dominant**’ inheritance pattern. This means that if only one parent has an affected gene, there is a 50% chance each child will be affected too.



Becoming unwell can signal all aspects of an individual, particularly if this occurs at adolescence. In terms of:

**Physical** – symptoms such as nausea, loss of mobility or abilities (depending on the condition)

**Intellectual** – some conditions affect memory or cognitive development. Some may also have to miss school

**Emotional** –

**Social** –

Outline the missing genetic conditions.

## GENETIC PREDISPOSITION

### EXAMPLES OF GENETIC CONDITIONS

Condition	Influence on development
Cystic fibrosis	
Huntington's disease	A degenerative disease (the impact gets worse over time) which causes parts of the brain to stop working properly.
Sickle-cell anaemia	
Muscular dystrophy	
Marfan syndrome	A genetic condition that affects the connective tissues in the body.
Down's syndrome	Causes learning disability, increases the risk of heart conditions, and is indicated by a distinct facial appearance.

Having a genetic predisposition means you are more likely than others to develop a health condition.

- 1.
- 2.
- 3.

However, this does not definitely mean you will develop that condition. The influence of lifestyle factors – such as following a healthy diet and exercising – can offset your increased risk in some circumstances.

Identify three conditions that an individual may inherit a genetic predisposition towards.

Genetic predisposition – being more likely to develop a health condition due to your genes

Stigma – shame and negative associations attached to a particular thing by society

Describe health individual and so

## PHYSICAL FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

'Physical factors' means the influence on an individual's growth and development which relate to their bodies and

Some of these we are born with in our genes – but some of them are modifiable, meaning we can change them (e.g. by changing lifestyle)

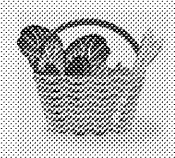
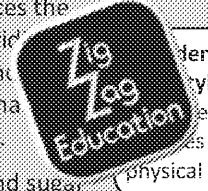
# SENSORY IMPAIRMENT

Define disability and sensory impairment.

# DISABILITY

## NUTRITION

A healthy diet balances the main food groups, providing the body with energy and nutrients it needs to maintain body functions. Eating too much fat and sugar can lead individuals to become obese, which carries numerous health risks. Examples include high blood pressure, cancer, increased heart attack risk, and strain on joints.



## PHYSICAL ACTIVITY

Engaging in regular exercise of moderate intensity is essential for maintaining healthy growth and development. Exercise improves muscle tone and function, boosts mood and improves the quality of sleep. Those that live a **sedentary lifestyle** are at an increased risk of developing conditions such as diabetes and heart disease, and becoming overweight.

## SMOKING

Smoking cigarettes carries a wide range of health risks, including cancers, respiratory disorders, and a higher risk of stroke. Many smokers are addicted to the nicotine in cigarettes, which make it very difficult to quit. Second-hand smoke (inhaling smoke from other people's cigarettes) also carries health risks. This means that parents who smoke around their children can cause serious harm to their child's development.

## LIFESTYLE CHOICES

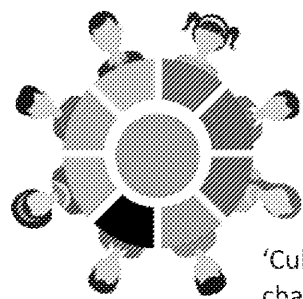
This refers to choices we make about how we live our lives. Following a healthy lifestyle greatly reduces individual's risk of developing serious health conditions

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## CULTURE

# CULTURAL

'Culture' refers to the shared characteristics of a group of people, including customs, beliefs, language, social habits, cuisine and the arts.

Fill in the gaps to explain how different aspects of culture can affect an individual's development.



	What is it?	How can it affect development?
Community participation	An individual's 'community' is a group of people that they _____ with. This could be people living in the same area, or people who share a common interest (e.g. a religious organisation).	Belonging to a community builds a sense of _____ and has positive effects on mental health. The risk of _____ is also reduced, as an individual is likely to meet new _____ with shared interests.
Religion	Religions with a large number of _____ around the world include Islam, Christianity, Judaism, Hinduism and Buddhism. An individual's religious beliefs are likely to give them _____ on how to live their lives.	Religious beliefs can influence an individual's _____ (e.g. many people following Hinduism are vegetarians); personal _____ routine (e.g. many Muslims prefer to wash in running water); and which _____ are acceptable (e.g. Jehovah's Witnesses are more likely to refuse blood transfusions).
Race	The ways in which we can be categorised by our _____ colour and _____ origins can be referred to as race.	Being part of an ethnic minority group can place individuals at risk of _____ due to ignorance. This in turn can cause low _____ and not feeling valued for aspects of your _____ that you cannot / do not want to change.
Gender roles/expectations	These refer to society's _____ about how women and men should act, speak and conduct themselves.	Traditional _____ of women being nurturing, caring, emotional and dependant and _____ of men being the opposite can lead to different expectations at different life stages. _____ and _____ can influence participation in society.
Sexual orientation	_____ identify in relation to gender or gender identity. _____ is our sexual orientation / sexuality.	If you identify as homosexual or gay, or part of the LGBTQ++ community, this can cause unfair treatment and discrimination which then causes low self-esteem and social _____.

**Stereotype** – a generalised idea about a group of people based on a single fact.

# SOCIAL

## FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

### PERSONAL RELATIONSHIPS WITH FRIENDS, FAMILY, PEERS

The quality of relationships that an individual has with others can have a significant impact on their growth and development.

Identify two ways supportive and unsupportive relationships can impact an individual's development.

Supportive relationships	Unsupportive relationships
1. _____	1. _____
2. _____	2. _____

### ROLE MODELS

A role model is someone who an individual looks up to as a good example of how to behave.

Positive role models can encourage healthy behaviours. If a child's role model shows negative behaviours, unfortunately the child may be more likely to imitate these negative behaviours.

### BULLYING

Outline how bullying can impact an individual's development.

Describe the effects of bullying.

### DISCRIMINATION

### SOCIAL ISOLATION/EXCLUSION

Define 'social isolation/exclusion'.

Social isolation –

Not having support or not socialising with other people can have a severe impact on an individual's mental health, and raise the risk of conditions such as depression.

Older adults may be at particular risk of **social isolation**, for several reasons →

- Reduced mobility
- More likely to be lonely
- Financial difficulties
- Friends and family may have died

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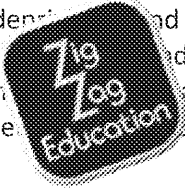
## EXPOSURE TO POLLUTION

In the areas we live there can be risks to our health due to different types of pollutants that affect different aspects of our day-to-day lives.



### LIGHT POLLUTION

Too much light at night can disrupt our circadian cycle. Too much light at night can lower melatonin (sleep hormone) production, which can result in sleep deprivation and fatigue. In turn, this can lead to increased risk of physical illness (e.g. cardiovascular disease and hypertension).



### NOISE POLLUTION

Built-up areas can be subject to noise pollution because of the larger population in those areas or because of the types of businesses that are located there. Transport links can also cause noise pollution, e.g. a busy train line will make a lot of noise throughout the day and sometimes through the night. Noise pollution can increase stress levels and disturb sleep, as well as leading to hearing loss if the exposure is prolonged.

### AIR POLLUTION

Explain the impact of air pollution on development.



## ENVIRONMENTAL FACTORS

The environment we live in can affect all aspects of our growth and development. Where we live (location), how we live (conditions) and home environment) and our exposure to pollutants can all have an impact on our physical, intellectual, emotional and social health and wellbeing.

## HOUSING NEEDS AND CONDITIONS

The buildings we live in can have either a positive or negative impact on our development. A spacious, good-quality home keeps individuals safe, secure and healthy. If all homes meet the needs of those who live there, or the quality of the home may be poor, leading to accidents or illnesses which in turn impact emotional wellbeing.

Examples of poor housing conditions include:



Give two examples of poor housing conditions and outline the possible impacts of poor housing conditions on physical health.

## HOME ENVIRONMENT

The people we live with can have a positive or negative impact on our development and general wellbeing.

Children and young people who live with supportive families experience a warm, loving household where they feel safe and cared for, or they may have parents who are not as supportive.

Outline the impact of family conflicts on development.

Subjecting a child to abuse or neglect can disrupt healthy development; for example, they may grow up to have physical, emotional, social and intellectual issues.

As we grow older we may live with housemates or partners, and the quality of those relationships can impact how happy we feel in our environment.

*Darius is 8 and lives with parents who are getting divorced. They argue a lot in their home and Darius feels scared. He wants to get away from the family home as his father is busy and has a high crime rate in the area.*

Explain how Darius's home environment is affecting his development. Write your answer on a separate sheet of paper.

### LOCATION

The location of the home can also impact development as some areas that are more desirable or which have a high crime rate can cause individuals to stay in their homes because they are scared they may become victims of crime.

Living in a rural location can result in a higher quality of life (i.e. less pollution), but it can also lead to social isolation (see page 12).

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# LIFE EVENTS – HEALTH AND WELLBEING AND

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## SOCIAL

More likely to become socially isolated or miss out on social events, due to reduction in mobility, etc.

May experience a change to role, e.g. no longer able to work due to disability.

## EMOTIONAL

Impact on mental health, particularly if accident is traumatic.

Reduced confidence and self-esteem, if less able to do the things they could before.

Describe the possible impact of an accident on an individual's physical and intellectual development.

## INTELLECTUAL

## PHYSICAL

## MENTAL & EMOTIONAL HEALTH AND WELLBEING

Mental health is as important as physical health; therefore, if a person experiences a decline in their emotional wellbeing it can have a very negative influence on their development. No one has good mental health all of the time.

### General effects of life events:

- **Physical:** Relating to the body, its functions and physiology
- **Intellectual:** Relating to thinking (or cognitive) abilities
- **Emotional:** Relating to someone's feelings and psychological wellbeing
- **Social:** relating to someone's relationships with other people

**Rehabilitation** – the process of restoring someone to their previous level of functioning and/or activity level

## ACCIDENTS AND INJURIES

## RELATIONSHIP CHANGES

Outline two features of healthy relationships.

### ENTERING INTO RELATIONSHIPS

Adolescence is a time that many individuals first enter into romantic relationships with others.

A healthy and loving relationship can be positive:

- 1.
- 2.

Abusive and/or unsupportive relationships can:

- increase stress
- increase risk of health problems
- lead to mental health problems

If an individual doesn't follow safe sex practices, they are also at risk of unwanted pregnancy or contracting sexually transmitted diseases.

**Sexually transmitted diseases** – infections passed person to person during sexual intercourse or sexual contact

### MARRIAGE, CIVIL PARTNERSHIP AND/OR COHABITATION

Many individuals first enter marriage, civil partnership or cohabitation (living together) during the teenage years. The possible positive and negative effects are similar to those listed in 'entering into relationships'.

However, as marriage, civil partnership or cohabitation is more formal, this relationship is likely to have a much stronger influence on an individual's development. A supportive partnership can lead to an individual succeeding in their educational or career goals, and encourage the maintenance of healthy lifestyle habits.

### DIVORCE OR SEPARATION

Outline how divorce or separation can impact two different individuals.

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## MOVING...

A major transition in life can have a significant impact on an individual. Whether this is positive or negative can depend partly on whether a change was planned (i.e. **expected**) and whether an individual had **chosen** to make the move. The move is likely to be **stressful** (at least in the short term) and will require the individual to **adjust** to their new circumstances.

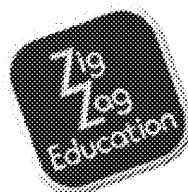
# LIFE EVENTS – CHANGES TO LIFE

Throughout an individual's lifespan, there are likely to be significant changes to their life circumstances. Many of these changes can be stressful, but positive changes to one's life circumstances can also occur.

## ... HOUSE

Identify one possible positive impact and one possible negative impact of moving house on an individual's development.

Positive:



Negative:

## ... SCHOOL

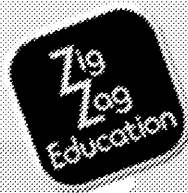
This can be exciting, and gives the **opportunity** to make new friends.

Progressing in education helps individuals to gain the **skills and knowledge** needed for their future career.

There is also unfortunately the risk of **being bullied** at a new school, and **missing friends** from the old school.

## ... JOB

Explain how starting a new job could have a positive impact on an individual's development.



## EXCLUSION FROM EDUCATION

Students may be excluded from school for poor behaviour or other reasons. Some students may drop out of school for unplanned pregnancy, bullying, or family emergencies.

Describe how being excluded from school could negatively impact an individual's development.



On the other hand, education could be a positive experience in certain scenarios. For example, if a student was excluded from school, they might miss out on opportunities for learning and employment, which could be much harder to make up for in their overall life.

## IMPRISONMENT

Describe one possible impact of being imprisoned on an individual's development.

Prison carries a high risk of mental health problems, and conditions (e.g. due to overcrowding).

Imprisonment gives an individual a **criminal record**, which can affect the rest of their lives. When they leave prison, it may be **harder to get a job**.

## CHANGES TO STANDARDS OF LIVING

Changes in careers or the cost of important items can affect the standard of living. You can afford to buy and how much you can spend on essential and non-essential goods and services. If you earn more money, your standard of living is likely to increase, but losing a job (or moving to a lower-paid job) might mean you have to give up some of these things.

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# COPING WITH CHANGE CAUSED BY LIFE

The impact of life events on an individual will depend somewhat on how they cope with the changes to their life. How an individual responds to the changes brought about by a life event depends on:

- their personality (character traits)
- their coping strategies
- whether they have support available to them.

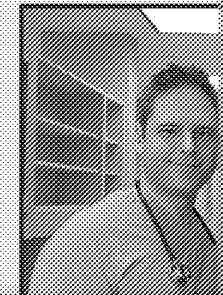
## INFLUENCE OF CHARACTER TRAITS

An individual's disposition (inherited qualities of character) or personality can influence how an individual copes with changes brought about by a life event.

Describe how emotional support, resilience and self-esteem can influence an individual's coping with a life event.

## SOURCES OF SUPPORT

Support from other people can be helpful when trying to cope with significant changes. An individual is likely to have a group of people they can call upon (or prefer to call upon) for support.



### FAMILY, FRIENDS, PARTNERS AND NEIGHBOURS

Support from these people is sometimes known as 'informal support', as these people are not offering support in a formalised or paid capacity.

Strong relationships with loved ones should involve **mutual support**, meaning that people are prepared to be there to support one another during times of hardship.

Friends, family and partners can provide **emotional support**, and give you **guidance** through difficult life problems. They may also provide **assistance** with tasks such as childcare, transport, or maintaining the home.

Neighbours can also be a source of support by offering help at home or by running errands.

### PROFESSIONAL CARE

'Formal support' is assistance provided by professionals. These individuals are likely to be trained to meet the needs of patients.

Identify types of support.

- 1.
- 2.

Outline three possible sources of emotional support.

- 1.
- 2.

Talking through problems can lead to solutions.

Can help someone get through a difficult life event to feel less lonely.

Involves offering encouragement and support, and listening to someone.

PRACTICAL HELP

EMOTIONAL SUPPORT

## TYPES OF SUPPORT

Depending on an individual's circumstances, they might benefit from emotional support, accessing information and advice, or practical assistance. If the impact of a life event is particularly severe, it's likely an individual will access several types of support to cope with the change.

Sandra is 42, and was made redundant from her job. She has been feeling very angry and recently taken up smoking again.

Assess how Sandra has adapted to being made redundant and the role that practical help has played in her adaptation.

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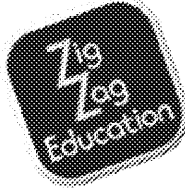
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# PHYSICAL GROWTH AND DEVELOPMENT

The different aspects of growth and development across an individual's lifespan can be remembered with the acronym 'PIES' – physical, intellectual, emotional and social. Physical development concerns the functions, systems and abilities of the body.

## GROWTH AND DEVELOPMENT

Describe what is meant by the terms 'growth' and 'development' and how these terms relate to infancy.



## PUBERTY

**Adolescence** is a time of significant physical and emotional change, triggered by the release of sex **hormones** which eventually turn a child into an adult capable of reproduction. 'Growth spurts', rapid increases in height – are also seen at this time.

### Primary sexual characteristics

These are necessary for reproduction. For example, sex organs such as the uterus and ovaries (female) and testes and penis (male). These mature during puberty due to the release of sex hormones, as the testes begin to produce sperm and the **menstrual cycle** commences for females.

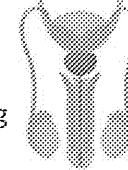
### Secondary sexual characteristics

These develop during puberty, but are not required for reproduction. For example, for boys these are: broadening of the chest/shoulders; voice deepens; development of facial and pubic hair.

Describe the development of girls through puberty.



**Hormone** – a chemical produced by the body that controls functions and processes.



Male

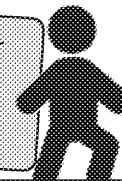


Female

**Menstruation** – the shedding of the lining of the uterus, if the egg has not been fertilised.

**Sexual characteristics** – traits that distinguish males and females.

**Milestone** – a skill or ability a child is typically expected to gain by a certain age.



**INFANCY**  
(0–2 years)

**EARLY CHILDHOOD**  
(3–8 years)

**ADOLESCENCE**  
(9–18 years)

**EARLY ADULTHOOD**  
(19–45 years)

## MOTOR SKILLS

Young children pass through key 'developmental milestones' (such as walking and talking). The acquisition of these first key skills helps to prepare children for the challenges in later life stages.

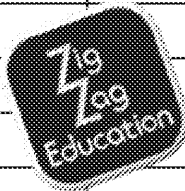
Describe the difference between gross and fine motor skills. Use the table to outline the development of motor skills.



## PEAKS IN PHYSICAL DEVELOPMENT

Describe physical development in infancy and early childhood.

	Age	Fine	Gross
Infancy			
Early childhood			



Later adulthood shows a decline in fine motor ability to perform tasks.

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# INTELLECTUAL DEVELOPMENT ACROSS THE LIFESPAN

'Intellectual development' means the development of cognitive, or thinking, ability. This involves gaining knowledge about the world and building problem-solving skills, creativity and memory. Brain development and maturation is critical for these processes.

Rory is approaching 5 years old. Describe how his intellectual development has changed in early childhood.

## LANGUAGE DEVELOPMENT

Learning to communicate is a key part of understanding the world around us and building relationships with others. Infants undergo rapid language development which becomes more fluent as they reach early childhood.

Complete the table to show the development of language.

Key language milestones are:

**Zig Zag Education**

	Milestone
Infancy: 0-2 years	4-6 months
	7 months – 1 year
	1-2 years
Early childhood: 3-8 years	2-3 years
	3-4 years
	4-5 years
	5-7 years
	Understands that words can have multiple meanings

## PROBLEM-SOLVING

Sensory perceptions – input from the senses, i.e. touch, taste, sight, hearing, smell

Outline the development of problem-solving abilities during infancy and early childhood.

Early childhood: 3-8 years

## ABSTRACT AND CREATIVE THINKING

To think abstractly about a problem, you need to be able to use your imagination. This skill develops fully around 12 years of age – this is important for adolescents, as this is a time which involves making decisions about one's future. The ability to think about the possible future consequences of actions helps teenagers to decide on their future goals and careers.

Adolescence: 9-18 years

Describe the development of abstract and creative thinking in early childhood.

**Zig Zag Education**

Adults continue to develop intellectually throughout their lives. This can be through formal education, building skills as part of their career, or experience gained through life events. Adults are able to use complex decision-making skills and this continues to support the adult into their retirement.

Pragmatic thinking – considering a problem realistically

Abstract thinking – considering a problem without it being laid out physically in front of you

Describe how problem-solving skills develop during the missing life stages.

Problem-solving across other life stages:

Life stage	Problem-solving
Adolescence	
Early adulthood	
Middle adulthood	
Later adulthood	Some older adults face a decline in speed, which can make it more difficult to solve complex problems.

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# EMOTIONAL DEVELOPMENT ACROSS THE LIFE STAGES

## BONDING AND ATTACHMENT

'Attachment' refers to the bond between an infant and their primary caregiver. Depending on the caregiver's behaviour, the attachment is either secure or insecure:

Outline the difference between 'secure' and 'insecure' attachment and explain how a child's attachment pattern can affect their development.



## INDEPENDENCE

Independence means being able to do things for oneself.

Explain how independence develops through the life stages.

Infancy	
Early childhood	
Adolescence	
Early adulthood	
Middle adulthood	
Later adulthood	

## SECURITY

For infants, caregivers should provide a sense of security, as they depend on them for comfort and reassurance. Infants will often show **separation anxiety** when their caregivers leave the room.

**Separation anxiety** – feeling worried when apart from a primary caregiver

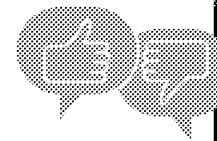
During adolescence, many individuals may feel less secure as this is a time of significant change and preparation for the future as an adult.

In adulthood, security is often boosted by having close and supportive relationships with partners and friends.

## CONTENTMENT

Contentment means a state of satisfaction. For very young children, this is often achieved when caregivers have met all their needs. Infants will elicit responses from their caregivers by communicating discontentment if their needs are not met, e.g. crying when hungry.

During adolescence and adulthood, contentment often involves having a fulfilling occupation, having satisfying relationships and/or enjoying one's hobbies. For people in late adulthood, feeling as though life goals have been achieved contributes to a sense of contentment.



# SOCIAL DEVELOPMENT ACROSS THE LIFE STAGES

## FORMATION OF RELATIONSHIPS WITH OTHERS

Relationship formation differs across the life stages in terms of which relationships are prioritised and how they are formed. Having language abilities aids the development of relationships, as individuals can communicate with one another about feelings and needs. **Norms** – standards of socially acceptable behaviour

Describe the formation of relationships with others during each life stage.

Infancy	Early childhood	Adolescence	Early adulthood	Middle adulthood	Later adulthood

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## INHERITED CONDITIONS

Genetic information inherited from your parents can influence growth and development. Genes carry DNA, which instructs our bodies how to function and develop. Inheriting damaged, mutated or faulty genes can lead to a range of health conditions. The diagram to the right illustrates the 'autosomal dominant' inheritance pattern. This means that if only one parent has an affected gene, there is a 50% chance each child will be affected too.

### EXAMPLES OF GENETIC CONDITIONS

Condition	Influence on development
Cystic fibrosis	Thick, sticky mucus builds up in the lungs. This can cause breathing and fertility difficulties.

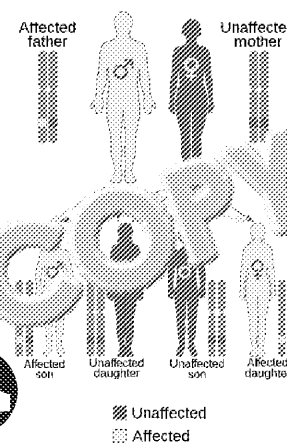
Identify three conditions and describe their influence on development.


**GENETIC PREDISPOSITION**  
Genetic predisposition means an individual may inherit a genetic predisposition towards a health condition.

However, this does not definitely mean you will develop that condition. The influence of lifestyle factors – such as following a healthy diet and exercising – can offset your increased risk in some circumstances.

**Genetic predisposition** – being more likely to develop a health condition due to your genes

#### Autosomal dominant



Becoming unwell can significantly impact all aspects of an individual's life, particularly if this occurs during adolescence. In terms of...

Describe how ill health could impact an individual's physical, intellectual and social wellbeing.

Physical –

Intellectual –

Emotional –

Social –

**Stigma** – shame and negative associations attached to a particular thing by society

## PHYSICAL FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

'Physical factors' means the influence of physical factors on an individual's growth and development, which relate to their bodies and health.

Some of these we are born with, such as our genes – but some of them are modifiable, meaning we can change them (e.g. by changing lifestyle).

## LIFESTYLE CHOICES

This refers to choices we make about how we live our lives. Following a healthy lifestyle greatly reduces an individual's risk of developing a serious health condition.

## SENSORY IMPAIRMENT

Define disability and sensory impairment.

## DISABILITY

## NUTRITION

Explain how poor nutrition can impact the physical development of an individual.

## PHYSICAL ACTIVITY

## SMOKING

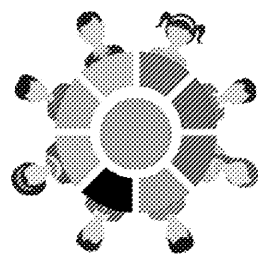
Smoking cigarettes carries a wide range of health risks, including cancers, respiratory disorders, and a higher risk of stroke.

Many smokers are addicted to the nicotine in cigarettes, which make it very difficult to quit. Second-hand smoke (inhaling smoke from other people's cigarettes) also carries health risks. This means that parents who smoke around their children can cause serious harm to their child's development.

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# CULTURAL

## CULTURE

'Culture' refers to the shared characteristics of a group of people, including customs, beliefs, language, social habits, cuisine and the arts.

Explain how different aspects of culture can affect an individual's development.



	What is it?	How can it affect development?
Community participation	An individual's 'community' is a group of people that they identify with. This could be people living in the same area, or people with shared interests, e.g. a religious organisation.	
Religion	Religions with a large number of followers around the world include Islam, Christianity, Judaism, Hinduism and Buddhism. An individual's religious beliefs are likely to give them guidance on how to live their lives.	
Race	The ways in which we can be categorised by our skin colour and ethnic origins can be referred to as race.	
Gender roles/expectations	These refer to society's expectations about how women and men should act, speak and conduct themselves.	
Sexual orientation	This refers to the gender or genders to which we are sexually attracted / our sexuality.	

# SOCIAL

## FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

### PERSONAL RELATIONSHIPS WITH FRIENDS, FAMILY, PEERS

The quality of relationships that an individual has with others can significantly impact on their growth and development.

Compare the role of supportive and unsupportive relationships on an individual's development.

### ROLE MODELS

Outline how bullying and role models can positively and negatively impact the development of a child or an adolescent at school.

### DISCRIMINATION

Explain the impact that discrimination can have on development.

### SOCIAL ISOLATION/EXCLUSION

Social isolation –

Not having support or not socialising with other people can have a severe impact on an individual's mental health, and raise the risk of conditions such as depression.

Older adults may be at particular risk of **social isolation**, for several reasons →

Define 'social isolation' and outline three possible causes.

Social exclusion –

- Possible causes of social exclusion:
- 1.
  - 2.
  - 3.

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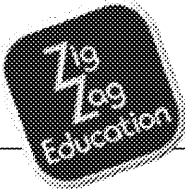
## EXPOSURE TO POLLUTION

In the areas we live there can be risks to our health due to different types of pollutants that affect different aspects of our day-to-day lives.



LIGHT POLLUTION

AIR POLLUTION



NOISE POLLUTION

Explain the impact of pollution on development.



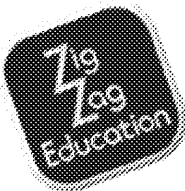
## ENVIRONMENTAL FACTORS

The environment we live in can affect all aspects of our growth and development. Where we live (location), how we live (conditions and home environment) and our exposure to pollutants can all have an impact on our physical, intellectual, emotional and social health and wellbeing.

Explain how housing conditions can impact development.



## HOUSING NEEDS AND CONDITIONS



## HOME ENVIRONMENT

The people we live with can have a positive or negative impact on our development and general wellbeing.

Children and young people who live with parents who experience a warm, loving household will feel safe and cared for, or they may have parents who are not as supportive.

Outline the impact that parental conflict, abuse or neglect can have on children's development.

Darius is 8 and lives with parents who are divorced and separate. They argue a lot in their home and there is very little space for Darius to get away from them. The local area is busy and has a high crime rate.

Explain how Darius's home environment and the local area can impact his development.

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# LIFE EVENTS – HEALTH AND WELLBEING AND

Compare the possible impact of ill health on two different individuals.



SOCIAL

INTELLECTUAL

PHYSICAL

MENTAL & EMOTIONAL  
HEALTH AND WELLBEING

Health is as important as physical health; therefore, if a person experiences a decline in their emotional wellbeing it can have a very negative influence on their development. No one has good mental health all of the time.

General effects of life events:

- **Physical:** Relating to the body, its functions and physiology
- **Intellectual:** Relating to thinking (or cognitive) abilities
- **Emotional:** Relating to someone's feelings and psychological wellbeing
- **Social:** relating to someone's relationships with other people

**Rehabilitation** – the process of restoring someone to their previous level of functioning and/or activity level

ACCIDENTS AND INJURIES

RELATIONSHIP CHANGES

Outline *three* features of healthy relationships and *three* features of unsupportive relationships.

ENTERING INTO RELATIONSHIPS

Adolescence is a time that many individuals first enter into romantic relationships with others.

A healthy and loving relationship can be positive:

- 1.
- 2.
- 3.

Abusive and/or unsupportive relationships can:

- 1.
- 2.

If an individual doesn't follow safe sex practices, they are also at risk of unwanted pregnancy or contracting **sexually transmitted diseases**.

**Sexually transmitted diseases** – infections passed person to person during sexual intercourse or sexual contact

MARRIAGE, CIVIL PARTNERSHIP AND/OR COHABITATION

Many individuals first enter marriage, civil partnership or cohabitation (living together) during the teenage years. The possible positive and negative effects are similar to those listed in 'entering into relationships'.

However, as marriage, civil partnership or cohabitation is more formal, this relationship is likely to have a much stronger influence on an individual's development. A supportive partnership can lead to an individual succeeding in their educational or career goals, and encourage the maintenance of healthy lifestyle habits.

DIVORCE OR SEPARATION

Outline how divorce or separation could impact two different individuals.

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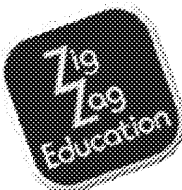


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## MOVING...

A major transition in life can have a significant impact on an individual. Whether this is positive or negative can depend partly on whether a change was planned (i.e. **expected**) and whether an individual had **chosen** to make the move. The move is likely to be **stressful** (at least in the short term) and will require the individual to **adjust** to their new circumstances.

Compare the impact of moving house on the development of two different individuals.



## ... SCHOOL

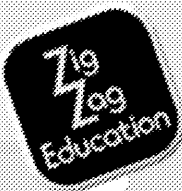
This can be exciting, and gives the **opportunity** to make new friends.

Progressing in education helps individuals to gain the **skills and knowledge** needed for their future career.

There is also unfortunately the risk of being **bullied** at a new school, and **missing friends** from the old school.

## ... JOB

Explain how starting a new job could positively affect all aspects of an individual's development.



# LIFE EVENTS – CHANGES TO LIFE

Throughout an individual's lifespan, there are likely to be significant changes to their life circumstances. Many of these changes can be stressful, but positive changes to one's life circumstances can also occur.

## EXCLUSION FROM EDUCATION

Students may be excluded from school for poor behaviour or for other reasons. Some students may drop out of school for reasons such as unplanned pregnancy, bullying, or family emergencies.

Bamidele is 14 and has just been excluded from school for bullying. His parents have taken the action to remove him from the school and have decided to homeschool him.

Explain how the situation will impact both Bamidele's and Conor's development.

## IMPRISONMENT

Explain the possible negative impacts of being imprisoned on each aspect of an individual's development.

## CHANGES TO STANDARDS OF LIVING

Changes in careers or the cost of important items can affect the standard of living. You can afford to buy and how much you can spend on essential and non-essential goods and services. If you earn more money, your standard of living is likely to increase, but losing a job (or moving to a lower-paid job) might mean you have to give up some of the things you can afford to buy.

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# COPING WITH CHANGE CAUSED BY LIFE

The impact of life events on an individual will depend somewhat on how they cope with the changes to their life. How an individual responds to the changes brought about by a life event depends on:

- their personality (character traits)
- their coping strategies
- whether they have support available to them.

## INFLUENCE OF CHARACTER TRAITS

Describe how the character traits below can influence how an individual copes with a life event.

Disposition:

Resilience:

Emotional intelligence:

Self-esteem:

## SOURCES OF SUPPORT

Support from other people can be helpful when trying to cope with significant life events. An individual is likely to have a network of people they can call upon (or prefer to call upon) for support.

### FAMILY, FRIENDS, PARTNERS AND NEIGHBOURS

Explain how family, friends, partners and neighbours can support an individual through a life event of your choice.

### PROFESSIONAL

'Formal support' is assistance provided by professionals. These individuals are likely to have the skills and experience to meet the needs of particular individuals or groups of people.

Identify two different types of professional support and compare how they could help an individual cope with a life event.

Explain how emotional support could help someone to adapt to divorce.

Assess how well Sandra has adapted to being made redundant from her job. Role that practical support could play in helping her.

## TYPES OF SUPPORT

Depending on an individual's circumstances, they might benefit from emotional support, accessing information and advice, or practical assistance. If the impact of a life event is particularly severe, it's likely that an individual will access several types of support to cope with the change.

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