



## Authentication Form

This form must be signed by both the candidate and the centre-assessor, and attached to the candidate's coursework submission. Any candidate unable to provide a signed authentication statement will receive zero credit for the unit.

Qualification (delete as appropriate): GCE / GCSE / ELC / DiDA / GNVQ

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|-------------------------|--|
| <b>Unit Number</b>      |  |
| <b>Centre Number</b>    |  |
| <b>Candidate Number</b> |  |

**Notice to Candidates**

The work you submit for assessment must be your own. You may be disqualified from at least the subject concerned if you copy from someone else/ allow another candidate to copy from you, or if you cheat in any other way.

**Declaration of Authentication**

I have read and understood the Notice to Candidates above. I have produced the attached work without assistance, other than that which my teacher has explained is acceptable within the specification.

Signed (Candidate) .....

Date .....

**Declaration by Centre-Assessor**

I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signed (Centre-Assessor) .....

Name (Block capitals) .....

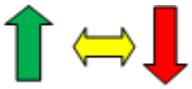
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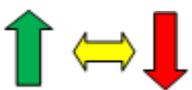
By signing the above declaration you agree to your coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact [coursework@edexcel.org.uk](mailto:coursework@edexcel.org.uk)

## GCSE Health and Social Care Tracker Sheet

Target Grade:  
Study Buddy Name:

Key: Please update with any information or feedback that your teacher provides. For example write D under exercise book column or 63% in past paper column. You then need to compare your levels each time to find if there are areas you need to revisit.

| <b>Unit 1</b><br>Understand Personal Development & Relationships | <b>Exercise Book/Folder Grade</b> | <b>Past Paper/ Coursework</b> | <b>Date and Signature</b> | <b>Progress</b><br> |
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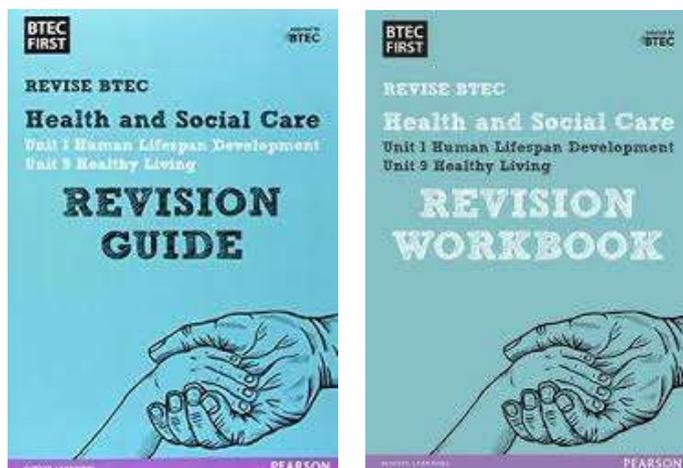
| <b>Unit 2</b><br>Exploring HSC and Early Years Provision | <b>Exercise Book/Folder Grade</b> | <b>Past Paper/ Coursework</b> | <b>Date and Signature</b> | <b>Progress</b><br> |
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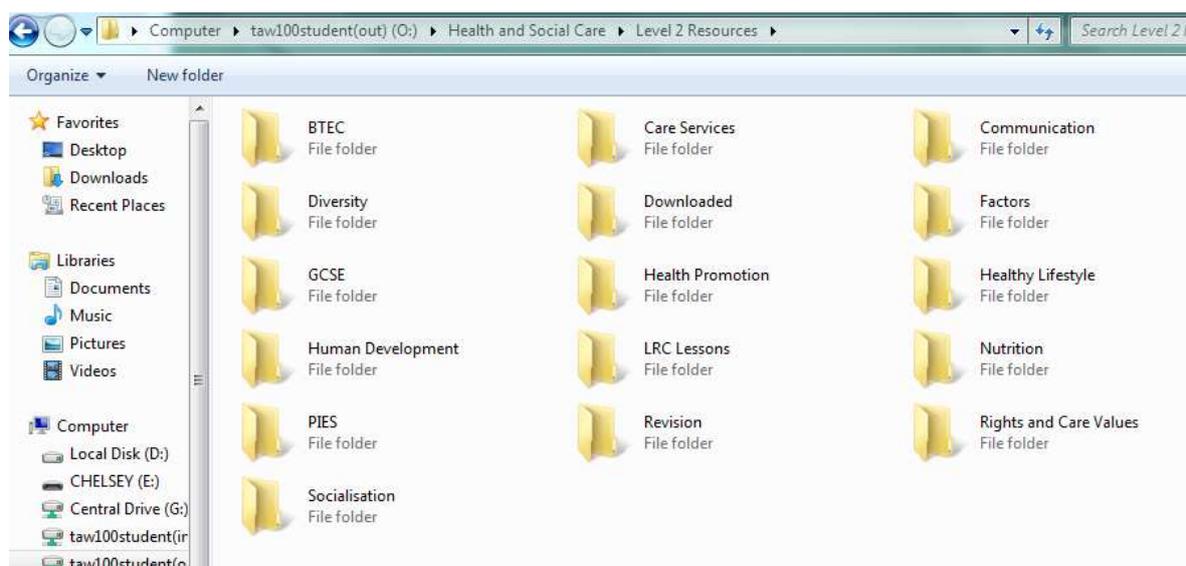
## Information Page

Revision Guides are Available in the LRC for £3 each



Lots of resources, power points and revision materials can be found at:

O:\Health and Social Care\Level 2 Resources: simply select the appropriate folder.



Use your exercise books to make draft notes for any coursework and then write/ type up neatly a finished version. Each folder should have every unit labelled with file dividers.

Useful websites:

[https://quizlet.com/AD\\_HSC](https://quizlet.com/AD_HSC)

<http://qualifications.pearson.com/en/qualifications/btec-firsts/health-and-social-care-2012-ngf.html>

[http://www.channel4learning.com/sites/gcsease/health\\_social/index.html](http://www.channel4learning.com/sites/gcsease/health_social/index.html)

### Health and Social Care Checklist

| <u>Unit:</u>          | <u>Date completed:</u> | <u>Coursework/exam p/m/d or %</u> | <u>Teacher:</u> | <u>Progress/Intervention</u> |
|-----------------------|------------------------|-----------------------------------|-----------------|------------------------------|
| Unit 1<br>P.I.E.S     |                        |                                   |                 |                              |
| Unit 2<br>Care Values |                        |                                   |                 |                              |

### Command Words:

- On the next page the table shows command words that are likely to be used in you examination with examples of how they may be used.
- **Short questions** tend to use 'identify', 'describe' and 'define' (Between 1-4 marks)
- **Medium questions** use words such as 'explain' and 'explain, using examples' (Between 4-6 marks)
- **Longer questions** uses word such as 'examine', 'discuss' and 'assess' (Between 6-10 marks)

## Command Words

|                              |  |
|------------------------------|--|
| <b>Identify</b>              | <p>You only need to list your points. On some occasions, they may be one-word answers.</p> <p><b>Example: Identify two life stages.</b></p>  |
| <b>Describe</b>              | <p>Write sentences or two about something the examiner asks you.</p> <p><b>Example: Describe two ways retirement may affect a person's development.</b></p>  |
| <b>Define</b>                | <p>State the meaning of something.</p> <p><b>Example: Define 'peer group'.</b></p>   |
| <b>Explain</b>               | <p>Write a few sentences to show you understand a particular idea or concept in the question.</p> <p><b>Example: Explain the meaning of 'self-concept'.</b></p>  |
| <b>Explain with examples</b> | <p>Write a few sentences to show you understand a particular idea or concept in the question.</p> <p><b>Example: Explain, using examples, the difference between gross and fine motor skills.</b></p>  |
| <b>Assess</b>                | <p>Consider an issue in some depth and come to a conclusion.</p> <p><b>Example: Assess the importance of family relationships on growth and development.</b></p>   |
| <b>Examine</b>               | <p>Consider a question or statement from different points of view.</p> <p><b>Example: Examine the possible effects of starting school on a child's emotional development.</b></p>  |
| <b>Discuss</b>               | <p>Consider a question and look at it from different viewpoints. This often involves coming to a reasoned conclusion and seeing things from different viewpoints.</p> <p><b>Example: Discuss the effect of income and wealth on development.</b></p> |

## Top Tips for Revision

- Cover all parts of the specification equally well. The examination will test all areas of the specification.
- Pay particular attention to the sections you find hard. It's not a good use of time to revise what you already know well.
- Design a revision plan to cover the weeks running up to the examination so that each topic is covered at least twice.
- Incorporate times for practicing questions and mark them.
- Write some answers for common questions such as 'How might promotion affect a person's growth and development?'
- On the night before the examination, spend time checking out your knowledge and understanding.

### Things to include in your revision plan:

- Coverage in all topics in unit 1 & unit 2.
- Time for the topics you find difficult.
- Time to set aside each week to practice doing question.
- At least one week just before the examination to do a final check on your learning.

### Remember:

**R** = Read

**T** = Think

**P** = Plan

**W** = Write

**R** = Review

## Approaches to Revision

- Split your revision into 'chunks'. It is unlikely that you will be able to concentrate for more than one hour, so take breaks!
- Revise actively. You could shorten your notes, design mind maps, or create 'flash cards' of important information.
- Build in variety and your revision will be more interesting.
- Some people find background music helps them focus; others find it distracting. The choice is up to you, but be honest with yourself!

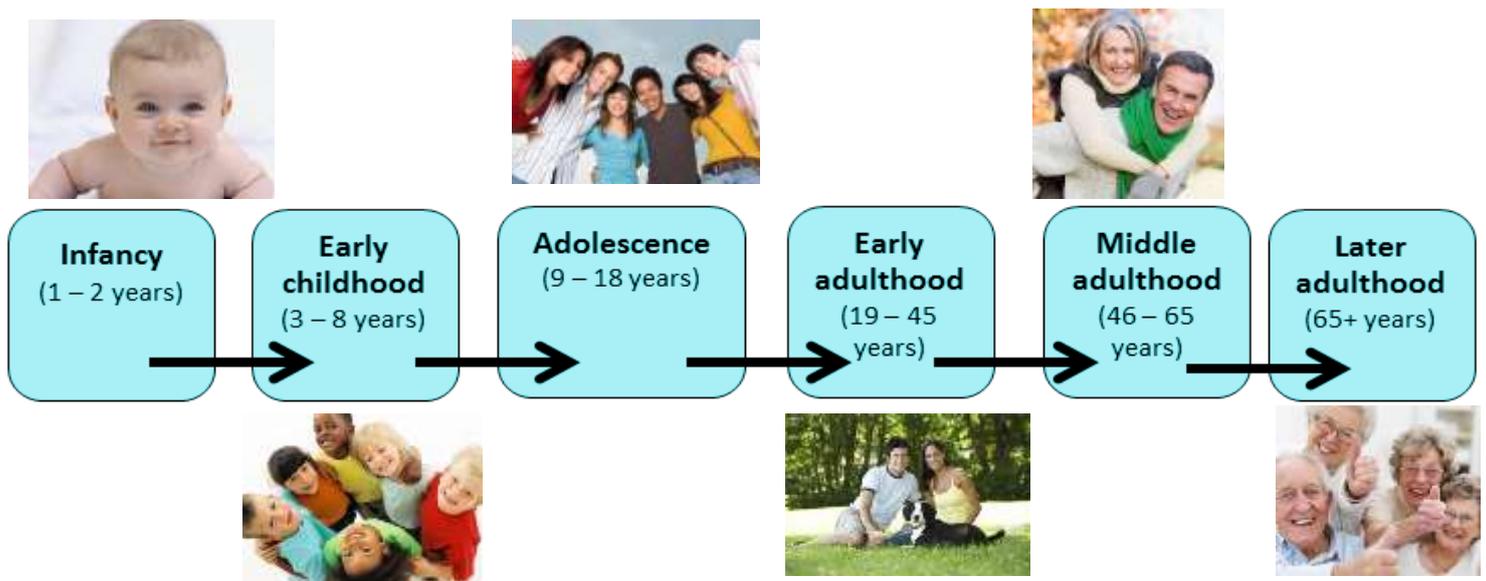
## Unit 1: Understanding Personal Development and Relationships (P.I.E.S)

### Learning objectives:

- The stages and patterns of human growth and development.
- The different factors that can affect human growth and development.
- The development of self-concept and personal relationships.
- Major life events and how people manage the effect of these.
- The role of relationships in personal development.

### The stages and patterns of human growth and development

During a person's **lifespan** they are said to go through six **life stages**. Whether a person goes through all six stages depends on how long they live.



**Lifespan** = The period between birth and death.

**Life stages** = One of a number of distinct phases people pass through during their lives.

### P.I.E.S:

**P** = physical

**I** = intellectual

**E** = emotional

**S** = social





## **Infancy (1 – 2 years)**

### **Physical changes**

- Gross motor skills develop – the infant can start to control the larger muscles in its body
- Fine motor skills develop – the infant can start to control the smaller muscles in its body
- By the ages of two a infant can usually do things such as walk, hold a spoon and point

### **Intellectual changes**

- A newborn infant tends to respond to the world about them through their senses
- By the age of two, its ability to think has developed hugely: it will be using language and have the ability to grasp some basic concept.
- The most important part of intellectual development for infancy is the development of language

### **Emotional changes**

- During the first two years of life, an infant ‘bonds’ with those who care for it.
- An infant needs to form a strong attachment with its main carer, and to receive love and affection in a positive way.
- This bond helps to create a sense of security and, influences the infants development

### **Social changes**

- The early relationships formed in infancy act as a model for future relationships
- By the age of two, an infant has learned a lot about how to interact with others
- At first the main relationship are with the primary carers but then extends to brothers and sisters, wider family members and others the infant may meet.
- In early infancy, the infant plays alone (solitary play) and is not able to think of others.
- By the age of two, the infant can play alongside others (parallel play) and the process of being able to share starts to develop

## **Early Childhood (3 – 8 years)**

### **Physical changes**

- By the age of 5 most children can walk up stairs unaided, can hold a crayon or a pencil to draw or write.
- By the ages of 8 children learn to catch and throw, develop a good sense of balance and can use a bat and ball
  - Growth spurt
  - Run
  - Skip
  - Balance
  - Hand-eye coordination
  - Catch and throw
  - Fine motor skill development



### **Intellectual changes**

By the end of early of childhood, a huge change will have taken place in intellectual ability. A child will no longer just experience the world through their senses, but will be able to begin to think about things, even if this mainly only from their own viewpoint – which is called ‘egocentrism’.

- Communication and Language development improve greatly – can now use full sentences, can count and start to sequence and order events
- Learn to read and write
- Begin to organise and classify objects and thoughts
- Begin to work out solutions to problems
- Children learn by asking questions and by watching the behaviour of others – it is important children have a positive role model

### **Emotional changes**

- Will experience a range of new feelings and will have to learn how to handle them
- They have learnt to work with others – now know how to play and work with others
- Learn how to share and cooperate – experiences emotions such as love, hate, fear and jealousy
- Development of close relationships
- Becoming more independent
- Development of personality
- Listening to others
- Beginning to empathise
- Children still very self-centred - Still has temper tantrums if cannot have own way

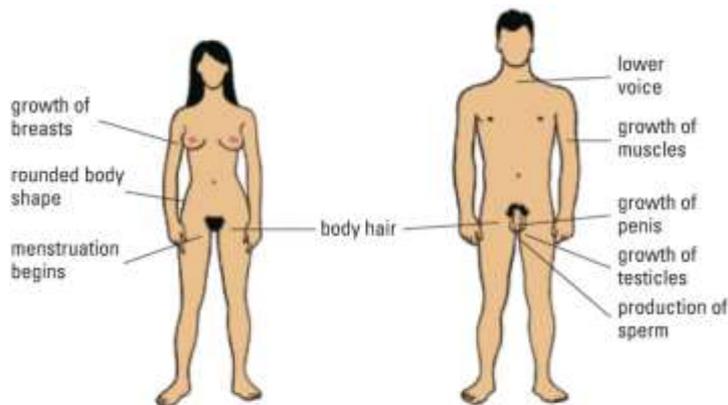
### **Social changes**

- Development of friendships
- Common to have gender based friendships
- Social play – cooperative play begins
- Listening to others

## Adolescence (9 – 18 years)

### Physical changes

- Growth spurt
- Both sexes capable of reproduction
- Secondary sexual characteristics
- Both sexes – change in body shape and growth of body hair
- Girls – menstrual cycle, growth of breasts
- Boys – penis growth, sperm production



*The physical changes that occur in adolescence, for boys and girls*

### Intellectual changes

- An ability to think about concepts and ideas - Abstract thinking
- Can think in a more logical way to solve problems
- Ability to empathise – see from different peoples perspectives
- Ability to remember large amounts of information
- Begins to question the world and develop own views

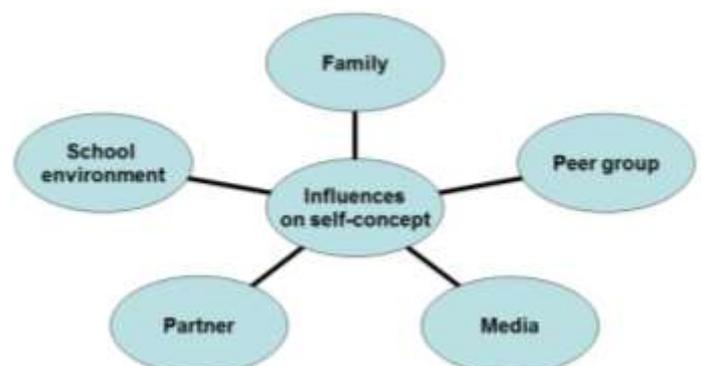
### Emotional changes

- Mood swings
- Conflicts with parents and other adults
- Desire for independence
- Positive and negative emotions
- Self-concept becomes more formed
- Own identity formed
- 

**Self-image + self-esteem = self-concept**

### Social changes

- Importance of 'peer group' relationships
- Development of sexual and intimate relationships
- Wider social circle
- Influence of peer group pressure



- Friendships with both sexes

## **Early Adulthood (19 – 45 years)**



### **Physical changes**

- Reaches maturity
- In the prime of life
- Fit and healthy

Towards the end of this life stage, their physical capabilities begin to decline. Fertility starts to drop for both men and women, and the signs of aging appear.

### **Intellectual changes**

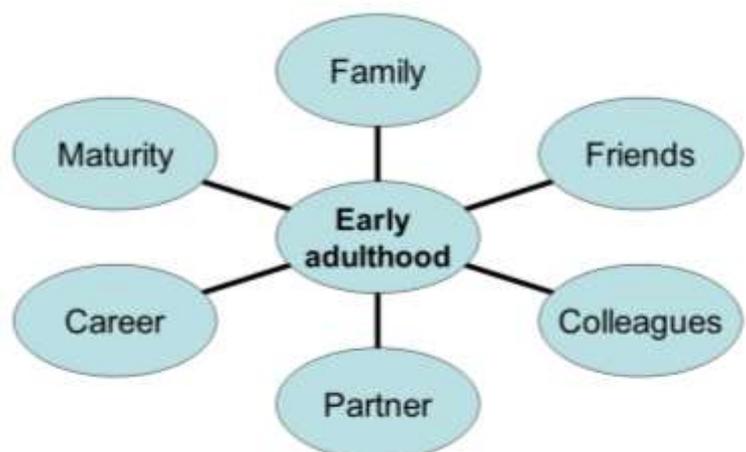
- Qualifications for career achieved
- Continued professional development
- Still learning new things
- Development of wisdom
- Some people often reach their productive peak at work, they often get promoted to jobs where specialist training or education is needed
- Some people choose to follow a further education course to develop skills needed for a chosen profession (e.g. lawyer, doctors etc)
- Some people return to education to achieve their full potential

### **Emotional changes**

- Close intimate and sexual relationships firmly established for many
- Sometimes this can lead to people choosing to cohabit, marry or go through a civil ceremony
- Steady relationships create a sense of security and allows them to give and receive love
- Identity clearer and more established
- Parenthood and bonding with children for many – gives a sense of purpose and gives life added meaning
- Security for many

### **Social changes**

- Established relationships
- Closer circle of friends than in adolescence
- Less hectic social life with parenthood responsibilities
- Social life and friendships often focused on working life and colleagues





## **Middle Adulthood (46 – 65 years)**

### **Physical changes**

- Aging process begins to take an effect on the human body.
- Physical capabilities begin to decline – skin loses elasticity, wrinkles appear more obvious, muscle tone slackens, senses become less precise
  - *Hearing, sight, taste etc.*
- Menopause
- Hormonal changes for both men and women
  - Women produce less oestrogen and men less testosterone. These hormonal changes mean that women will go through the menopause and in men, sperm production decreases.
- Weight increase

### **Intellectual changes**

- Memory still generally good
- Short term memory not so quick
- New learning can still occur
- Decisions in life often based on wisdom
- Due to the ageing process, a person's memory may not be quite as quick as it used to be

### **Emotional changes**

- Mid-life crisis for many
- Development of uncertainty
- Security in identity for many
- Love of grandchildren and pleasure from spending time with them
- Independence again for many as their children become mature and leave home
- Loss of own parents and some friends
- Realisation that no longer young
- Growing awareness of own mortality

### **Social changes**

- Social life less intense for many
- Social life often involves less physical activity
- Wider social life if early retirement is achieved
- Try new activities and meet new people
- If children and have grown up and left home, the parents have less responsibility and more money to spend on themselves – so they can go out more to socialise with friends.

- Some parents have to support children financially through further education (University)



### **Later Adulthood (65+ years)**

#### **Physical changes**

- Loss of skin elasticity
- Joints stiffen
- Muscle wastage
- Bones more brittle
- As a result stiffen up and begin to lose height
- Changes to eyesight and hearing that started in middle adulthood continue
- A regular exercise pattern and good diet can help people to improve their muscle tone, maintain joint flexibility and strengthen their bones.

#### **Intellectual changes**

- Many people at this stage in their lives are very active intellectually, enjoying activities such as reading, problem solving and keeping up with the news.
- Wisdom achieved from life experience
- Time to learn new things as retirement has taken place
- Stimulation to learn as physical activities are often not so time consuming
- Time for reflection on achievements

#### **Emotional changes**

- Loss of partner due to death
- loss of friends due to death
- Emotionally attached to family
- Proud of family achievements especially grandchildren
- Reflective on life
- Loss of independence for many

#### **Social changes**

- More time to socialise with friends
- New friends made
- Trying of new activities and meeting new people as time is available
- More time spent at home as the ageing process takes place

#### **A person might feel after they have lost a lifelong partner:**

- feel sad /unhappy
- feel depressed
- overwhelming sadness, with lots of crying/ grieving/tearful
- tiredness or exhaustion
- anger, for example towards the person who died, their illness or God
- guilt, for example guilt about feeling angry, about something you said or didn't say, or about not being able to stop your loved one dying

### **Memory can be affected in later adulthood by:**

- Forget where they put things or need to be somewhere which is poor short-term memory
- Keep referring to events happening long ago because long-term memory is clearer and lasts longer
- Has poor concentration therefore can't remember complex instructions
- Imagines things therefore fills memory gaps with something else

### **Effects of the deaths of friends or partners on an individual's physical development**

- Has a poor appetite
- Less hygienic
- Less exercise as no desire to go out
- Stressed with physical effects on heart rate and blood pressure
- Loss/gain weight

### **Professionals that could support someone who has lost a lifelong partner or friend:**

- **Doctor** - They can help put you in contact with your local bereavement services. Some people turn to alcohol or drugs during difficult times so they need help cutting down on alcohol.
- **Counsellor** - A bereavement counsellor can give you time and space to talk about your feelings, including the person who has died, your relationship, family, work, fears and the future.

## How growth and development are influenced by nature

### How heredity works

The human body is made up of cells. Each cell has two sets of 23 chromosomes: it is these chromosomes and the way they combine that influence the way we grow and develop.



The chromosomes carry genetic information – a kind of code for different features of human being. At the point of conception, when the egg is fertilised by the sperm, nature combines two sets of genes: one from the father and one from the mother. The resulting child will inherit some characteristics from each-parent.

If both parents have black hair and dark brown eyes, the child is likely to inherit these features. If parents are physically very different from each other – perhaps being different sizes and with different hair and eye colours – the instructions from one set of genes may be dominant over the other: For example, dark eyes are usually dominant over blue eyes. If neither set is dominant, then both sets of genetic instructions are followed.

### Examples of physical features that are determined by genes:

- Sex
- Height
- Body shape
- Skin colour
- Eye colour

### What else is influenced by our genes?

- We know that specific genes can be responsible for certain illnesses, such as **Huntington's disease**.
- The information in our genes can lead people to have a tendency to develop certain illnesses in later life – heart diseases and certain types of cancer have been proved genetically linked.
- However, whether people on to develop these diseases is also influenced by how they lead their lives.

### Examples of Genetically Inherited conditions

- Cystic fibrosis
- Down syndrome
- Sickle-cell disease
- Huntington's diseases
- Heart disease
- Alzheimer's disease

## How family, friends and culture can influence growth and development (nurture)

The family you live in and the way it nurtures you have a powerful effect on your physical, emotional, intellectual and social development.

It is not just the type of family that affects how an individual grows and develops – it is also the care they receive and the quality of family relationships they have.

### Family relationships

- Parents and children
- Brothers and sisters
- Extended family relationships
- Husbands and wives
- Partners – different sex and same sex

### Family

- A child's family teaches them the **customs** and traditions of the society they live in.
- The family teaches a child the **values** that need to be accepted in a society: for example, in our society we value honesty and trust.
- The influence of the family on young people is known as **primary socialisation**. No two families are the same, and the particular influence young people receive from their family plays a role in determining what sort of adult they will become.

- **Nuclear Family** - couple and their dependent children, regarded as a basic social unit
- **Blended Family** - a family consisting of a couple, the children they have had together, and their children from previous relationships.

### Friendships

- Close friends
- Best friends
- Same sex and different sex friendship groups
  - children and adolescents
- Importance of friendships across the life course

### Friends

- The influence of our friends is important in shaping the sort of people we become.
- Friends tend to be in the same age group and in childhood and adolescence are often of the same gender.

What our friends do, think and believe also tends to influence our own behaviour patterns.

## Culture

- We live in a **multicultural** society with many different ethnic groups, each with its own customs and traditions.
- Many of the values are common across all ethnic groups e.g. theft is wrong.
- Most interesting aspect of society is its diversity, created by the bringing together of the different traditions and customs of so many ethnic groups.
- The variety of lifestyles among different groups in our society affects the way individuals grow and develop. E.g. the emphasis on hard work and the value placed on education in Indian culture is one reason why individuals from this group are often successful educationally.

## Examples of Major Festivals

- Diwali
- Notting hill carnival
- Mayday Parade
- Holi
- Ramanavami
- Eid al Fitr (end of Ramadan)

## How growth and development can be influenced by sexual orientation and by going through marriage or a civil ceremony, and separation or divorce

### Forming permanent relationships

- In adolescence and early adulthood, people become more certain about their **sexuality** and **sexual orientation**.
- This is also a time when they are likely to form permanent sexual and intimate.

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 will last a lifetime, but others may last for just a limited period of time.

- Successful intimate relationships affect all aspects of our physical, intellectual, emotional and social development.
- People often choose to start a family and experience fulfilment this can bring.
- For some coming to terms with their sexuality may involve the realisation that they are gay or bisexual.
- How others respond can have significant effects on the person's growth and development

### Example exam question

Q: Identify and explain **two** reasons why friendships are important in later adulthood.

A:

- **Keep the individual socially active**
- **Individual doesn't become isolated/lonely/bored/depressed**
- **Helps keep the memory active**
- **Helps keep the individual intellectually stimulated/focused**
- **Helps keep the individual motivated**
- **Support when loved ones pass away/bereavement**
- **Someone to listen and talk to e.g health/finance**
- **Might have similar hobbies and interests**
- **Keeps the individual active rather than disengaged**
- **Maintains levels of confidence and positive emotional health**
- **Less vulnerability**

### Marriages and civil ceremonies

Deciding to marry or make a commitment to another person through a **civil ceremony** is one of the biggest decisions people make during their lives. It is a legal commitment as well as a statement about an emotional attachment to another person. In our culture, people traditionally choose who they will marry, usually based on love and attraction. In other cultures, arranged marriages are can be common.

- After marrying, it usually takes a while to adapt to a new way of living.
- The two people now have responsibilities towards each other and have to consider the other persons needs as well as their own.
- These new bonds may bring with them a number of emotional and social benefits, but married life is not always easy.
- All relationships need to be worked at, through good times and bad, if they are to succeed.

### Separation and Divorce

- When you make the commitment of marriage, people become legally joined.
- If one partner wants to end the relationship they will have to go through a **divorce**.
- In the UK, it is only possible to be married or connected by a civil ceremony to one person at any one time.
- Separation and divorce are among the most stressful life events a person can go through.
- As well as the emotional and social issues caused by the split, there often complicated financial issues to be sorted to.
- If the family has children, decisions will need to be made over **custody** arrangements.

## How growth and development can be influenced by work, wealth and poverty, income and social class

Most people spend a large part of their adult life working. This gives them the income to buy the goods and services they need, for themselves and their family.



### Manual or Non-manual Jobs

Jobs can be **manual** or **non-manual**.

**Manual jobs** – ‘hands on; work such as working in the building trade, or being a hospital porter or a farmhand – can be physically tiring. Some can have short-term and long-term effects on the body at different life stages.

**Non-manual jobs** – such as a receptionist or manager – require people to use their minds, rather than their bodies. Sometimes non-manual jobs can be stressful, and the work may involve little exercise, leading to a type of lifestyle that is linked to high blood pressure and heart disease.

### Wealth and Income

In the UK, **wealth** and **income** are not distributed evenly. Some people come from wealthy backgrounds and eventually inherit wealth from their families.



Most people’s money comes from the income they earn for the work they do. The level of income a person earns is linked to the skills, qualifications and talents they have, how hard they work, and the area of work they are in.

### Effects on growth and development

The way a person’s wealth and income affect their growth and development is not straightforward. Wealth may mean that people can buy private education for their children, get private health care for their families, and have more material possessions in their lives than others.

Having a low level of income and wealth makes life more difficult. When income is limited, people can find it hard to meet even their most basic needs. There are still a large number of people who live in poverty on a daily basis.

## **Social Class**

One of the ways of making sense of how society works is to use measures of social class, which are usually based on occupation and income. The more educated a person is and the higher the income they earn the higher up the social class scale they appear. For example, doctors and lawyers are well educated and earn a high income, so they appear at the top of most measures of social class.

Looking at society, you can see how social class affects the way people grow and develop. For example, people from the upper classes tend to get better qualifications and live longer than those from working class backgrounds: and people often marry others from a similar social class to their own.

**Manual work** = work that requires the use of physical skills

**Non manual work** = work that depends primarily on mental skills

**Wealth** = being rich, and having a plentiful supply of goods and money

**Income** = money earned over a given period of time

**Poverty** = despite benefit, having insufficient money to afford money to afford essentials to live

**How human growth and development can be influenced by where we choose to live, the housing conditions we live in and the effects of the environment around the area we live in.**

Where you live affects many aspects of your health, wellbeing and quality of life, so choosing where to live is a major life decision. In the UK, which is quite densely populated, there are many types of places to live: some people live in **cities**, some live in large **towns** and others live in **rural** areas.

**Benefits**

| Benefit of city living                                   | Benefit of rural living  |
|--|--|
| Employment opportunities                                 | Steady pace of life  |
| Wide range of social activity opportunities for all ages | Less pollution – air quality, sanitation, cleaner living environment |
| Multicultural living                                     | Less risk – a safe place to live and raise a family                  |
| Fast pace of life  | Sense of community   |
| Good transport links                                     | Green space  |

Many people in early adulthood are attracted to city living. It gives them the chance to **develop a career** and **meet different sorts of people**. Most big cities **offer us a wide range of opportunities to develop our social lives**. For example, cities have large venues that attract famous performers, musicians and theatre companies for people to enjoy, have all sorts of bars, clubs and social centres.

**Types of housing**

Once people have selected an area where they wish to settle, they need to decide on the type of accommodation they are going to live in. Housing conditions have a big impact on the health and well-being of individuals. Housing conditions have a big impact on the health and well-being of individuals.



Some people are lucky they live in houses with plenty of space and all the children in the household have their own bedrooms. **This can help physical health, but also helps with intellectual development in childhood and adolescence as children have a quiet space to concentrate on work.**

People sometimes have to live in conditions which are not ideal, and the type of housing a person or family has can affect a person’s physical health and development. **If a person suffers from asthma, cold and damp housing conditions can make this condition worse.**

## Self-concept

Going to school, getting a job, settling into a long-term relationship and retiring all have a deep effect on your emotional and social development.

You create what is known as a **self-concept** – a set of ideas, feelings and attitudes that a person has about who they are, and their worth capabilities and limitation's. Your self-concept develops and changes as you go through life.

## Self-image

Self-image is how you see yourself. It is your own mental picture of who you are.

People can have a positive or negative self-image, which can change daily. Some teenagers have poor self-image in adolescence as they go through puberty, as it is a time when people can feel very self-conscious and open to comparing themselves to others.

A person's positive or negative self-image is influenced by such things as:

- Personal appearance
- The media – televisions, magazines images of what is attractive and expected
- Comparison with other people
- The comments of other people

## Self-esteem

Self-esteem is how much you like, accept and respect yourself as a person – often talked about in terms of how much you 'value' yourself.

Some people have a tendency towards high self-esteem, and other towards a low self-esteem. People who compare themselves to others in a negative way tend to have low self-esteem; people who are not so concerned about what others say tend to have high self-esteem.

Self-esteem can change on a daily basis. Things that can affect self-esteem include:

- The attitude of parents, carers and families
- Success or lack of it at school or work
- The comments of friends



### The self-concept equation

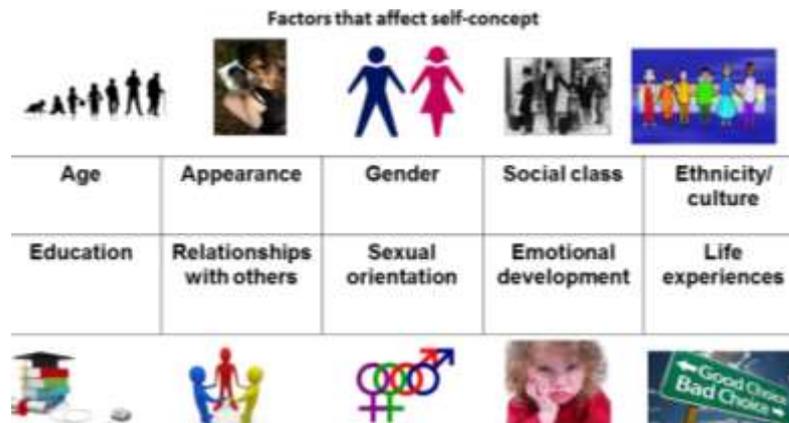
When we put self-image and self-esteem together; this gives us what we call our self-concept:

**Self-image + Self-esteem = Self-concept**

Good self-image and high self-esteem usually lead to positive self-concept; poor self-image and low self-esteem usually lead to a negative self-concept.



## How the factors that can affect our self-image, self-esteem and self-concept



**Age:** Different people handle the ageing process in different ways. Some are happy and comfortable with ageing but some are not. During infancy and childhood, young people still are dependent on their family however during adolescence many look forward to the day of become independent. This changes a person's self-concept as securing a job, moving away from etc. usually affects someone's self-esteem positively.

**Appearance:** Peoples physical characteristics and their non-verbal behaviour tell others a lot about their self-concept. In adolescence and early adulthood is highly important on how a person looks, and is often measured by others on this basis. Some may consider themselves attractive or unattractive; this is reinforced by the images portrayed in the media. As we pass through life, we begin to realise that appearance is only a small part of a person's identity, the importance of appearance declines as we age.

**Gender:** As children grow and develop, they learn about the roles and behaviour expected of men and women. Most people conform to their gender role; this is an important part of self-concept. Last 20 years gender roles are a lot less traditional. E.g., men now are happy to be fully involved in family life and women could be the ones bringing money into the household.

**Sexual orientation:** Society is much more accepting different types of sexuality. There are many role models in media who are gay and lesbian, this makes it easier for other people to be comfortable with their sexuality, but there are still groups within society who find difference had to accept.

**Ethnicity and Culture:** The UK has many different ethnic groups including: Asian, British, Black, Black British, Chinese, Eastern Europe & Mixed race. Many of these have their own culture and this does affect a person's self-concept. If this culture is distinctive and has strong expectations, people may feel they have to measure how they live their lives against these expectations.

**Social Class:** In the UK, you can identify different groups of people based on income, wealth and occupation, can often be working class, middle class or upper class. This can still be an important influence on a person's self-concept, e.g. many people choose friends who are of similar classes and marry and settle down with people of the same social class.

**Education:** The experience people have at school significantly affects a person's self-concept. During this time it is when a person develops their identity and self-concept. Interacting with children at school is important, however young children can be cruel therefore it is important for adults to challenge this sort of behaviour and handle any bullying. Bullying can make a person feel worthless and can affect their self-esteem levels well into adulthood.

**Relationship with others:** Most people are influenced by family relationships, work relationships and friendships. Family relationships are central to a person's self-concept. The family would build a person's self-concept in infancy and childhood. Family relationship breakdown can affect the self-image and self-esteem of the two people directly concerned, but can also damage the self-esteem and self-image of the children within the family.

Self-image = how you see yourself

Self-esteem = how you value yourself

Self-concept = a combination of self-image and self-esteem

**Self-image + Self-esteem = Self-concept**

**REMEMBER**  
**THIS!**



High levels of stress at work can lead to high blood pressure and increase the risk of heart attacks and strokes.

### Culture

- How people develop is influenced by the community they live in and the values and beliefs which their family and friends hold.
- Religion can influence how people choose to lead their lives, the food they eat and how they choose to dress.
- Some people live in communities with very different beliefs and values.
- It is important that people feel accepted as part of their family and community.
- Being involved with others make people feel wanted and valued. This helps people have a good self-esteem and promotes growth and development.
- Some people feel socially isolated from their families and have few friends. This can have a negative impact on growth and development.

### Economic Factors

- How much people grow and develop is influenced greatly by the work they do and how much money they will earn.
- People whose job involves **manual work** are often more affected physically by their work than people who do a **non-manual** job such as a desk job.
- Being employed provides workers with an income, allowing them to buy the things they need for themselves and for their families.
- Work can **lead to feelings of contentment** and **worth** and **raise self-esteem**.
- Being unemployed and living on a limited income can lead to feelings of stress and anxiety and a lowering of self-esteem.
- Some people inherit wealth which gives them the possibility of lifestyles very different from that of people who have limited income.

### Physical Environment Factors

- Where you live and work can have major effects on your development, health and well-being.
- City centres can be noisy and crowded with many more health risks.
- Air pollution has been linked to increases in illnesses, such as asthma.
- Having space, warmth and a clean home environment all have a positive effect on growth and development.
- Living in rural areas often provides families with more green space so children can play outside more and have more freedom.
- Housing can often be cheaper in rural areas, but a disadvantage is that there is often less work available.
- Rural occupations are often low-paid.
- Young people can be attracted to the social opportunities that the city life provides, but many people choose to move out of the city when they decide to start a family.

## **How the family and various relationships between members of the family affect personal growth and development**

**Family:** There are many different types of family arrangement; some people live in a **two-parent** family, others in **one-parent** families, and some in **extended family** groupings. Many people see the family as crucial in keeping society safe, stable and functioning, as it is the family unit that plays the greatest role in **socialising** the children.

- Adult members of the family provide for the physical needs of family members.
- Young children need to have most of their needs provided for, and many families provide significant support for older relatives (this support can involve cleaning or helping with washing, dressing and cooking.)
- Members of the family provide emotional support to each other
- Infancy – bonding process
- Older members of the family often support each other through their problems and crises, listening, giving advice, and offering ‘a shoulder to cry on’.
- Family plays an important part of social development

**Intimate Relationships and Marriage:** When children develop into adults, they often settle into stable, permanent relationships. Although divorce and separation are common in the UK, about half of those who settle in a permanent relationship will remain with that person throughout their life. Being in a permanent relationship can have significant effects on growth and development and in shaping self-concept.

**Parenthood:** Many people who settle into permanent relationships choose to have children or adopt. Having children is a happy event for most, but brings major new responsibility. Looking after children is tiring and can be stressful, and many new parents find this difficult to adapt to. Managing a social life is not as easy as before; money may be more limited; and the children need to be looked after and supported around the clock.

**Separation and Divorce:** Sometimes relationship breaks, temporarily or permanently. This can lead to separation and divorce. This process is a difficult time for the family, and affects all aspects of a person’s growth and development. Relationships between family members are under strain, people are emotionally upset and sometimes down and depressed – a person’s self-esteem may well go down. Divorce or separation can even affect a person’s everyday eating habits and their physical health.

**Bereavement:** During anyone’s life, they will inevitably face the death of family members. Having a parent or child die is one of the most painful events people have to cope with. In later, adulthood, people lose their partners – sometimes people they have been with for over 50 years – and how they respond to this can have a huge impact on how they go on to live the rest of their lives.

## How friends and friendship affect personal growth and development.

### Friendship

- As children move into adolescence they begin to be influenced more by their friends and the views and opinions they have.
- It is also in adolescence that many young people develop their first close and intimate relationship with other people.
- Relationships are important for growth and development, and having positive relationships with others lead to the development of good self-image and high self-esteem.
- Having a good network of close friends can lead to a sense of happiness and contentment.
- Most people also enjoy spending time with others and taking part in social activities.
- However on some occasions friends can cause distress to others through their actions

**Friendship at different life stages:** Having friends is an important part of life. We socialise with our friends and share our lives and the events that happen to us with them. Friends offer support in difficult situations and, if a person is a close friend, their viewpoint is often worth listening to.

**Friendships in Adolescence:** In adolescence, friendship becomes closer than in childhood, and teenagers are better able to form friendships with people of the opposite sex, as well as their own. The types of friends you choose in adolescence can have an effect on your intellectual development. For example if you mix with a wide circle of friends, you will have a wider range of experiences to draw on in life, which may promote further intellectual development. People tend to conform to **peer group pressure**. When people disagree with friends or end friendships, this can affect all aspects of personal growth and development.

**Friendships in Early Adulthood:** As we progress into early adulthood our network of friends may widen, as many people leave the area in which they were born to go to college or get a job. The new friends we make can bring different dimensions to our lives and further our experiences. They can change and influence our views and opinions on anything from dress sense to religion.

**Friendships in Middle Adulthood:** In middle adulthood, friendships may be deeper and even more settled: people who have known each for a long time often feels they can trust and understand each other very well. The life events people go through together often create friendship bonds that last forever. As their children grow up and leave home, parents may have more time to spend with friends. It can be a time when friendship groups are expanded and new activities undertaken.

**Friendships in Later Adulthood:** Later adulthood can be an exciting time for friendships. People who have retired may have a lot of time to socialise. If a person is fit and healthy, they can share new activities and experiences with friends. People in later adulthood often join social and leisure clubs and make new friends. However, people in later adulthood will have to deal with the death of friends too, and this can be difficult if the person has been a friend for a long time. Some people feel isolated in later adulthood, as they may not have the physical capability to leave home and socialise with others.

### **How intimate, personal and sexual relationships can affect an individual's growth and development.**

#### **Relationships**

All individuals need to know that they are valued and cared for by others: we do this through what we say and how we behave. How valued and cared for we feel will affect the way we grow and develop.

We all have a range of different relationships in our lives. These include those with members of our family, the people we work with. We may interact with many different people on a daily basis, but our relationships will be closer and more **intimate** with some than others. During our lives, we will feel attracted to some people, and some of our relationships will be **sexual** in nature.

**Relationships in infancy and childhood:** During infancy and childhood, social and emotional development is rapid. Our experience during this period is crucial to our future development, and the bonding process between carers and infants or children is key. Young children need to receive love and to be encouraged to express their own feelings openly. This happens almost automatically from the infant's perspective, but how the carer responds to the emotions of the infants is crucial: the infant will read the messages from the people it interacts with and learn from them how to express feelings and how to behave emotionally.

**Relationships in adolescence:** The most significant change in relationships during adolescence is the development of the feelings of physical attraction to others. This happens to individuals at different times, and people can be attracted to the opposite sex, the same sex or both. This new aspect to relationships is one of the most exciting parts about growing up, but can be hard to handle too.

**The importance of expressing feelings:** Expressing your feelings helps you deal with the events that happen in your daily life. It is healthy to have close and intimate relationships with others and to be able to show every day human emotions, such as happiness, sadness or anger. Health problems such as high blood pressure have been linked to stress levels, but talking to others about your problems can help reduce stress and lessen your risk of getting ill.

**Adult Relationships:** In adult life, people have usually become more experienced in handling relationships and are more comfortable with their own sexuality – they are more emotionally mature. People settle into longer-lasting close relationships with other adults, and many start a family of their own. Having a family brings more responsibility, and it is helpful to have someone close and intimate to share family issues with. For many people adult life is also the time when they have most responsibility at work, and many face unexpected life events.

### **How working relationships can affect an individual's growth and development.**

#### **Types of work relationships**

- Formal and informal relationships
- Formal relationships involve those with people who manage us or whom we manage. A person usually respond to their manager in a formal way when they are discussing issues
- We also meet and work with other people who are known as colleagues. We work alongside these people and they may become close friends – these relationships are called informal work relationships

#### **Promotion**

- As people become more experienced in their work, they may well apply for and achieve a promotion.
- Promotion is usually linked with a rise in income which can have a positive effect on personal growth and development.

#### **Work/ life balance**

- As people take on more responsibility or take on extra hours, they may need to measure the benefits they will gain from the work against the costs in other areas.
- If someone is working very long hours on a regular basis they may miss out on family life and their relationships outside work may suffer.
- A stressful job can affect a person's physical health and wellbeing. It is not good to skip meals and have to spend large amounts of time worrying about work issues.

#### **Redundancy**

- Sometimes people are made redundant from work.
- Redundancy happens when the employer no longer needs the person to return to work for the organisation, usually because the job is no longer needed.
- Redundancy is different from being fired (sacked).
- Redundancy occurs for organisational reasons not personal reasons.

## **Retirement**

- At the end of middle adulthood, most people retire from full-time work.
- With retirement, the individual will have more time for family and friends
- Some people may feel they are no longer productive and valued members of society.

### **How can stress affect development?**

- Heart rate and blood pressure increased (1) physical health damaged if long term (1)
- Feels irritated/angry (1) poor emotional health (1)
- Difficulty sleeping (1) poor mental and physical health (1)
- Cannot concentrate (1) unfinished tasks/memory decreases (1)
- Appetite/digestion impaired (1) loss of weight (1)
- Feels unhappy (1) may lead to depression (1)
- May smoke/drink more alcohol (1) breathing/liver problems (1)
- Communication problems/grumpy/unpleasant (1) people leave him alone/antisocial effect (1)
- Unrelieved stress with older people (1) may lead to mental health issues (1)

### **How can a fall in income due to redundancy affect development?**

- Less food overall therefore this could cause a loss of weight
- Has to buy cheaper food which is high in salt, fat, sugar therefore leads to risk of heart disease/diabetes/ill health/ obesity
- Doesn't go out leading to a loss of social development
- Money worries, fear of getting into debt/anxious/stressed
- Less luxuries because you can't afford it therefore you will feel unhappy
- Level of activities fall which may affect health/exercise

### **How can redundancy (forced to leave job) have an effect on an individual's development?**

- Loss of routine therefore they might feel confused
- Feels unwanted because he was made to lose the job therefore they can feel a loss of self esteem
- You will have more spare time so you can acquire new skills/hobbies
- Loss of work friends which might lead you to feel lonely
- Loss of activity may affect health

# Life Events

## Expected Life Events



## Unexpected Life Events



## Managing Changes

Managing the challenges and changes we face in life can be difficult. It is important to seek the help of others when it is needed.

The support people can access can be split into two main types:

- Formal support
- Informal support

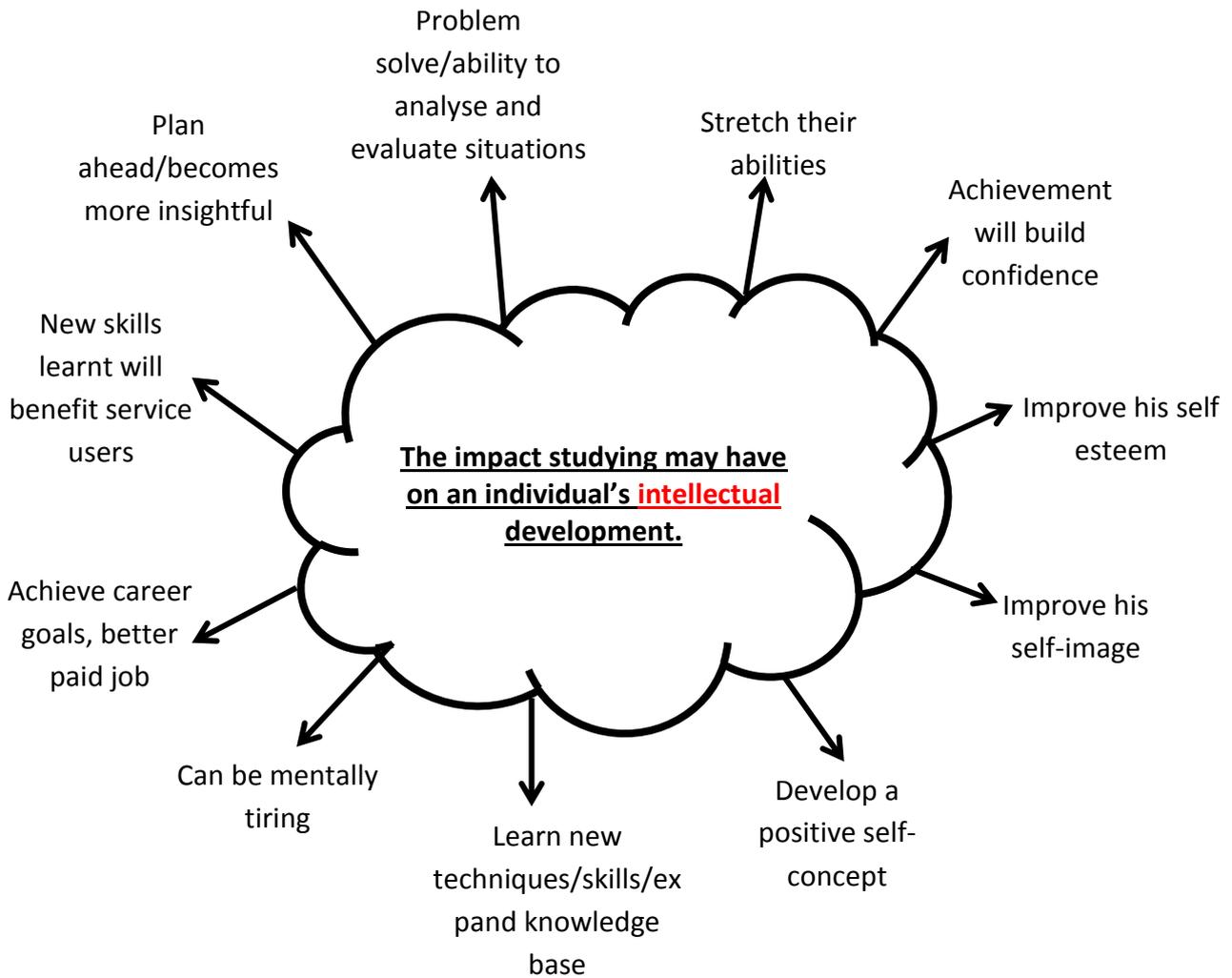
### Formal Support

Formal support comes from people who are trained and skilled in their work and they are paid for what they do.

e.g. **doctors, nurses, counsellors**. The specialist training they receive means the professionals have knowledge and experience to help others handle life events they may never have experience before. for example dealing with death of a loved one can make some people depressed, and counsellors can be a great support in helping people deal with their grief.

### Informal support

**Family** and **friends** are able to offer support to others in difficult times, helping with everyday physical tasks such as **shopping, housework and washing and bathing**. These people offer informal support. Many people in later adulthood rely on informal support they receive from their families and friends to be able to remain independent and continue to live in their own homes.

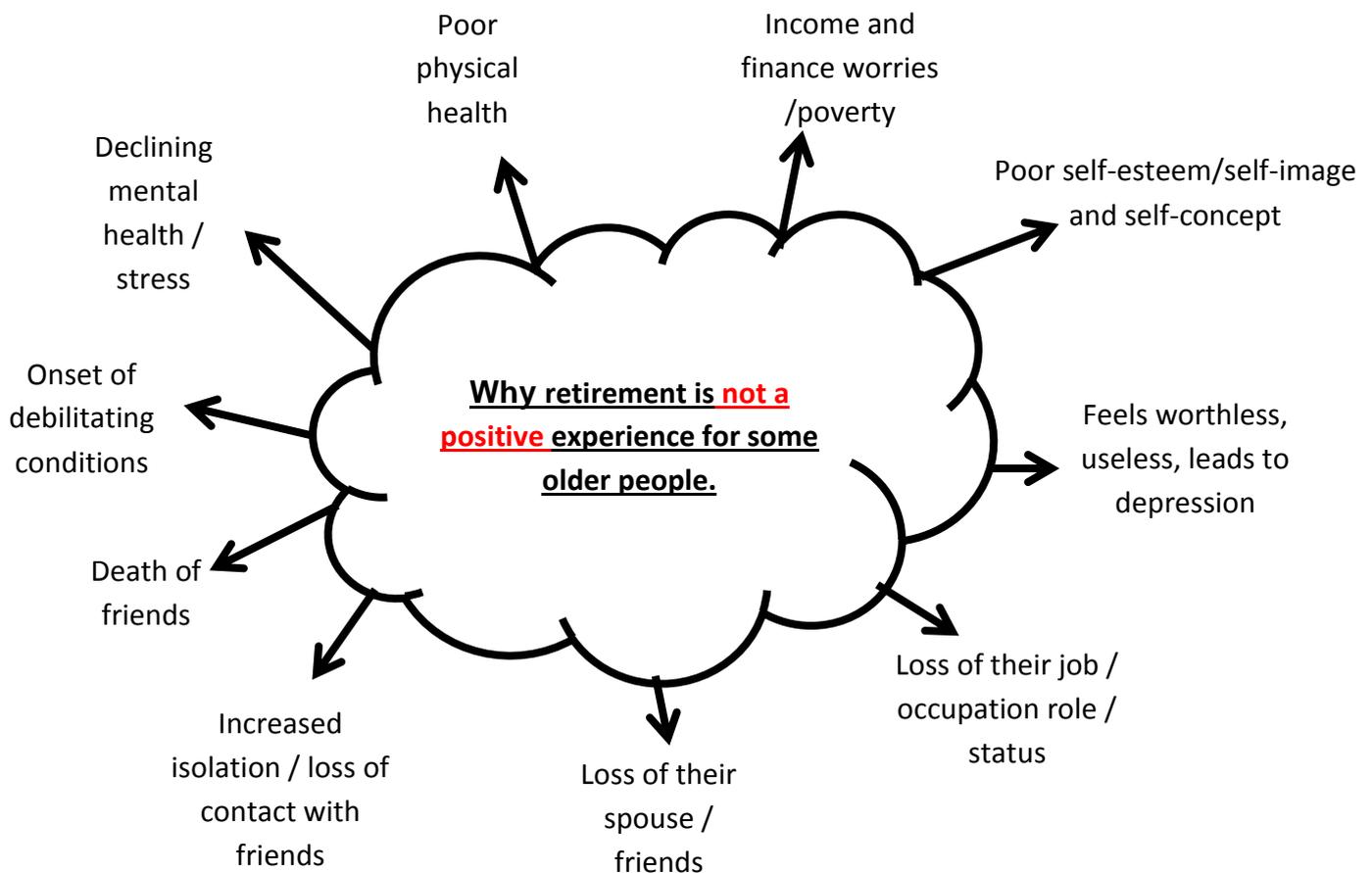


**How travelling the world can affect an individual's development.**

- Open to new experiences therefore they become interesting to talk to – knowledge base is vast
- Meet lots of new people – social network is wide
- Experience new foods – not limited in their food choices
- Experience new cultures – expands their knowledge and understanding
- Their attitudes change as they interact with other people and become more tolerant/ develop different relationships
- They can teach others about difference cultures
- Become more tolerant of other people and can speak out against injustice
- Feel privileged and increase self-esteem/self-image and self-concept/confident
- Perceive things differently

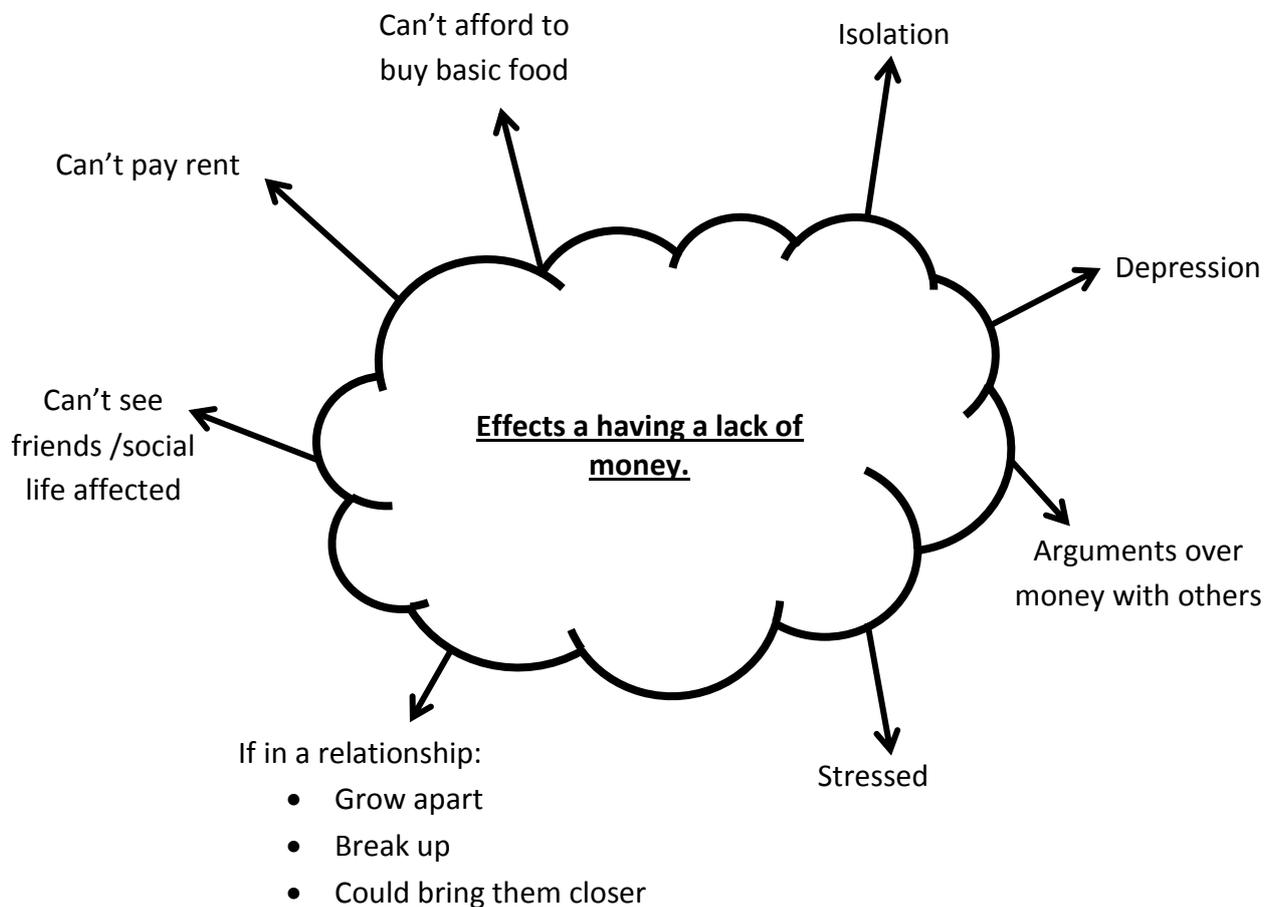
### Why friendships are important in later adulthood.

- Keep the individual socially active
- Individual doesn't become isolated/ lonely/ bored/depressed
- Helps keep the memory active
- Helps keep the individual intellectually stimulated/ focused
- Helps keep the individual motivated
- Support when loved ones pass way/ bereavement
- Someone to listen and talk to e.g health/ finance
- Might have similar hobbies and interests
- Keeps the individual active rather than disengaged
- Maintains levels of confidence and positive emotional health
- Less vulnerability



## The impact that attending the day centre may have on the children's development

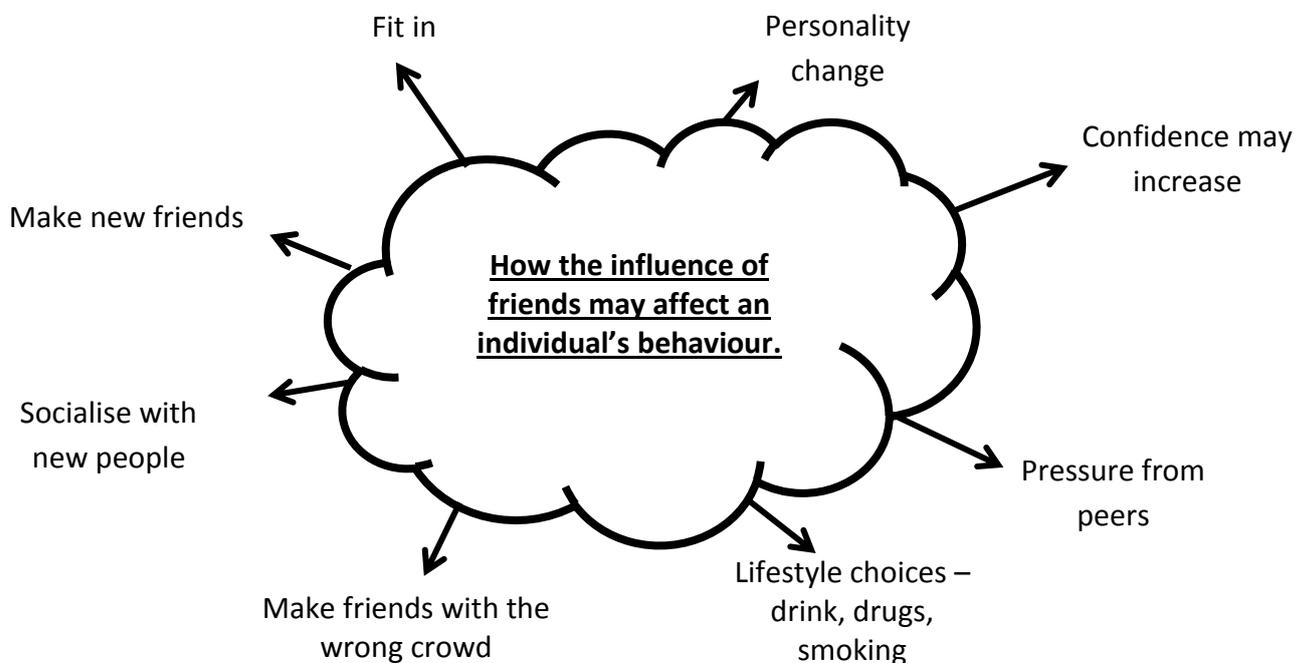
- Development new skills/greater knowledge
- Develop gross and fine motor skills
- Make new friends
- Communication skills develop
- Learn how to co-operate and work as a team
- Language skills develop
- Self-concept/self-esteem/self-image etc develops
- Become more motivated
- Good preparation for school
- Concept of authority figures is learned
- More independent
- Socialisation
- Rules and boundaries



**How marrying someone from a different cultural background might affect an individual's development.**

- Change in dress and appearance
- New cultural group and traditions
- Interact with new people
- Self-concept / self-esteem/ self-image may change
- May face discrimination, intolerance and isolation
- Learn new customs, religious rituals, diet
- Helps you see things differently
- Understand/celebrate diversity
- Becomes more tolerant and accepting
- Implication of wider family relationships e.g. family arguments, rearing of children
- Friends refuse to accept your new culture
- Wider society discriminate or treat you unfairly

**Example –** Marrying someone from a different culture can be both problematic but also exciting. The individual may have to change their style of dress, learn new religious rituals and adopt new behaviours which may take time to learn but can be interesting and educational. Their self-concept will change as their identity changes. In some situations however it can create problems as friends fail to understand the need for the change or family members disagree with the marriage. In conclusion marrying someone from a different culture is a big life event.



**Example -** Peer group can affect a person's behaviour both positively and negatively, for example, you may do things you would not do such as smoke (1). However it may have a positive effect such as encouraging you at school (1). It may also change your behaviour (1) and affect your relationships with your parents (1).

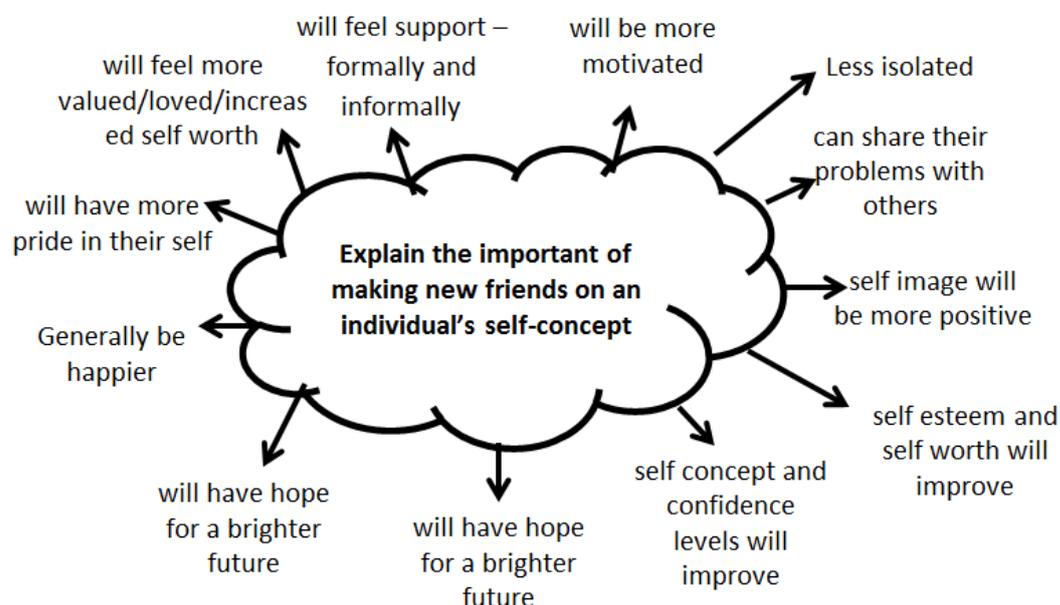
### **The effect on an individual's intellectual development of not attending college/ school classes**

- They will fail their course
- Get behind in course work
- They will not develop the skills/knowledge they require
- They will stagnate
- They can develop further
- Can't develop skills need for later life
- May struggle in the future
- Lack of earning potential
- Could affect future happiness
- Job prospects are lowered
- Greater risk of unemployment

### **The importance of intimate relationships during adolescence**

- Confirm sexual orientation
- Need to be aware of contraception/protection
- Wanted and accepted
- Loved and valued
- Reliance and support
- Impact on self-image/self-esteem/self-concept
- Work out their emotions
- Sexuality is explored
- New range of feelings which have to be explored
- May have to handle rejection if it breaks up
- Will experience mood swings and frustrations
- Trust is a big issue/someone to confide in
- Could be distracted and lack focus

### **The importance of making new friends on an individual's self-concept**

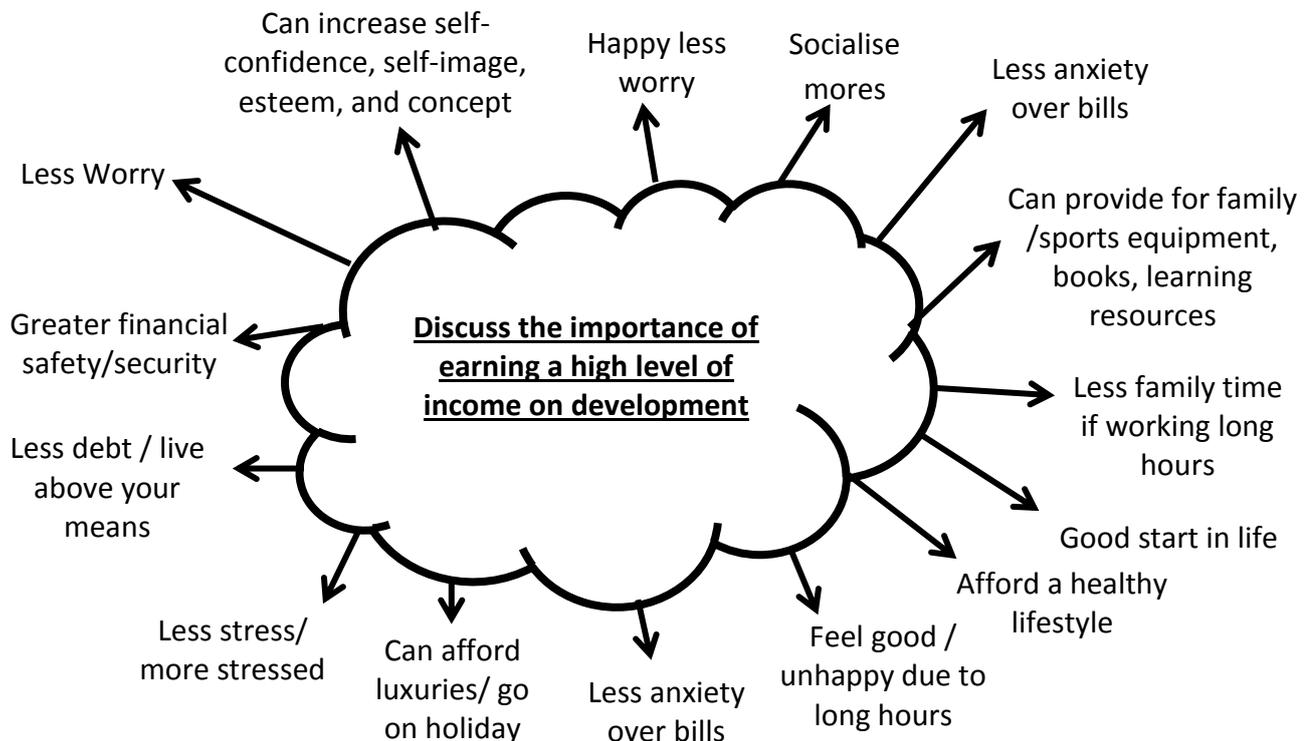


## How an addiction to alcohol may have affected an individual's growth and development

- Individual may lose their home/inability to pay
- Physical health may have declined/susceptible to illness/premature death
- Individual will have been unable to work/loss of job/income
- May have lost their family
- mental health problem/depression
- It has affected intellectual development
- May have lost friends/less sociable
- Lonely/isolated
- May not look after himself/poor diet
- Less able to concentrate
- Lack confidence
- Impact on self-concept/ self-esteem/self-image
- People will judge

## Explain what is meant by the term primary socialisation.

Primary socialisation takes place in the family and it involves the transmission of culture, norms, values and is very important to individual's growth and development and being able to 'fit into one's society'.



**Example** - The importance of earning a high level of income on development is it gives you a greater financial security so you will be less stressed about bills (2). Having a high level of income also means you can afford luxuries for example going on holiday (2). A high level of income can increase self confidence and self-esteem as you are able to live above your means (2). However having a high level of income means you have to work a lot more hours therefore this would mean less family time and this would have a negative impact on your development (2). In conclusion having a high level of income can affect development both positively and negatively.

### **How the death of a parent can affect development**

- may not eat
- Shock
- may not sleep
- lose weight
- put on weight
- anti – social behaviour
- smoking
- doesn't see friends
- isolates oneself
- lose contact
- make new friends
- mental health problems – lack of concentration, struggles with school work
- depression / stress
- lack of motivation
- learns to adapt / more independent
- learns to cope
- impact on self-concept, self-esteem, self-image
- loss of parent – role model, someone to learn skills from
- financial impact
- loss of a bond/attachment
- loss of security
- Addiction / deviant behaviours

### **How self-concept may be influenced by peer group pressure**

Influence on self-concept will be either positive, negative or no change (they should start with a sentence identifying this)

#### **IMPACT – POSITIVE**

- Greater confidence
- Happier
- Stronger
- Bond with friends
- Accepted
- Belong
- More independent
- Motivated and encouraged

Shape behaviour positively in the following ways – change of hair colour, clothes, music, health and fitness, attitudes etc

#### **IMPACT NEGATIVELY**

- Lack confidence
- Unhappy
- Lack trust
- Loner
- Difficulty making friends
- Unaccepted Excluded
- De-motivated/drops out

**Explain the difference between genetic inheritance and environment.**

**Example** – heredity refers to the genetic blue print which the individual inherits from their parents such as eye colour or blood group whereas environment refers to the life experiences and situations which the individual may encounter which may affect development such as income, social class, housing etc.

## **Exam Questions & Answers**

*(You must remember to focus on the case study at the beginning of each question)*

**Q: Explain the difference between growth and development.**

**A:** Growth can be defined as the increase in physical complexity/ change as measured by height, weight, length, head circumference whereas development can be defined as the acquisition of skills e.g. the ability to talk and communicate

**Q: Explain the difference between fine and gross motor skills.**

**A:** Fine motor skill is the use of smaller muscle areas and involves manipulating objects e.g. drawing whereas gross motor skills involves the use of larger muscle groups and involves activities such as running.

**Q: Explain the benefits that attending the day centre may have on their development.**

**A:**

- Physically – feel good, diet may improve, develop skills, stimulated through activities, keeps them mobile, physical health and wellbeing can be monitored
- Socially – meet new people, catch up with friends, communication skills developed/ maintained, can talk about problems, develop networks, maintains Confidence/ independence.
- Emotionally – will not be isolated or depressed, engaging with others, happy, impact on self-image, self-esteem, self – concept, prevents loneliness and isolation.
- Intellectually – learn new skills, maintains motivation

**Q: Discuss the impact that attending the day centre may have on the children's development.**

**A:**

- Development new skills/greater knowledge
- Develop gross and fine motor skills
- Make new friends
- Communication skills develop
- Learn how to co-operate and work as a team
- Language skills develop
- Self-concept/self-esteem/self-image etc develops
- Become more motivated
- Good preparation for school
- Concept of authority figures is learned
- More independent
- Socialisation
- Rules and boundaries

For example: By attending the school the children will learn the rules expected of them. They will make new friends and will be able to communicate to a greater degree and their language skills will develop further. The activities they get involved in will also help develop their gross and fine motor skills and they will become more accomplished. Therefore going to school will benefit them greatly.

**Q: Explain two possible effects on Dave's development of entering the civil partnership.**

**A:** You can have any two of the following -

**Positives:**

- More secure (1) no longer sees himself as single but as a part of a couple (1)
- Improved self-image (1) proud of his partner good looking/graduate/good job (1)
- Increased self-esteem (1) being connected with a good looking graduate (1)
- In a secure relationship (1) someone to share similar beliefs and attitudes (1)
- Someone to share new life role with (1) adapting to new circumstances as a 'partner' to Matt (1)
- Contentment (1) secure in his relationship with Matt (1)
- Acceptance (1) society's acceptance of gay marriage/civil partnerships (1)
- Good state of health and wellbeing (1) is meeting the usual pattern of life events (1)

**Negatives:**

- Stress (1) friends may not like Matt/jealous of Matt (1)
- Disappointment with reality of married life (1) is different from ideal (1)
- Loss of independence/feeling trapped/restricted (1) has responsibilities with/for his partner (1)
- Discrimination (1) some people don't approve of 'gay marriage' (1)

For example: One possible effect on Dave's development of entering the civil partnership is he feels more secure as he no longer sees himself as single but as a part of a couple.

Another possible effect on Dave's development of entering the civil partnership is that he might face discrimination as some people don't approve of 'gay marriage'.

**All mock exam papers and answers can be found at:**

<http://www.edexcel.com/> >qualifications >Health and social care > GCSE from 2012

**Unit 2: exploring health, social care**  
**and early years provision (Care Values)**

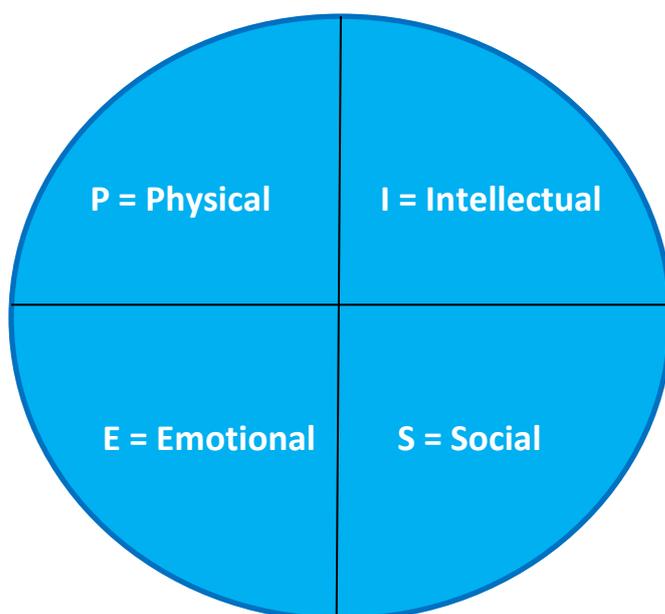
**Introduction**

- The type of care needs of major service user groups
- The types of services that exist to meet service user needs
- How services have developed and how they are organised
- The ways in which people can obtain care services and the barriers that could prevent service users gaining access those care services
- The main roles and skills of people providing health, social care and early year services
- The principles of care and values the underpin all care work with service users

**Care needs of major service-user groups**

All people have health needs, which, as you read in unit 1, can be divided up into 4 sections:

- Physical needs ( to do with the body)
- Intellectual needs ( to do with the brain)
- Emotional needs (to do with feelings)
- Social needs (to do with getting on with other people)



## Services to meet service user needs

### Health sector

The role of a health worker is to help people stay healthy and to treat and cope with the symptoms if they become ill, be it physically or mentally. Health workers include doctors, nurses, dentists, opticians, pharmacists and more.



### Social care sector

The role of the social worker is to help people live more successfully within their local communities by helping them find solutions to their problems. Social workers not only work with an individual but also build relationships with their families and friends, as well as working closely with other organisations involved in with the individual, such as the police, health service, schools and housing.



### Children and young people sector, including early years

The role of a worker with children and young people is to help them receive the services to which they are entitled. These workers include social workers who help keep families together. This sector also covers education services, adopted and foster care and children's homes. It aims to help all children and young people develop and reach their full potential by providing all the services they need to do so. Early years covers children up to the age of 8 years old.



**Sector** = one of a number of parts that focus on a similar thing: for example, the care industry is divided into sectors that are responsible for different aspects of the care of people.

## The different groups

People can be divided up according to age groups:

- Infancy (0-2 years)
- Early childhood (3-8 years)
- Adolescence (9-18 years)
- Early adulthood (19-45 years)
- Middle adulthood (46-65 years)
- Late adulthood (65+ years)

People from all ages can also fall into a group of people with specific needs: they may have some form of physical or intellectual disability, have a very ability in a certain area or have a medical condition. All these groups and others with other sets of specific needs, need services that allow them to be as independent as possible and reach their full potential, whatever age they are.

## The physical, intellectual, emotional and social needs of service users

### Maslow's hierarchy of needs

Our basic health needs do not change as we pass through the various life stages, but different people will need different kinds of support from services depending on their particular situation or life stage.

Psychologist Abraham Maslow designed a hierarchy of needs in the 1930s. This is shown as a pyramid of human needs, with the most important at the bottom and the most complicated at the top. If we do not have our basic needs (food, water, oxygen, sleep, warmth) we will die. So without these we cannot hope to have the needs on the next level of the pyramid met (such as feeling safe and secure, protected from danger and financially secure)

People at different life stages have different views of their needs. For example children left on their own, even with their basic physical needs met, may feel frightened and unsafe, but adults might be very happy to have some time to them self to relax.

**Hierarchy** = list of things or people arranged in order

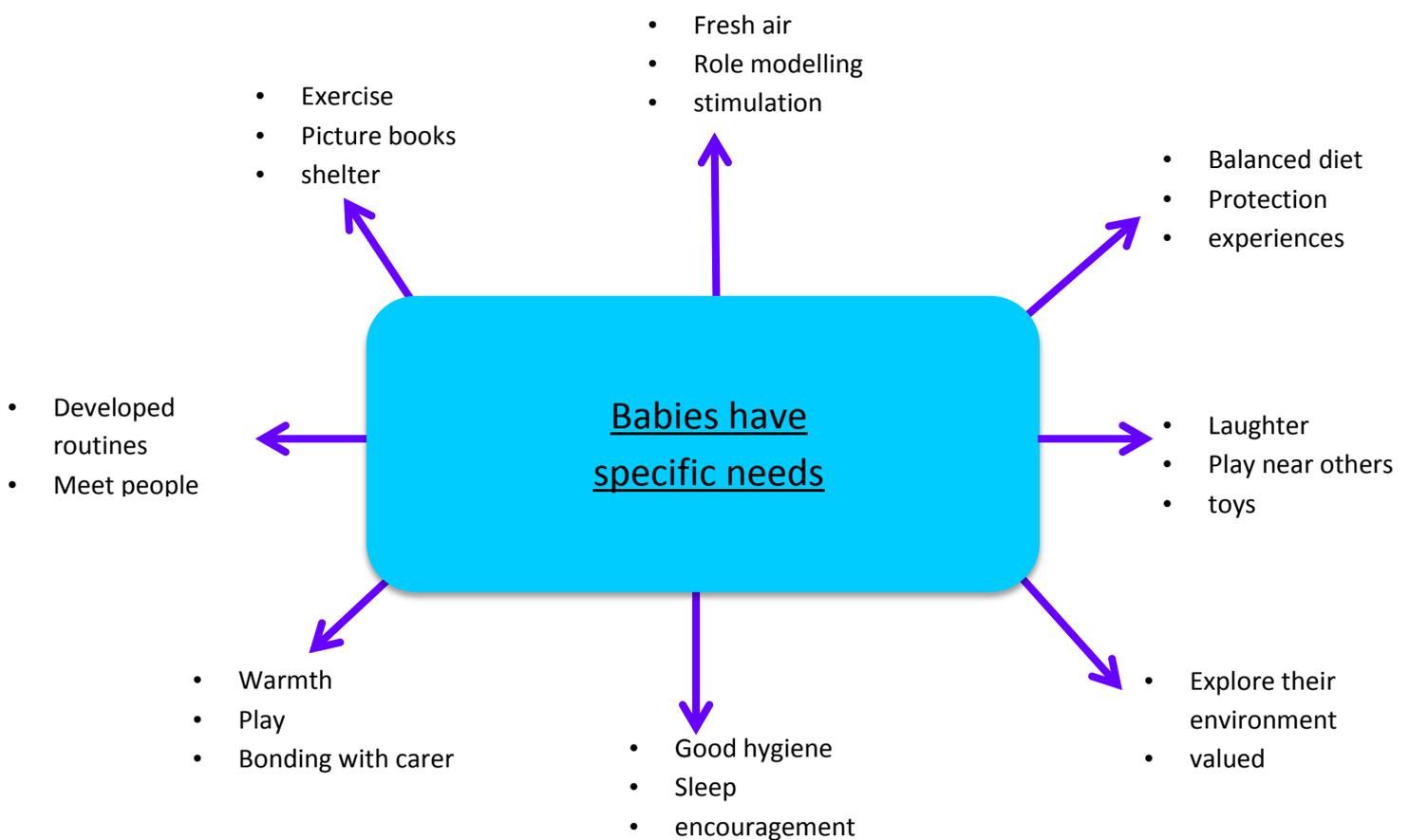


## Failure to meet these needs

Failure to meet some of the needs in Maslow's hierarchy can have serious consequences. People who live in a dirty, cold house on an unbalanced diet are less likely to feel safe and secure and are most likely to become ill. Similarly, people whose social needs are not met, who lack love and affection will find it harder to develop relationships with others and will have poor self-esteem. They will be lacking confidence and will be less likely to succeed in their education and in life generally.

## Infants

Although there are certain needs all groups have (as shown in Maslow's hierarchy) other needs that vary. Generally, only infants need to be fed and have their nappies changed, and form attachment relationships (bonding) with their parents and main carers, so these are needs specific to this group.



## Children

The P.I.E.S of children are shown in the table below. As you can see, there is very little difference in physical needs, some differences in intellectual ad social needs and the most difference in emotional needs as infants develop into children.

| Physical needs | Intellectual needs | Emotional needs    | Social needs                  |
|----------------|--------------------|--------------------|-------------------------------|
| Warmth         | Play               | Respect            | Develop routines              |
| Shelter        | Stimulation        | Love               | Meet other people             |
| Balanced diet  | More advanced toys | Encouragement      | Play and learn with others    |
| Protection     | New experiences    | Laughter           | Explore their own environment |
| Good hygiene   | Books              | Be valued          | Use social facilities         |
| Sleep          | Television         | Dignity            |                               |
| Exercise       | Education          | Learn independence |                               |
| Fresh air      | Role modelling     | Self-esteem        |                               |

The P.I.E.S for children aged 3 to 8 years old

## Adolescence

Adolescence is one of the most difficult life stages for many individuals. It is when you usually go through puberty and start to change into and adult. Your reproductive organs start to function and change in hormone level mean that emotions become confused and you may feel under a lot of stress.



| Girls                                      | Boys  |
|--|---|
| Gain weight                                | Gain weight   |
| Grow body hair (mainly underarm and pubic) | Grow body hair (mainly underarm, chest, face and pubic) |
| Grow taller                                | Grow taller   |
| Breasts develop                            | Penis develops  |
| Hips widen ready for child bearing         | Testicles drop  |
| Periods start (menstruation)               | Voice breaks  |
|  | Shoulders broaden                                       |

The major changes in puberty for boys and girls

### **Adulthood**

Adulthood is the stage of life when most people start to feel that understand and accept themselves and begin to feel more settled. Although they never stop learning new skills and acquiring knowledge, this happens more slowly than for younger people. Adults tend to spend a lot of time making decisions, such as where to live, who to live with, whether to get married, when to retire... the list is endless.

In any age group the importance of different health needs changes with time but because stages of adulthood are longer, adults have more varying needs within each of them. Health and social care workers need to understand these needs so they can help within each of them. Health and social care workers need to understand these needs so they can help service users as the need arises.

| Physical needs    | Intellectual needs                          | Emotional needs  | Social needs                            |
|-------------------|---|--|---|
| warmth            | Stimulating work                            | respect  | Money to access activities              |
| shelter           | Learn new skills for home, work and leisure | love   | Opportunities to meet other people      |
| Balanced diet     | conversation                                | encouragement  | Learn with others                       |
| Safe surroundings | New experiences                             | laughter   | travel                                  |
| Good hygiene      | books                                       | Feel valued  | Leisure facilities                      |
| sleep             | Media                                       | dignity  | Free time                               |
| exercise          | education                                   | independence   | Independence about available activities |
| Fresh air         | Role models                                 | Self-esteem and self-awareness   |   |
| Health facilities | Job security                                | Stable relationship  |   |
| menopause         |   | Preparation for parenthood, children leaving home, retirement, death of loved ones |   |
|                   |   | Financial security   |   |

## **Later Adulthood**

Inevitably with age people's bodies gradually change and start to wear out a little. They will have more needs as they get older such as access to convenient health and leisure facilities, practical help as they become less mobile and support in times of distress. However later adulthood can now be at least as long as early or middle adulthood, and many people look forward to this stage of their lives. They can retire from work and their children have usually moved out so they can spend their days doing the things they have always wanted to do, provided they remain healthy and have saved for retirement.

## **Responding to the needs and demands of service users**

Service providers respond to the needs and demands of the different groups who are referred to them. This may be at the request of :

- The user
- A family member
- A friend
- A professional ( such as a doctor)

The request may also be made by a stranger, such as the scene of an accident when a passenger= might dial 999 to summon medical help.

Most services work in partnership to provide a better, more all-round service to meet the needs of a service user.

## **Universal services**

Some services are available to everyone and these are known as universal services. These include:

- The NHS
- Social services
- Early year education

## **Targeted services**

Other services are targeted at specific groups of people with a specific set of needs.

Examples include the Alzheimer's society, which helps those who have Alzheimer's disease themselves or whose lives are affected by it and Asthma UK which aims to improve the health and wellbeing of people with Asthma.

## **Why individuals use health, social care and early year services**

Services are provided either because individuals want them and need them or because the government feels they need to be provided to overcome a problem by meeting social policy goals: for example a service might be developed to help people stop smoking because treating smoking-related illness costs the country a lot of money.

Individuals use health, social care and early year services because they may need one or more of: care, support, advice and medical treatment.

### **Care**

Everyone needs someone to look after them in some way at different points in their lives. For example a preschool child might go to a nursery where children are cared for and at the same time learn new skills:

- How to interact with others
- How to express themselves
- How the world works



Childminders, day-care centres for children or older adults, schools, residential homes, community groups, hospitals, hospices and many other services provide care

### **Support**

People also need different kinds of help, such as money, help to get around or even encouragement to solve their own problems. For example, if you have had a stroke and recovered as much as possible, but have been left disabled, the support you need could include rehabilitation, where you learn to use your limbs again, occupational therapy to learn how to do simple tasks around the home with a disability and help to get money to have a care adapted for your new needs.



### **Advice**

At some stage in their lives, all people will also need to be given an opinion or information as to what to do in a particular situation. It might be that you suspect someone is being abused and you ask advice as to what to do to help him or her. You could ask services such as social services, a teacher at school or the Citizens advice bureau. Other sources of advice are available on a whole range of issues including helplines such as Childline, and NHS direct, church or voluntary groups and medical services.



## **Medical treatment**

Everyone also needs medical treatment from time to time, to have a medical problem dealt with. It might be at the doctors for a condition such as flu, or at the walk-in centre for a sprained wrist or at the hospital for treatment as do dentists, opticians, community nurses and midwives and many other service providers.



## **Health care**

Most health care in the UK is provided by the National Health Service (NHS). Adults access a wide range of health care services, including all those used by younger people such as:

- Hospitals
- Dentists
- Opticians
- GP surgeries
- Community nurses



But also ones adults are usually more likely to use such as:

- Chiropodists
- Heart specialists
- Sex specialists
- Plastic surgeons

## **Social care**

Social care services provided for adults include voluntary and community services such as:

- Refuges for adults (at risk of violence, homelessness services)
- Advice services (citizen's advice bureau)

