

# Health and social care coursework guidance

Hello ladies please see below a complete guidance to completing your coursework for Health and social care. Please remember to write about each of the PIES for each of the the three life stages you have chosen for your case study.

You will then move onto the factors section of your work. Please remember you need to discuss the impact each factor has on your case study in each life stage you have chosen in the first section of your work. For your factors you need to choose 2 physical, 2 emotional and 1 economic. As you work through this guidance please read all information carefully and take note of how you are required to set your coursework out.

If you have any questions or wish to have your work marked and sent back to you. Please use your school email to email myself via the work email below and I will aim to respond to you within 48 hours.

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## Life stages:

For each life stage you have chosen make sure you have written about the following key information for each area of development:

**Remember you only need to write about three life stages for your case study.**

### Life stage Infancy:

#### Physical:

- Gross motor skills: using big muscle groups (walking, crawling, running, maintain sitting position)
- Fine motor skills: using small muscle groups (writing, building blocks, picking up a button, holding a spoon)
- Innate reflexes (grasping and sucking)
- All children develop in the same set of stages however, children develop at these stages at different times.

### **Intellectual:**

- Learning, language development, concentration, problem solving, abstract and creative thinking. ANYTHING TO DO WITH THE MIND! 😊
- Infants communicate with crying, cooing and gurgling noises
- Use their senses to understand the world around them
- Enjoy moving objects around and can stack blocks on one another

### **Emotional:**

- Attachment to a care giver- Secure attachment- The infant is not reassured by a stranger and is distressed when not with their secure attachment figure i.e. Primary carer- Someone who attends to the infant's primary needs- Feeding, cleaning, sleep, love and attention.
- Not secure- The infant shows no preference to a caregiver and will go to anyone, they display unsure behaviours of their caregiver.
- Infants have NO self-concept, no self-image, no self-esteem as they cannot understand this way of feeling at this age.

### **Social:**

- Stages of play:
- Solitary (solo) 0-2 years- Children will play alone and will focus on one activity only.
- Parallel play- 2-3 years- Children will play alongside one another but will NOT play together
- Simple co-operative play- 3-5 years- Children will join in with different activities and will start to share and take turns in games.
- Friendship groups- positive and negative

## **Life stage Early Childhood:**

### **Physical:**

- Growth and development
- 3-4 years of age- Gross motor skills: Children begin to walk backwards and sideways, ride a bike, climb the stairs with one foot on each step and kick a ball.

- 3-4 years of age- fine motor skills: Control a pencil using their thumb and first two fingers. Use scissors to cut up paper and can do and undo buttons.
- 4-5 years of age- Gross motor skills: Children are able to balance and walk along lines and can stand and run on their tiptoes.
- 4-5 years of age- Fine motor skills: Hold and use a pen like an adult would and are able to thread beads.
- 6-7 years of age- Gross motor skills: Are able to jump with confidence. They can hop with balance and begin to ride a bike with two wheels.
- 6-7 years of age- fine motor skills: Are able to write simple stories and write their first and last names.
- 7-8 years of age- Gross motor skills: Children can control their speed of running and can swerve as they come up to an object
- 7-8 years of age- Fine motor skills: Children can use a large needle to sew with and are good writers.

### **Intellectual:**

- Learning, language development, concentration, problem solving, abstract and creative thinking. ANYTHING TO DO WITH THE MIND! 😊
- Children in the Early childhood stage know and understand 600 words
- Children can count up to 10 and start to learn name of colours and shapes
- At this age children begin to use their senses to understand what is going on around them
- Children are able to copy letters and number and may be able to write their own name
- Children in the early childhood stage can begin to make sentences of 5 words or more and their vocabulary increases to 1000 words.

### **Emotional:**

- At this age children begin to develop a self-image
- Self-esteem begins to develop here and children can begin to talk about their emotions
- Self-concept is developed at this age

### **Social:**

- Children at this age begin to learn how to dress themselves, eat food and complete tasks independently
- Complex co-operative play- Children may make up games, organise themselves and decide their own rules
- Friendships begin to develop
- Relationships in this life stage

## **Life stage Adolescence:**

### **Physical:**

- At this age males and females begin puberty and this is a stage of physical hormonal and sexual changes
- Puberty starts due to the release of hormones which are chemical messengers
- Females have a pituitary gland that controls growth and development and this will send a message to the ovaries releasing a hormone called oestrogen. Triggering puberty for females.
- Males also have a pituitary gland that controls growth and development, sending a message to the testes to release a hormone called testosterone. Triggering puberty for males.
- Primary sexual changes for males:
  1. Penis enlarges
  2. Testicles grow
  3. Sperm is produced
- Primary sexual changes for females:
  1. Sexual organs grow
  2. Ovulation and menstruation commences
- Secondary sexual changes for males:
  1. Pubic hair grows
  2. Facial hair grows
  3. Voice deepens
- Secondary sexual changes for females:
  1. Pubic hair grows
  2. Breasts develop
  3. Hips widen

### **Intellectual:**

- Secondary school plays a huge role in intellectual development at this age and then the child moves onto college or sixth form
- Learning, reading, writing, problem solving, exams, qualifications and further learning skills are gained at this life stage
- Teenagers in this life stage are likely to gain a part time job leading to increased memory and concentration skills.

### **Emotional:**

- Self-image: How you see yourself physically and how you see your personality
- Self-esteem: This is a measure of how confident a person feels about themselves. This can change.
- Self-concept: How we see ourselves, our physical attributes, personality traits.
- Tell me about emotions teenagers feel at this time- Confusion, happy, sad, frustrated, angry, upset

### **Social:**

- During adolescences individuals may begin a part time job, which will provide them with the finances to be more social and more independent.
- This change in social situations can lead to new friendships
- New management skills, teamwork and meeting deadlines will develop

## **Life stage Adulthood:**

### **Physical:**

- Adults reach physical maturity. Considered to be at the peak of their strength
- Females may become pregnant and the body changes during pregnancy. These are internal and external, as the body adjusts to the foetus.
- Lactation begins in preparation and continues after the birth of the baby. Breasts will change in size and shape
- Towards the end of this life stage woman experience perimenopause and this is the stage before the menopause.
- Perimenopause is caused by a drop in oestrogen and the ovaries stop producing eggs.

### **Intellectual:**

- At this age individuals begin to work full time
- Individuals will learn new skills,
- Increase concentration span
- Improve memory
- Promotion- new duties
- Change of jobs
- In addition to this individuals in this age group may experience:
- Stress, anxiety, worries about different pressures they encounter
- More responsibilities such as family and jobs

### **Emotional: Early, middle and late adulthood:**

- Self- image can improve as we grow older however, it can also decrease. Tell me about the emotions an individual may experience.
- Sadness
- Frustration
- Happiness

### **Social:**

- Individuals leave home and begin to learn strategies to live alone and manage finances
- At this age people tend to begin having children and this means they are now responsible for another human. Developing their independence further
- Due to the increase of responsibilities individuals may be limited on what they can do in terms of socialising.

## Factors:

You have chosen the 5 factors you want to write about. 2 physical, 2 emotional and 1 economic.

- Physical factors, to include:
  - genetic inheritance
  - experience of illness and disease
  - diet and lifestyle choices
  - appearance.
- Social and cultural factors, to include:
  - culture, e.g. community involvement, religion, gender roles and expectations
  - educational experiences
  - the influence of role models
  - the influence of social isolation
  - personal relationships with friends and family.
- Economic factors, to include:
  - income/wealth
  - material possessions.

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Set this section of your work out as follows for each factor: Please see example factors below. You need to use the ones you have chosen in your own coursework.

**Factor 1: Diet and life style choices**

Life stage 1: The impact the factor had on the individual's growth and development

Life stage 2: The impact the factor had on the individual's growth and development

Life stage 3: The impact the factor had on the individual's growth and development

**Factor 2: Appearance**

Life stage 1: The impact the factor had on the individual's growth and development

Life stage 2: The impact the factor had on the individual's growth and development

Life stage 3: The impact the factor had on the individual's growth and development

**Factor 3: Educational experiences**

Life stage 1: The impact the factor had on the individual's growth and development

Life stage 2: The impact the factor had on the individual's growth and development

Life stage 3: The impact the factor had on the individual's growth and development



**Factor 4: Role models**

Life stage 1: The impact the factor had on the individual's growth and development

Life stage 2: The impact the factor had on the individual's growth and development

Life stage 3: The impact the factor had on the individual's growth and development

**Factor 5: Material possessions**

Life stage 1: The impact the factor had on the individual's growth and development

Life stage 2: The impact the factor had on the individual's growth and development

Life stage 3: The impact the factor had on the individual's growth and development

## **Physical factors:**

### **Diet and lifestyle choices**

For this factor you need to write about the impact of the following in each of the the life stages you have chosen in the first section of your work:

#### **Diet**

##### **Infancy**

- Where do they get their nutrients from?

- Why are these nutrients needed in this life stage for physical development?
- An infant less than six months old can get all of its nutrients from breast milk or formula.
- However, once they become more active they need to be weaned onto solid food

### **Early Childhood**

- Why is a balanced diet needed in this life stage for physical development?
- What might happen to a child's intellectual development if the child didn't eat enough food?
- What happens if a child eats too much sugary/fatty food for physical, emotional and social development?
- Need a balanced diet to provide "fuel" for their activity and growing bodies
- Eating sugary, fatty foods can lead to obesity – limit their mobility & muscle development, teased, low self-esteem, negative self-image

### **Adolescence**

- Why is a balanced diet needed in this life stage for physical and intellectual development?
- What is body image like in this life stage? How might this impact on emotional development?
- Physical growth spurt so has to be fuelled by a balanced diet and regular meals
- More self-conscious of body image – lead to eating disorders

### **Early, middle and later adulthood**

- Why might adults dietary needs vary?
- What might happen if they do not have a balanced diet? How would this impact their physical development and emotional development?
- Dietary needs will depend on how much energy they need for their job and everyday life
- Might change if they are unwell or pregnant
- Physical - Could develop health problems, obesity, heart disease, diabetes

- Emotional – affect self-image, slowing of metabolism + loss of fitness?

## **Exercise**

Positive effects	Negative effects of not enough exercise
Relieves stress Can improve confidence Muscles become stronger Self-esteem is increased and so is self-image Mobility is increased	Someone will become unfit or unwell Low mood may be increased Mobility will be restricted Low self-esteem and self-image

## **Alcohol**

### **Physical impact:**

- Individual who drink a mass amount of alcohol have an increased risk of being involved in accidents, violent situations and having unprotected sex
- An individual may gain weight with excessive alcohol consumption
- Liver damage
- During childhood and adolescence alcohol can stunt the growth and development have and a negative impact on the body

### **Intellectual:**

- Concentration or focus will be effected and will impact on the learning
- During childhood and adolescence alcohol an damage brain cells – impact on thinking and memory abilities for the rest of their life

### **Emotional and social**

- Could have an impact on emotional/ social development if it affects the relationships people have
- My lead to low self-image, self- esteem, self- concept

## **Positive**

### **Emotional:**

Alcohol may help an individual feel more confident

### **Social:**

Is a good way to socialise with friends, and is a good way to meet new people.

## **Smoking**

### **Physical negative impacts:**

- Causes lung, throat and other cancers
- Raises blood pressure
- Increases risk of under-weight and premature babies
- Increases risk of heart disease
- can lead to bronchitis and respiratory diseases
- damages skin
- Reduces fitness and general health
- may cause social isolation

## **Drugs:**

### **Negative impact:**

- Can cause illness and disease such as problems with the heart and kidneys
- May reduce judgement/ability to make decisions
- May affect memory and concentration
- May cause anxiety and depression
- May negatively affect relationships
- May cause infertility in women

## **Illness and disease**

For this factor you need to write about the impact of the following in each of the life stages you have chosen in the first section of your work:

- Coughs, colds and broken limbs can all be cured with the right medicine/treatment.
- However, there are illnesses and diseases that can have a lifelong impact on an individual e.g. Cystic fibrosis & Down Syndrome.
- Illnesses and diseases have an impact on all aspects of PIES not just physically – write down as many ideas as you can think of for each part of PIES use examples of diseases to help you.

How may the above illnesses and diseases effect the PIES look at the questions below to answer in your work

### **Physical:**

- How might having an illness affect your physical development? Will your muscles grow properly? Could it affect your mobility?

### **Intellectual:**

- If you were ill you might have to miss school. What would this mean for your intellectual development?

### **Emotional:**

- How would you feel if you had a serious illness?

### **Social:**

- How might an illness stop you from seeing your friends?

# Appearance

- This factor looks at how we view our physical appearance and the way others see us physically.
- Body shape
- Facial features
- Hair and nails
- Personal hygiene
- What we wear

## Childhood:

At this age individuals become aware of the way they look and begin to develop a sense of self-image

- Physically this could make an individual more active developing a health weight for their height
- Intellectual: If an individual is worried about the way that they look then they may not be able to concentrate on a task they need to complete or their learning.
- Emotional: Depending on the way someone sees their own appearance their self-image and self-esteem may be effected in a positive or a negative way. A child may become anxious of their appearance.
- Social: Some children may not want to interact with others if they have a low self- image or self -concept.

## Adolescence:

- Puberty plays a role in the appearance.
- The body changes for both females and males
- Sometime increased weight and acne can effect appearance

- Nutrition plays a role in healthy growth and development
- Good nutrition will allow for puberty to develop
- Poor nutrition will affect the rate of development and for females menstruation may stop
- Intellectually puberty may affect the concentration levels of adolescent and which may lead to issues with learning.
- Emotionally individuals may experience anxiety, depressing, low self-esteem due to puberty and may feel confused about their physical changes
- Social isolation may present itself during adolescence due to appearance

### **Adulthood:**

- At this age individuals go through the ageing process and metabolism slows down
- This can lead to weight gain
- Low self-esteem
- Low self-image
- Physically individuals in this life stage may not be able to exercise
- Intellectually stress may effect an individual's ability to learn and concentrate on tasks they are set
- Emotionally individuals may feel depressed about the way they look and may have low self-esteem
- Some individuals may not socialise due to how they feel for example, they may feel they are 'old' and not like how they look.

## **Cultural and social factors**

- **Culture**

- Religion, community and an individual's upbringing can affect their growth and development. In your writing tell me how.

- **Education**

- Some individuals may not have benefited from their education at school for a number of reasons: They may not have enjoyed school, they may have not understood the work set for them. How did this effect their development?
- College is a choice for students to attend. What did they learn here? How did it impact them in this life stage? Did they meet new friends? Learn new information? What qualifications did they gain?

- **Role models**

- These are people we look up too.
- How do these people influence a person's ability to grow and develop?

## **Economic factors**

- **Income**

- This is the amount of money an individual receives on a regular basis
- Under this comes what people spend. This includes, bills, mortgage, shopping and their lifestyle choices



- Some people can 'live beyond their means' this means they spend more money than they earn
- Low income can limit the choices a family or individual have.
- Financial pressures lead to anxiety, stress and can have a negative impact on all areas of the PIES development

### **Material possessions**

- This is what someone owns
- How does this impact on someone's growth and development?
- If someone has a low income are they going to have the same material possessions as someone who has a high income?
- Has your case study saved for what they own today? How has this impacted them? Example: If they have saved money for their home did this effect their social development?