

# Health and Social Care

## RO33: Supporting individuals through life events.



### Key Terms:

- Fine motor skills – Actions that require small movements, for example writing, threading and playing with dough.
- Gross motor skills – Actions that require large movements, for example running, jumping and skipping.
- PIES: Physical, Intellectual, Emotional, Social.
- Milestones – Key points in development, for example when a baby sits, crawls or walks for the first time.
- Puberty- The process of bodily changes that occur during adolescence, as a child grows into an adult capable of sexual reproduction.
- Cognitive Development – The construction of thought processes, including remembering, problem solving and decision making, from childhood through to adulthood.
- Abstract thinking – Being able to solve problems using imagination



BOYS		GIRLS	
1	Testes and scrotum grow.	1	Breasts grow.
2	Pubic hair develops.	2	Pubic hair develops.
3	The body grows taller.	3	The body grows taller and curvier, and the hips widen.
4	Hair develops under the arms and on the face, body, arms and legs.	4	Hair develops under the arms and on the arms and legs.
5	Oil glands in the skin produce more oil, which can lead to pimples and acne.	5	Oil glands in the skin produce more oil, which can lead to pimples and acne.
6	The penis grows.	6	Menstruation begins.
7	Sweat production increases.	7	Sweat production increases.
8	Muscle growth occurs.		
9	The voice deepens.		

- Peer Group- A group of people, usually of the same age, who have similar interests, background and social status. A peer group can influence the behaviour of group members.



- Neutral growth – Any growth of the nervous system.
- Disability – A physical impairment or weakness that affects an individual's ability to do daily activities.



- Holistic Care – Looking after the whole person, for example physically, intellectually, emotionally, socially and spiritually.
- Bereavement – Coping with change following the death of someone very close.
- Statutory care – Services that are provided and paid for by the government such as the NHS
- Domiciliary care agency – An organisation that provides care and support to individuals in their own home.
- Homeostasis – How the body adjusts to maintain a constant and steady state. For example, blood sugar levels are kept constant by the supply of insulin from the pancreas.

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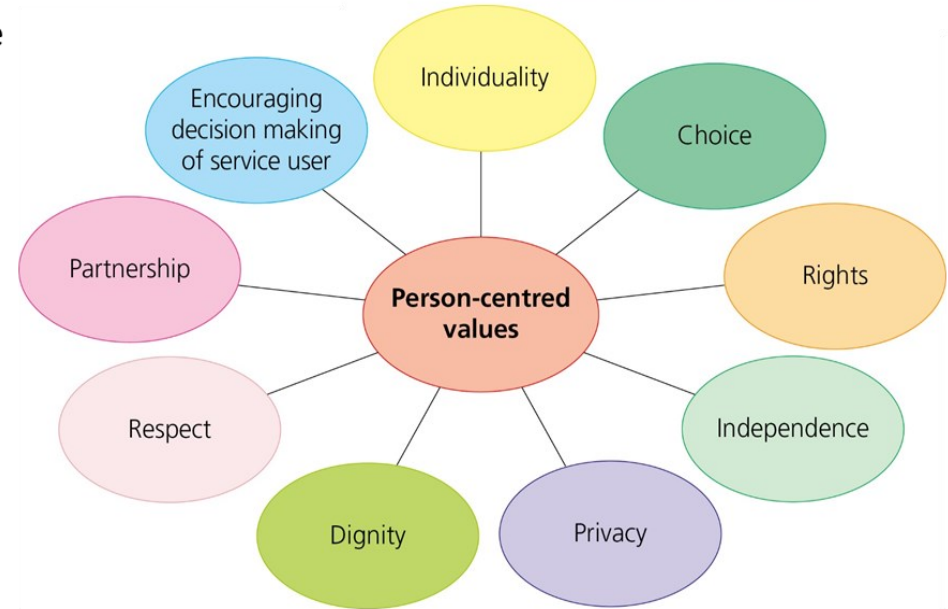
## RO33: Supporting individuals through life events.

### Life stages:

As we age and develop we move through different chapters in our lives, these are known as life stages. During each life stage you will experience different events which can make you develop in a number of different ways. The life stages that you will learn about are below:

Life stages and key milestones of growth and development for age groups:

- 4-10 years (childhood)
- 11-18 years (adolescence)
- 19-45 years (young adulthood)
- 46-65 years (middle adulthood)
- 65+ years (older adulthood)



### Factors affecting growth and development:

Factors affecting growth and development across life stages:

As we move through life stages there can be factors that influence how we go through them or how we handle them.

Physical factors – diet, nutrition, activities, lifestyle choices, genetics,  
 Social factors- relationships, social inclusion/ exclusion, discrimination,  
 Emotional factors- anxiety, fear, sadness/ happiness, grief, security,  
 Economic factors – income, employment, debts, wealth, education,  
 Cultural factors- community, religion, race, gender identity,  
 Environmental factors – housing needs/ condition, access to services,

**Discrimination**  
 Discrimination is the...  
 prejudicial treatment ac...  
 Discrimination against...  
 disallowing one from...  
 recognized as empl...  
 discrimination

### PIES:

During each life stage you will develop in a number of different areas which are known in health and social care as PIES. This stands for:

- P – Physical: fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics.
- I – Intellectual: language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities.
- E – Emotional: love, bonding, different attachments, independence, self-confidence, self-image, self-esteem, affection.
- S – Social: social skills, responsibilities, developing new relationships, maintaining relationships

At each life stage you will develop/ or there will be changes in each one of the PIES developmental areas, below are some of the examples that may occur during your lifetime.

### Motor Skills:

Motor skills are something most of us do without even thinking about them. Motor skills are divided into gross and fine. Gross motor skills use the large muscles of the arms, legs, and torso. Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes.

#### Gross motor skills:

- Sitting
- Crawling
- Running
- Jumping
- Throwing a ball
- Climbing stairs



#### Fine motor skills:

- Handwriting
- Picking up small objects
- Play jigsaw puzzles
- Tying shoe laces



### Examples of practitioners may include:

- GP,
- nurse,
- midwife,
- specialist doctor,
- physiotherapist,
- dietician,
- social worker,
- counsellor,
- occupational therapist,
- health care worker,
- physiotherapist,
- charity workers.



### Life events and their impacts.

Expected and unexpected life events. A major event that changes a person's status or circumstances, such as giving birth, marriage, divorce, death of spouse, loss of job. Events that take individuals by surprise as they do not know that they are going to happen, they are unplanned. Some examples are having an accident or an unexpected death.

#### Expected and unexpected life events:

- Physical events

**Examples** of physical events may include: accident/injury, ill health, genetic disorders, puberty, menopause.

- Relationship changes

**Examples** of relationship changes may include: starting/ending relationships, divorce, parenthood, bereavement.

- Life circumstances

**Examples** of life circumstances may include: school starting/ changing/ exclusion, redundancy, bankruptcy.



### Impacts of life events on individuals:

- Physical: illness/tiredness, pain, weight loss/gain, mobility, appearance.
- Intellectual: adapting to change, learning new skills, learning impairment.
- Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image.
- Social: lifestyle choices, personal relationships with friends and family.
- Financial: change in income, increased costs, change in wealth.
- Weight gain – dietary advice and support.
- Stress/anxiety – coping mechanisms, someone to talk to, mental health support.
- Loss of income – financial advice and support.
- Learning impairment – specialist support, independent living, equipment.



### Types of services:

**Formal:** hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres (addiction or injury).

**Informal:** family/friends, religion/culture.

**Charities:** Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities.

### Who can provide support:

- Practitioners
- Informal caregivers
- Formal caregivers



## Learning Objectives

<b>Topic Area 1:</b> Life stages	<b>1.1</b>	Life stages and development	
<b>Topic Area 2:</b> Impacts of life events	<b>2.1</b>	Life events and their impacts on individuals	
<b>Topic Area 3:</b> Sources of support	<b>3.1</b>	Sources of support that meet individual needs	

## Marking Criteria Key words.

**Brief/Briefly** - Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples

**Limited** - Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding. Work produced is a starting point rather than a developed process, concept or output.

**Sound** - Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed. Applies understanding and skills to produce the wanted or intended result in a way that would be useable.

**Adequate(ly)** - Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.

**Comprehensive(ly)** - The work produced is complete and includes everything required to show depth and breadth of understanding. Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.

## NEA marking criteria

Unit R033 – Topic Area 1: Life stages		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<b>Brief</b> description of growth and development of the individual through the life stage, using PIES.	<b>Sound</b> description of growth and development of the individual through the life stage, using PIES.	<b>Comprehensive</b> description of growth and development of the individual through the life stage using PIES.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
<b>Limited</b> explanation of how the growth and development of the individual has been affected by <b>two</b> of each of the specified factors.	<b>Adequate</b> explanation of how the growth and development of the individual has been affected by <b>two</b> of each of the specified factors.	<b>Comprehensive</b> explanation of how the growth and development of the individual has been affected by <b>two</b> of each of the specified factors.
Unit R033 – Topic Area 2: Impacts of life events		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<b>Brief</b> description of <b>two</b> life events and the life stage they occurred in for the individual chosen.	<b>Sound</b> description of <b>two</b> life events and the life stage they occurred in for the individual chosen.	<b>Comprehensive</b> description of <b>two</b> life events and the life stage they occurred in for the individual chosen.
MB1: 1–4 marks	MB2: 5–8 marks	MB3: 9–12 marks
<b>Limited</b> explanation of the impacts of the life event on: <ul style="list-style-type: none"> <li>physical</li> <li>intellectual</li> <li>emotional</li> <li>social</li> <li>financial.</li> </ul>	<b>Adequate</b> explanation of the impacts of the life event on: <ul style="list-style-type: none"> <li>physical</li> <li>intellectual</li> <li>emotional</li> <li>social</li> <li>financial.</li> </ul>	<b>Comprehensive</b> explanation of the impacts of the life event on: <ul style="list-style-type: none"> <li>physical</li> <li>intellectual</li> <li>emotional</li> <li>social</li> <li>financial.</li> </ul>
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
<b>Limited</b> explanation of the needs of the individual, based on the impacts of the life event.	<b>Adequate</b> explanation of the needs of the individual, based on the impacts of the life event.	<b>Comprehensive</b> explanation of the needs of the individual, based on the impacts of the life event.