

Unit 1
H&SC
Second
Revision Task Booklet

More - PIES development
during different life stages

Relationships

Socialisation

Support groups

Birth - 12 months

During this period, young children's physical development is very rapid and they gain increasing control of their muscles. They also develop skills in moving their hands, feet, limbs and head, quickly becoming mobile and able to handle and manipulate objects.

They are learning from the moment of birth. Even before their first words they find out a lot about language by hearing people talking, and are especially interested when it involves themselves and their daily lives.

Sensitive caregiving, which responds to children's growing understanding and emotional needs, helps to build secure attachments to special people such as parents, family members or carers.

Regular, though flexible, routines help young children to gain a sense of order in the world and to anticipate events. A wide variety of experience, which involves all the senses, encourages learning and an interest in the environment.

1-2 years

As children become mobile new opportunities for exploration and exercise open up. A safe and interesting environment, with age-appropriate resources, helps children to develop curiosity, coordination and physical abilities.

This is a time when children can start to learn the beginnings of self-control and how to relate to other people. In this period children can be encouraged to develop their social and mental skills by people to whom they have a positive attachment.

Building on their communication skills, children now begin to develop a sense of self and are more able to express their needs and feelings.

Alongside non-verbal communication children learn a few simple words for everyday things and people. With encouragement and plenty of interaction with carers, children's communication skills grow and their vocabulary expands very rapidly during this period.

2-3 years

Children in this phase are usually full of energy and need careful support to use it well. Growing physical strengths and skills mean that children need active times for exercise, and quiet times for calmer activities.

Playing with other children is an important new area for learning. This helps children to better understand other people's thoughts and feelings, and to learn how to cooperate with others.

Exploration and simple self-help builds a sense of self-confidence. Children are also learning about boundaries and how to handle frustration.

Play with toys that come apart and fit together encourages problem solving and simple planning. Pretend play helps children to learn about a range of possibilities. Adults are an important source of security and comfort.

Joining in conversations with children is an important way for children to learn new things and to begin to think about past, present and future.

Task –

Jack is 12 months old; he is developing good control over his muscles. Explain what motor skills he will be developing. How will he learn to develop intellectually during this stage? How might Jack's parents support him emotionally during this phase, what factors are important?

Rosy is 2 years old, her mother takes her to the children's centre, why is this good for Rosy's social development?

Children's fine motor skills continue to develop and they enjoy making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy.

Self-help and independence soon emerge if adults support and encourage children in areas such as eating, dressing and toileting. Praise for new achievements helps to build their self-esteem. In this phase, children's language is developing rapidly and many are beginning to put sentences together.

Developing physical skills mean that children can now usually walk, climb and run, and join in active play with other children. This is an important time for learning about dangers and safe limits.

4-5 years

An increased interest in joint play such as make-believe, construction and games helps children to learn the important social skills of sharing and cooperating.

Children also learn more about helping adults in everyday activities and finding a balance between independence and complying with the wishes of others. Children still need the comfort and security of special people.

Close, warm relationships with carers form the basis for much learning, such as encouraging children to make healthy choices in food and exercise.

At this stage children are becoming more aware of their place in a community. Literacy and numeracy can develop rapidly with the support of a wide range of interesting materials and activities.

Children's language is now much more complex, as many become adept at using longer sentences. Conversations with adults become a more important source of information, guidance and reassurance

5-6 years

During this period children are now building a stronger sense of their own identity and their place in a wider world.

Children are learning to recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behaviour.

Learning and playing in small groups helps to foster the development of social skills. Children now become better able to plan and undertake more challenging activities with a wider range of materials for making and doing.

In this phase children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop.

Children's developing understanding of cause and effect is encouraged by the introduction of a wider variety of equipment, media and technologies

Task –

Megan is 2 ½ a half; she is full of energy and enjoys socialising. Explain some of the intellectual, social and emotional phases she will be going through.

Nathan is 5 years old describe some for the intellectual, social and emotional developments he will be going through.

Facts – Emotional and social and intellectual development during adolescence (9-18 years)

The large hormonal releases in the body that occur at this stage can make this a very difficult time for some teenagers. Many experience mood swings, frustrations, insecurities and confusion. There is also the added problem of feeling physical attraction to others. As well as forming close and intimate relationships, teenagers also begin to be more influenced by what their friends do and think. Peer group pressure and delinquency can also form part of this stage. Adolescence will think differently and have the ability to understand concepts (abstract thinking). This means having the ability to think about something that might not be there or even exist.

Task

Elli is struggling at school at the moment and spends a lot of time with her peer group. She has fallen out with her parents and as a consequence has moved in with her Grandparents. Explain why Elli is struggling with several aspects of her life at the moment.

Facts – Early adulthood – physical changes:

- Individual reach their physical peak called physical maturity.
- Will be the strongest at this time of their life (early twenties).
- As individual move towards the end of this life stage their physical capabilities begin to decline.
- Fertility starts to drop.
- Some women may start the menopause
- As people's metabolic rate drops, they many put on weight.
- May grow grey hair and wrinkles may appear over the eyesight.

However, many of the physical changes can be counterbalanced by diet and exercise.

Alex (aged 23) is currently working long hours and plays sport on a weekend. He also has a good social life. Explain why he might have this physical stamina to carry out his lifestyle.

Facts – emotional, stress and depression

The human body is designed to experience stress and react to it. Stress can be positive, keeping you alert and ready to avoid danger. Stress becomes negative when a person faces continuous challenges without relief or relaxation between challenges. As a result, the person becomes overworked, and stress-related tension builds.

Stress that continues without relief can lead to a condition called distress, a negative stress reaction. Distress can lead to physical symptoms including headaches, upset stomach, elevated blood pressure, chest pain and problems with sleeping. Research suggests that stress can also bring on or worsen certain symptoms or diseases.

Stress also becomes harmful when people turn to alcohol, tobacco, or drugs to try to relieve their stress. Unfortunately, instead of relieving the stress and returning the body to a relaxed state, these substances tend to keep the body in a stressed state and cause more problems.

Stress can play a part in problems such as headaches, high blood pressure, heart problems, diabetes, skin conditions, asthma or arthritis.

Task: Andrew is a teacher and has been suffering from a high work load and high levels of stress in his classroom. Explain some of the symptoms he may develop and what type of support can he seek out to help his stress level.

Facts – physical changes during older adulthood

During this life stage physical changes are very clear. The skin becomes less elastic and thinner; bone joints are stiffer; muscles weaker; bones become brittle. As a result many during this life stage stiffen and begin to lose height. The changes to eyesight and hearing that started during middle adulthood continue. Dementia is also various brain disorders that have in common the loss of brain function; this is progressive and eventually severe.

Margaret is now 81 years old; she has had a hip replacement and is very unsteady on her feet. Her short term memory is also not very good now. Explain why this has happened and what support might she be able to receive to help her during daily life.

Facts

Make sure you know the effect that **positive (good)** relationships have on development- (in other words how do positive relationships affect our self-esteem, physical and mental health, employment opportunities and level of education?

- *Love*
- *Caring*
- *Support*
- *Loyalty*
- *Respect*
- *Kindness*

*are all positives, they make us feel happy, and special, so we have high **SELF ESTEEM***

- *If we feel positive about ourselves, it makes us feel secure.*
- *We go to school and enjoy it because we feel happy so we learn more and then have a better chance of getting a job*
- *Good physical health is likely to happen if we have positive relationships. If we are looked after we are less likely to suffer from stress and depression; we are less likely to develop diseases such as colds and flu. We are more likely to eat well and be looked after if we do become unwell.*
- *Good positive relationships help to promote good health and well-being.*

Learn five reasons why relationships are good for development

- **Laughter relaxes the whole body.** A good, hearty laugh relieves physical tension and stress, leaving your muscles relaxed for up to 45 minutes after.
- **Laughter boosts the immune system.** Laughter decreases stress hormones and increases immune cells and infection-fighting antibodies, thus improving your resistance to disease.
- **Laughter triggers the release of endorphins,** the body's natural feel-good chemicals. Endorphins promote an overall sense of well-being and can even temporarily relieve pain.
- **Laughter protects the heart.** Laughter improves the function of blood vessels and increases blood flow, which can help protect you against a heart attack and other cardiovascular problems.

Task

Jade has recently suffered from the death of her Grandmother; this has caused Jade to feel low as she was very close to her Grandmother. Jade and Charlie have a fun and outgoing friendship. Charlie always focuses on the positives in life and this helps Jade to stay focused and free from stress and depression due to recent bereavement. Explain how this friendship will help Jade to cope with her loss.

Jamie has a very good relationship with his mother; as a result he has been very successful at school and is now planning to go to university. Identify several factors that have helped Jamie to do well at school?

Make sure you know the effect that negative (bad) relationships have on development.

*Think about physical and sexual abuse, neglect and domestic violence-
-This makes us feel sad, depressed, unhappy, and lonely, not worth anything- low SELF ESTEEM*

-We may stop eating and lose weight, or comfort eat, and gain weight.

-We may become physically and mentally ill- depression, etc so we may have to have time off work or quit work altogether

-We may stop socialising with friends

- We may not go to school so we miss out on learning opportunities. As a result, our employment opportunities will be reduced, as we won't have had a good education

-If we are an adult, we may not go to work- If we are unemployed we may not look for work- Therefore our EMPLOYMENT OPPORTUNITIES are reduced

Task - Samantha has experienced a lot of domestic violence during her married life. Describe how this may affect her health and well-being.

Facts

Social Support Groups (Marriage Guidance)

Professional Support Group (Counsellor, Social Worker, GP)

Informal Support Group (Faith based church groups, family, friends)

Revise these

Task:

Samantha has managed to get support from a range of different groups. Explain what type of support groups these may be and how might they help her situation.

Facts social development

Primary socialisation is a process of learning from our parents and carers, sometimes friends and the media. We are not born with a culture we learn this during infancy; this is usually our language and our role in society. We learn to adopt the 'norms' of our culture and this is often the morals and values of our upbringing. We also develop our personality from socialisation.

Secondary socialisation takes place with our friends at school and in our neighbourhood; this is usually influenced by non-family members.

The benefits of socialisation are:

- We develop beliefs
- We develop morals and values
- We develop friendships and follow rules
- We learn to interact with others and learn to share
- We learn to communicate our emotions
- We develop roles and manage our frustrations
- We develop confidence through socialisation
- We have security and safety
- We develop conformity – we do what others do at school (lining up, saying please and thank you, waiting until the other person (s) has stopped talking before we do)
- We learn to belong to certain groups and as we get older we learn to socialise on our own.

Learn four to five of these factors!

Task

Olivia is aged 5 she has just started school; explain how her ability to socialise will develop over the coming months. What 'norms' of socialisation would you expect to witness Olivia developing.

Facts:

Forming permanent relationships is important people become more certain about their sexuality and sexual orientation. Sexual and intimate relationships are some of the most important relationships we have in our lives. Being close to another person can make you feel valued and loved. It can create a sense of security. Some relationships last a lifetime others just a period of time. Successful relationships affect all aspects of our lives.

Task:

Explain how marriage can affect us emotionally and socially.

What is a civil ceremony?

How can arranged marriage benefit couples?

Facts:

Separation and divorce can happen if one partner wants to end the relationship, they will have to go through a divorce. The effects of separation and divorce will affect the whole family:

Partners will often feel guilty after getting divorced. While most people typically feel anger, pain, sadness, depression and more – some may feel even worse because they have guilt eating away at them. Typically, they feel guilty when they have done something wrong or in the case of divorce, when they have done something to an ex spouse that contributed to the divorce or was the complete cause of the divorce. In this case, it can be really difficult to get over the guilt and move on.

Task:

Explain some of the emotional and social affects of getting divorced and how might this affect a person's health and wellbeing?

Facts:

Separation and divorce can happen if one partner wants to end the relationship, they will have to go through a divorce. The effects of separation and divorce will affect the whole family:

a child may feel:

- a sense of loss - separation from a parent can mean you lose not only your home, but your whole way of life
- different, with an unfamiliar family
- fearful about being left alone - if one parent can go, perhaps the other will do the same
- angry at one or both parents for the relationship breakdown
- worried about having caused the parental separation: guilty
- rejected and insecure
- torn between both parents.

Task: Ben's parents have decided to separate and eventually get divorced. Describe the emotional and social effects this will have on Ben.

Facts: social class can have many affects on our health and wellbeing. Wealth and income in the UK is distributed differently. Some people are born into wealthy families and backgrounds. They then inherit this wealth. Others are born into poverty and may find it very difficult to move out of this social class. Social mobility is a term used to describe moving from one social situation to another. Jobs and income determine our social class. Manual work requires physical skills; non-manual work depends primarily on mental skills. There are several different classes, identify them: A, B, C1, C2, C3, D, E, : find out what these mean.

Social class , job and income	Job, type of career
Lower class	
Working class	
Upper working class	
Middle class	
Upper class	

Doctors, lawyers, university lecturers, plumbers, joiners, car mechanic, kitchen catering staff, nurse, police, CEO, shop assistant, hair dresser, graphic designer, computer programmer, Teacher, teaching assistant, architect, secretary, unemployed, single parent

Facts: where we live affects many aspects of our PIES. Cities towns and rural areas are the most common environments that we live in the UK. There are benefits to living in the city and the country.

Benefits of city living	Benefits of rural living
Employment opportunities	Steady pace of life
Wide range of social activities	Less pollution – air quality, sanitation, cleaner living environment.
Multicultural living	Less risk – a safer place to live and raise a family
Fast pace of life	Sense of community
Good transport links	Green space

Task: at which life stage are you most likely to seek out living in the city and why?

What life stage are you most likely to want to move to a more rural area. Give reasons for this. Think about education, environment and so on.

Identify three reasons why people in later adulthood might be more attracted to living in a rural area.