

BTEC Tech award Health & Social Care

Revision

Unit 3. Understanding personal development & relationships.

LIFE STAGES:

- **Infancy** 0 – 2 years old
- **Childhood** 3 – 8 years old
- **Adolescent** 9 – 18 years old
- **Adulthood** 19 – 45 years old
- **Middle adulthood** 46-65 years old
- **Later adulthood** 65+

The 4 main areas where growth & development can occur are:

1. **Physical**
2. **Intellectual**
3. **Emotional**
4. **Social**

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GROWTH

Is an increase in physical size or mass or weight

DEVELOPMENT

The way a person develops new skills and abilities/ applies to intellectual, emotional and social development.

ASPECTS OF SOCIAL DEVELOPMENT:

- **Likes to be with friends**
- **Prefers to go around in large groups**
- **Joins in with peer group activities**
- **Could try drugs/alcohol/smoking**
- **Likes going to parties**
- **May go out with colleagues from work**
- **May be attracted to members of the opposite sex**

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PHYSICAL DEVELOPMENT - MILESTONES IN INFANCY 0 – 3 years old

AGE	ACTIVITY
3 months	Babies can sit with their head held steady for a few seconds if supported.
6 months	Babies have more strength & muscle control. Can lift head, sit with support & turn their heads to look around. Can pull themselves up when their hands are grasped.
9 months	Can sit unsupported for 10 minutes. Starting to move independently by rolling or crawling. Can pull themselves to stand, & can stand for a few moment holding on to something for support.
12 months	Can get from a lying position to a sitting position without help. Can crawl rapidly. Can walk by holding onto furniture & stand alone for a few moments.
15 months	Toddlers can get to their feet alone. They can walk & crawl upstairs.
18 months	Infants can run, walk upstairs & crawl downstairs.
2 years	Infants can walk downstairs
3 years	Infants can climb on play equipment, ride a tricycle & throw & catch a ball.

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INTELLECTUAL DEVELOPMENT - MILESTONES IN INFANCY 0 – 3 yrs old

AGE	ACTIVITY
3 months	Babies make noises when they are spoken to.
9 months	Babies practise making sounds, repeating syllables like mum-mum, dad-dad. Begin to learn that the sounds their carer make mean something. Understand a couple of words like 'no' and 'bye-bye'.
12 months	Know their own name and understand several words. Understand simple commands with gestures such as 'give it to mummy'.
15 months	Understand & obey simple commands e.g. 'bring it here'. Can say a few words & understand many more.
18 months	Try to join in with nursery rhymes. Soon After this they try to put a few words together to make simple sentences.
2 years	Can use 50 words and understand many more.
2 ½ years	Infants use 200 words. Can say a few nursery rhymes. Ask questions all the time, such as 'what's that?'
3 years	Have learnt a lot more words and can carry on simple conversations with adults.

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EMOTIONAL DEVELOPMENT:

- **Babies have little control over their bodies and only have simple emotions. As they get older they develop a wider range of responses to emotions. These are connected with other forms of development.**
- **A 6 month old baby may begin to be shy of strangers and for example a 2 year old child may show they are jealous of a brother or sister.**
- **At 2 years an infant cannot control how they respond to their emotions and will often have tantrums when frustrated, by 3 they can better control their emotions.**
- **The way infants are treated by carers affects their developing self-concept, if they are encouraged & treated kindly, they will feel better about themselves.**

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SOCIAL DEVELOPMENT:

- **Newborn babies are very interested in faces & soon get to recognise their main carer. They get to know their face, voice, smell and touch. At 6 weeks old they smile at their carer – babies first social action. Baby learns to enjoy being played with by people.**
- **At 6 months old they can tell people they know from strangers. They become shy with people they do not know. They still do not understand that other people have thoughts and feelings.**
- **Up to 2 years, infants play alone (solitary play)**
- **By 2 years infants play near other children but don't know how to play with them (parallel play)**
- **By 2½ years infants are interested by other children playing, may join in for a few minutes, but still have no idea how to share playthings.**
- **By 3 they play with other children & understand how to play share (co-operative play) Can cope with being away from their carer for a few hours.**

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CHILDHOOD (4 – 10 years):

- Childhood is the life stage when people develop control over their bodies. Our emotions become more complex & we gain more control over them. We develop more communication skills & learn to relate to others.

PHYSICAL GROWTH & DEVELOPMENT

- Physical growth in childhood is more gradual than infancy, although there is a spurt between 5 – 7 years old. From 5 children develop their physical skills. They improve their co-ordination & control, can skip, throw & catch accurately & hit a ball with a bat.

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INTELLECTUAL DEVELOPMENT

- During childhood we learn to talk well. By the end of this stage we understand concepts. These are ways in which we use our minds to organise thoughts & information. Concepts include colour, number, size & symbols. The child also learns right from wrong.
- At around 5 years when the child starts school they begin to learn how to organise their thoughts. They also begin to learn new vocabulary as they listen to other children in their class and new words introduced by their teacher. They start to see things from someone else's point of view. Start to work things out, but need to see & touch things to understand & solve problems.
- **KEY WORD: EGOCENTRIC** – means only seeing things from their own point of view, this happens in infancy until a child is school age.

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EMOTIONAL DEVELOPMENT

- Children experience a wide range of emotions than infants. This is because more complicated emotions depend on other learning & developments. e.g. it is not possible to feel guilty until we understand the difference between right & wrong.
- As children get older they become better at controlling the way they respond to their emotions. They learn they should express their emotions differently in different situations.
- Children still depend on their carers & close family. How they are treated by them is still very important for their self-concept. Now there are other influences as well. As children get older they meet more people outside the family. Their self-concept is affected by their relationships with others – school friends, teachers. If they are popular in school & have lots of friends it will have a positive effect on their self-concept, being unpopular or bullied can have a negative effect.
- Having emotional stability is important in the development of the child.

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SOCIAL DEVELOPMENT

- By the age of 4, children need other children to play with. They are much better at understanding the feelings of others. They understand how to take turns. They can be separated from their main carer without distress.
- By 5 years old children are attending school, meeting lots of new children & choosing their own friends. They co-operate with other children in games & understand rules & fairness. Because children understand more about how others are feeling it becomes more important for them to have the approval of other children.
- By 7 years children are aware of the sexual differences & prefer to play with children of the same sex. This will continue until adolescence.

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ADOLESCENCE (11 – 18 years)

- This is the life stage in which people achieve sexual maturity. They also develop the intellectual skills to think in an abstract way. Adolescents start to become independent & develop a sense of their personal identity.

PHYSICAL GROWTH & DEVELOPMENT

- Both boys & girls have a growth spurt caused by the production of hormones. A boys growth spurt is usually greater than the girls. This is why adult men are usually taller & heavier than adult women. The most important physical development in adolescence is puberty, when they become sexually mature. Girls can experience puberty from around the age of 11 years, for boys this is slightly later.
- The hormones that produce the growth spurt also cause the sex organs to produce sex hormones.

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CHANGES THAT TAKE PLACE IN ADOLESCENCE:

PHYSICAL DEVELOPMENT IN GIRLS	PHYSICAL DEVELOPMENT IN BOYS
▪ Develop breasts	▪ Penis & testes grow larger
▪ Grow pubic hair	▪ Grow pubic, facial & underarm hair
▪ Hips widen	▪ Muscles develop, chest & shoulders broaden
▪ Start to menstruate (have periods)	▪ May have wet dreams, which shows they can ejaculate sperm
	▪ Larynx (voice box) grows, voice breaks & becomes deeper

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INTELLECTUAL DEVELOPMENT IN ADOLESCENCE:

- There are rapid changes in the mind as well as in the body. It is a time when adolescents learn to think in different ways. They can understand more difficult concepts than children. Learn to synthesis information – to blend information together from several different sources. They can also use their information to solve problems in their heads without having to see them.
- Sometimes this new ability to think for themselves leads to arguments between adolescents and their parents & disagreements with others. Within a peer group someone who has developed the ability to think independently can exercise power over the other members of the group.

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EMOTIONAL DEVELOPMENT IN ADOLESCENCE:

- The hormone changes that are responsible for puberty also affect their emotions. They have mood swings. They may be excited one minute & depressed the next. They may be very moody & get angry very easily. It is sometimes very difficult for them and their families to cope with these mood swings.
- At the same time they are looking for a sense of personal identity, or to discover 'who they are'. One way is by reacting against their parents' ideas about politics or religion or by drinking and smoking.
- Insecurity can be a part of adolescent emotional development. It is a time when our personality is developed, based on our individual characteristics, habits and experiences.

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SOCIAL DEVELOPMENT IN ADOLESCENCE:

- **Adolescents need to develop their independence from their parents. Their parents' opinions become less important to them than the opinions of other adolescents. It becomes very important for them to fit in with their peer group & gain their approval. It may become important to wear the right clothes or listen to the right kind of music to fit in with a group.**
- **In early adolescence teenagers tend to do things together in groups. It is in group situations that experimental behaviour takes place such as trying alcohol or drugs.**
- **With increasing sexual maturity, adolescents begin to look for a partner, they may start to experiment with sexual relationships.**

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ADULTHOOD (19 – 65)

- Adulthood is the period when the individual has achieved physical maturity. Compulsory education has finished and the young adult either tries to find work or goes onto further or higher education. Most people find a partner, leave home and start their own families. Settling into a career is an important part of adult life.

PHYSICAL GROWTH & DEVELOPMENT

- Adults are fully mature and there is little growth. Adults tend to gain weight as they age, but this is probably due more to a sedentary (inactive) lifestyle, rather than the ageing process.
- Physical development is completed early in adulthood. Physical decline starts quite early, although at first it is too gradual to notice. An important physical development for women towards the end of this life stage is menopause, between the ages 45 – 55 women's periods stop by hormonal changes, they can no longer have children. Some women feel a sense of loss when this happens.

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INTELLECTUAL DEVELOPMENT IN ADULTHOOD

- Intellectual development continues through adulthood. Getting a job involves learning new skills. If a person wants to progress in a career, these skills have to be developed and extended.
- Many skills are also needed when a person leaves home and lives independently. These include cooking and managing a home and a budget. All these have to be learned. Raising children also involves learning new skills.
- As adults age they react more slowly and find it more difficult to remember things under pressure. However to balance this they have learned from experience and are better at problem solving and making decisions. This compensates for any decline in intellectual ability over the life stage.

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EMOTIONAL DEVELOPMENT IN ADULTHOOD

- When we talk about someone behaving in a mature manner, we usually mean that they are controlling the way they respond to the emotions that they are feeling.
- When we leave home we have to be independent & self reliant to cope. Living with a partner takes a high level of emotional maturity if the relationship is not to break down when there are problems. People have to understand their own emotions & those of their partner, & be able to control the way they respond to their emotions.
- Having children means accepting new responsibilities. Babies are very demanding & this can cause a lot of stress. Adults have to be emotionally mature to cope with this.

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EMOTIONAL DEVELOPMENT IN ADULTHOOD

- If adults are not able to put the needs of the baby first then the baby may be neglected.
- If they cannot control their emotions e.g. anger, then the baby may be abused.
- If one partner is immature & jealous of the attention given to the baby then the relationship may break down.
- The jobs adults do are an important part of their identity & self concept. A person may feel proud of their job & think they have been successful in getting it. If they are not satisfied with their job, they may feel a failure.

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SOCIAL DEVELOPMENT IN ADULTHOOD

- **When young adults leave home, they have to develop new types of relationships. They may have a partner or get married, all this means making decisions, accepting responsibility & sharing. Relationships with parents change. Young adults start to relate to their parents more as equals. Parents realise that their offspring now take responsibility for themselves.**
- **Starting a job involves developing working relationships. Formal relationships like those at work where certain rules have to be followed and informal relationships such as friends – casual or social relationships.**

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LATER ADULTHOOD (65+)

- This life stage starts with retirement from work. An older adult has to get used to the idea that they are no longer a wage earner. They may no longer be responsible for others. This can cause some people to feel upset if they have not prepared.

PHYSICAL GROWTH & DEVELOPMENT

- People become shorter in later adulthood as their posture becomes less upright & their spine becomes compressed. A person can lose up to 7cm in height.
- The physical decline that started in early adulthood becomes more obvious, especially after 75 years of age.

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PHYSICAL GROWTH & DEVELOPMENT

- Skin wrinkles because of the loss of elasticity.
- Hair thins & goes grey; men often have hair loss.
- Bones are more fragile as thinning makes them lighter & more brittle, especially in women.
- Body organs are less efficient, including the heart, lungs, kidney & liver.
- Sight gets worse as the eye's lens stiffens & is less able to focus on close objects, making reading more difficult. The retina becomes less sensitive to light, so an older person may need a brighter light.
- Hearing gets worse.
- Mobility may be affected as joints stiffen.
- Sense of taste and smell is reduced.
- Older people are less sensitive to cold, making them more at risk of hypothermia.
- Balance becomes poor & fall more likely.

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INTELLECTUAL DEVELOPMENT

- Because of the gradual deterioration of the nervous system, older people have more difficulty in remembering things, especially under pressure. Their reaction times are also slower.
- However as they have more experience and judgement than a younger person, they may make better decisions as a result.
- Some older people become too confused to manage their own affairs. Confusion is different from dementia. Dementia is when actual brain cells stop functioning. This is permanent. Confusion is temporary and usually passes when the person is less flustered.

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SOCIAL DEVELOPMENT

- Later adulthood is a time of great social change for most people.
- The official age of retirement is 65 for men. Soon men and women will retire at the same age. As lifespan increases & people become increasingly active in later life, they will spend a larger part of their lives in retirement, unless the retirement age is increased.
- Some older people miss regular contact with workmates, others enjoy having more time to spend on their hobbies & interests. How people are affected may depend on their income.
- The children of older adults will probably be adults, living their own lives, sometimes far away. The older person may feel isolated & not needed, they may have the pleasures of grandchildren, without being responsible for them
- They may suffer bereavement (death) of close friends, partners, relatives) They have to adapt to a smaller social circle.

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FACTORS THAT AFFECT GROWTH & DEVELOPMENT

Growth & development are affected by a number of different factors:

- Physical factors
- Economic factors
- Social & emotional factors
- Environmental factors

PHYSICAL FACTORS:

GENETIC INHERITANCE

- Genes are found in every cell in our body. They control our characteristics.
- Some genes cause diseases that affect the way that people develop.

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PHYSICAL FACTORS:

- Genetic disorders can sometimes cause physical & learning disabilities. Sometimes they result in early death. Some of these genetic disorders can be hereditary.
- Nature V. Nurture. By nature we mean the genetic influences on our development. Nurture is about all the other influences. These are often called environmental factors. These are things around us that can influence us such as family, education and where we live.
- Our environment can affect our development for example if we live somewhere & the crime rate is high we may be afraid to go out in case we are mugged & our personal development would be affected. We may not feel well enough to go out by ourselves or at night, this may cause a person to become scared and socially isolated.

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PHYSICAL FACTORS:

- Many people consider that development is influenced by both nature (the qualities we are born with) & nurture (how we are influenced when we are young by the environment & people around us).
- Diet can affect development. It is a social activity as well as for health & well being. A well balanced diet is needed for physical growth & development
- Physical activity affects development by helping to meet our emotional & social needs by reducing stress, relieving depression & improving self esteem.
- Illness & disease may have short or long term physical effects.

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SOCIAL & EMOTIONAL FACTORS:

The social & emotional factors that can affect development include:

- **Gender (male/female)**
- **Family relationships**
- **Friendships**
- **Educational experiences**
- **Ethnicity (race) and religion**
- **Life experiences including birth, marriage, divorce & death**

GENDER:

- **Gender is not the same as sex. An individual's sex depends upon their genes. It is about the way society expects people of each sex to behave. It affects the individuals opportunities because some jobs, sports or activities are seen as appropriate for either male or female.**

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- In childhood gender affects the types of toys that we are given to play with or the sports we play at school.
- In the workplace there are laws against discrimination on the grounds of gender. Some people think that some jobs are more suited to men and others to women. This called a stereotype. Things are improving.
- The effect of family relationships on growth & development can be a major influence on life opportunities. A child's social class depends on their parents and can influence the opportunities that we have.
- An adults social class is based on economic (money) factors and the job they do. Someone who didn't stay on at school may not expect their children to stay on etc.

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- The effect of friendships on growth & development is important, as people need someone to share things with. They listen, share our good times, share our activities and interests. Plus we hope they are there for us when we need them.
- Sometimes friends can be a bad influence as we may do things we know are wrong to try and please them.
- Educational experiences and achievement affect growth & development by affecting the range of jobs available. Research has shown people with a higher level of education look after their health & the health of their children better.
- Employment & unemployment affects growth & development as working benefits PIES. A job provides an income & is stimulating and can improve self-concept, self-esteem and confidence.

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- Ethnicity (race) and religion affects growth & development as they are part of someone's culture. People feel they belong to a group. People who are classed as an ethnic minority group may have their development influenced by discrimination, this means being treated unfairly because of their race or religion.
- Life experiences such as birth, marriage, divorce also affect growth & development.

ECONOMIC FACTORS - (things to do with money)

- Income (the amount someone earns) is important – someone who earns more money may have more choice over where they live, the food and items they choose to buy & the lifestyle they leave. Someone with a poorer income may have to live in poor quality housing, rely on public transport & have little choice over what they can buy for food and clothing. Lower income people tend to have shorter lives, become more ill & more likely to smoke & drink.

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- **Savings are important as they help people to meet their needs and for the unexpected.**
- **Debts are important because they have to be paid. This means less income is available to spend on things we need now.**
- **Material Possessions are important for meeting physical needs. Life is much more comfortable with appliances like cookers, vacuum cleaners & washing machines.**
- **Economic factors affect the way that people can meet their physical needs but they also affect intellectual, emotional & social needs. Being able to afford things makes us happy. People who can't may be ashamed.**

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ENVIRONMENTAL FACTORS

- Environmental factors are the conditions that people live in:
 - Housing Conditions
 - Pollution
 - Access to health & welfare services

Housing Conditions

- Good quality housing usually has a positive effect on people and poor quality housing is more likely to have a negative effect. e.g. If a child is brought up in a poorly maintained high rise flat it may suffer physical problems if the flat is damp & difficult to heat, children may get respiratory illnesses. If the flat is cramped & its not easy to get outside then the infant does not have a very stimulating environment to explore. The mother will suffer from stress & this may affect the way she handles the child, having an effect on their emotional development.

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Pollution

- Pollution means the release of harmful things into the environment. Noise pollution such as that from transport, industry can be a problem as can aircraft and train lines for those living near them, or neighbours playing music too loud which can ruin someone's quality of life and cause them stress. Exposure to very loud noise can result in deafness.

Access to health & welfare services

- Access to health & welfare service is very important for peoples health & well-being. If they can access them easily they are more likely to use the services, which will help them to be more healthy.

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EFFECTS OF RELATIONSHIPS ON PERSONAL DEVELOPMENT

Family Relationships

There are different types of families:

Nuclear families – parents and children living together in a single household.

- **Lone parent families** – Mother or father living with the children bringing up them alone. This may be due to one parent dying or to separation or divorce.
- **Step-families** – where a single parent re marries.
- **Extended families** – where a family is very large and grandparents or aunts & uncles also live together with parents and children under the same roof.
- **Foster families** – who provide a family for children who cannot live with their natural parents. Some children have to live in residential homes. They may be adopted by another family.

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Positive Family Relationships

Provide:

- Love
 - Support
 - Protection
 - Sharing
 - Responsibility
 - Care
 - Mutual support
- When a relationship breaks down the people involved get hurt.

Negative family relationships can develop for a variety of reasons:

- Financial problems
- Partners (parents) no longer in love & finding someone else
- The death of a child
- Children putting a strain on the relationship of the parents

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Siblings

- Is another way of saying brother or sister. Most people are very protective towards their siblings, although they may quarrel from time to time.
- When a new baby is born any older children may become jealous of the attention the new baby gets.

By the time a child reaches 8 years old they will have developed relationships with all the following:

- Mother & father
- Siblings
- Grandparents
- Other family members e.g. aunts & uncles
- Playgroup leaders
- Neighbours
- Teachers

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Friendships

Friendships support our need to have companionship and boost our self-esteem. There are different types of friendship:

- **Close friends** – people you can trust and share secrets with. Who you share the same interests and do things together.
- **Other friends** – people you like that you might see quite often but probably not share secrets with.
- **Associates** – people you meet from time to time at school or work.
- **Acquaintances** – people you say hello to when you see them but would not spend long periods of time with.

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Features of friendships:

- **Sharing**
- **Being honest with one another**
- **Providing mutual support**
- **Giving reassurance**
- **Providing stimulation**
- **Making each other feel valued as individuals**
- **Loyalty**

Intimate personal & sexual relationships:

- **Often we use parents as role models for this type of relationship. It involves being very close to someone and being sensitive to the need of the others.**

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Working relationships:

These could include:

- **Student and teacher**
- **Peers**
- **Employer & employee**
- **Colleagues**

Good working relationships should provide the following:

- **Respect**
- **Reliability**
- **Sharing**
- **Mutual support**
- **Cooperation**
- **Honesty**
- **Trust**

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The effects of positive and negative relationships:

A POSITIVE RELATIONSHIPS can mean:

- Having someone to share an interest
- Knowing that you are loved and liked
- Having someone for whom you can provide support in times of need
- Having someone to support you in times of need

Examples:

Getting on well with parents



a sense of self worth
feeling good about ourselves
learning to value others

Getting on well with friends



social activities
learning to be sensitive to others
development of skills

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Examples:

Getting on well with people in authority.



a sense of self worth
a feeling of self respect
new colleagues
getting on well at work

Getting on with a sexual partner



increased responsibilities
giving & receiving emotional support
feeling valued
feeling loved

NEGATIVE RELATIONSHIPS

Negative & poor relationships are likely after time to contribute to poor health. We may find it hard to get on with friends and family or people in authority.

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Examples:

Poor relationships with parents



no self respect
may join in activities that are bad for us
no respect for others

Poor relationship with friends



no sharing skills
not learning to be sensitive to others
loneliness
not developing social skills

Poor relationships with people
in authority



loss of job
poor results in exams
not getting on with peers or
colleagues

Poor relationships with a sexual
Partner



unable to meet responsibilities
not giving/receiving emotional
support. Not feeling
self

valued, lack of
respect

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EFFECTS OF ABUSE, NEGLECT & PERSONAL SUPPORT

Physical abuse – being hit

Sexual abuse – being raped or assaulted

Verbal abuse – being shouted at or insulted

Emotional abuse – being made to feel that we have no value, constantly criticised or belittled

SELF-CONCEPT

- What we believe we are like as a person
- What we believe that other people think about us

A persons self-concept is affected by:

Age, appearance, gender, culture, emotional development, education, relationships with others, sexual orientation and life experiences.

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THE EFFECTS OF LIFE EVENTS ON PERSONAL DEVELOPMENT

Life events are either EXPECTED or UNEXPECTED.

EXPECTED e.g. starting school, puberty, eventually dying.

UNEXPECTED e.g. being in an accident

LIFE EVENTS THAT OCCUR:

- Relationship changes – marriage, divorce, living with a partner, a birth, death of a friend or relative.
- Physical changes – Puberty, accident or injury, menopause.
- Change in life circumstances – moving house or away from home, starting school, starting work, retirement, redundancy, unemployment

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THE EFFECTS OF LIFE EVENTS ON PERSONAL DEVELOPMENT

SOURCES OF SUPPORT:

- **Partners, family & friends – INFORMAL CARERS**
Can help provide physical, social, emotional & social support. Talking and emotional support physical support such as cooking or cleaning for us.
- **Professional Care Workers - & services**
Home Care Assistants – help with shopping, around the house.
GP – medical care and checks
Social Worker – assess clients needs
Occupational Therapist – assesses how a clients home needs to be assessed.
- **Voluntary & Faith Based – Citizens Advice Bureau – refers people to specialist services**
organisations
National Childbirth Trust – preparing for parenthood
Relate – couples with relationship/marital problems
CRUSE – helps people if someone has died

GLOSSARY OF KEY WORDS

Bereavement – someone close to you dying

Care need – someone who needs the service of a health, social or care service

Care setting – a place where people are looked after

Client – a person who has a need & is helped by a trained person

Code of Practice – a set of guidelines within which people have to work

Companionship – having someone around to stop you from being lonely

Confidentiality – keeping information to oneself

Data Protection Act – law that is to do with information that is kept about clients

Dependent – needing help from others, not able to do things for oneself

Early Years Service – care & education of children up to 8 years old

Economic – anything relating to money

Empower – encouraging people to be independent

Environmental – to do with your surroundings

Expected – something you know is going to happen

Hereditary – characteristics passed on our parents

Mobility – ability to move

Non-statutory – not required by law

Poverty – being poor

GLOSSARY OF KEY WORDS

Psychological – relating to the mind

Sedentary – inactive, not getting very much exercise

Self-awareness – knowing ourselves, including our strengths & weaknesses

Self-concept – how we see or think about ourselves

Self-esteem - the value you attach to yourself and your skills

Self-image – how a person sees him or herself

Self-referral – taking yourself to see a health, social or early years care worker

Service provider – organisation that supplies help in an organised way through people trained in health, social or early years

Sibling – a brother or sister

Stability – things not changing, staying the same

Statutory – by law

Unexpected – when something happens by surprise, not planned

Values – a worth or standard

Voluntary – usually working unpaid

Vulnerable – risk of harm

Good Luck!