

## Main life stages

### GETTING STARTED

Alice will be 90 this year. What do you think is the most logical way to break down her life course into six stages of growth and development? Discuss and compare your ideas with a partner.

Life stages are a guide to help you understand the usual patterns of growth and development. There are six stages, and people living to older age pass through each stage.



■ An older person will pass through each of the six life stages

### KEY TERMS

**Characteristic** is something that is typical of people at a particular life stage.

**Life stages** are distinct phases of life that each person passes through.

### What happens at each life stage?

During the course of a person's life, they will progress through a number of life stages. Looking at development as a number of stages, and understanding their **characteristics**, helps health and social care workers to understand how people usually develop at each life stage and recognise developmental problems or delay.

Think about each life stage for Alice, who will celebrate her 90th birthday this year. She has lived through six **life stages**. Imagine how her growth and development have changed over each of those life stages.

- In her first life stage, Alice would have experienced rapid growth and development. She was totally dependent on her parents for all her needs.
- In her second life stage, Alice developed her physical skills further. This helped her to do things for herself so she became more independent.
- In her third life stage, Alice went through physiological and emotional changes as she progressed towards adulthood.
- In her fourth life stage, Alice reached physical maturity. This was her most fertile stage (when her body was ready to have babies) so it was the time she started a family.
- In her fifth life stage, Alice noticed changes in her body systems and appearance: her hair started to go grey, and her menstrual cycle became less frequent and gradually stopped. Towards the end of this stage she noticed the effects of ageing, her energy levels dropped, her skin became less smooth and she developed wrinkles.
- In her sixth and final life stage, the effects from her fifth life stage have now become more noticeable. Alice experiences more difficulty in carrying out tasks and recalling information.

These six life stages above and in Table 1.1 are a useful guide. However, you need to remember that everyone is unique. They may not show characteristics of the next life stage at exactly the same age.

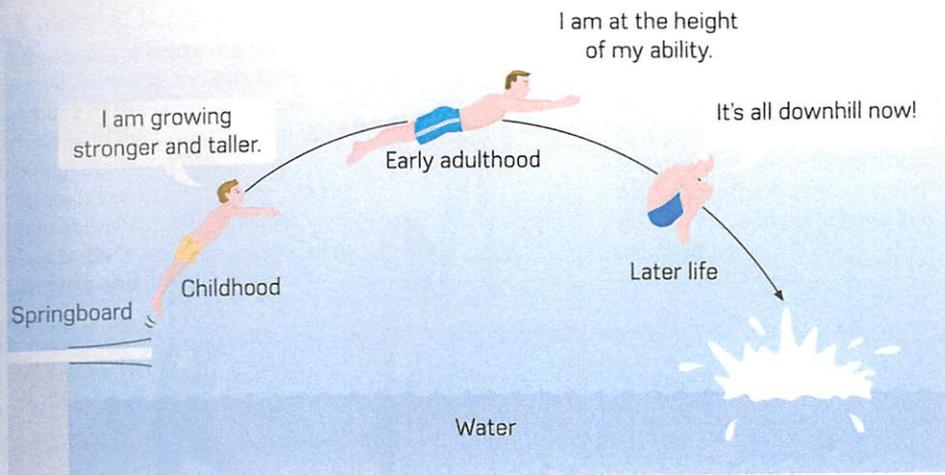


Figure 1.1: Does this model help to explain Alice's life course?

## ACTIVITY

- 1 Watch a video clip showing how people develop across the course of life and think how this could be separated into six life stages. Label each life stage.
- 2 Using your knowledge and the video clip, note at least one key characteristic of each life stage.
- 3 Compare your ideas with others. Give reasons for your decisions about each life stage.
- 4 Draw a timeline to illustrate your own life. Separate it into the actual life stages you must study in this component. What developmental changes have you experienced so far? What changes do you expect in the future?

## DID YOU KNOW?

The oldest person in the UK was Gladys Hooper. She died in 2016, aged 113.

Table 1.1: You will need to learn about development across each of these life stages

Age group	Life stage	Developmental progress
0–2 years	Infancy	Still dependent on parents but growing quickly and developing physical skills
3–8 years	Early childhood	Becoming increasingly independent, improving thought processes and learning how to develop friendships
9–18 years	Adolescence	Experiencing puberty, which brings physical and emotional changes
19–45 years	Early adulthood	Leaving home, making own choices about a career and may start a family
46–65 years	Middle adulthood	Having more time to travel and take up hobbies as children may be leaving the home; beginning of the ageing process
65+ years	Later adulthood	The ageing process continues, which may affect memory and mobility

## CHECK MY LEARNING

- 1 Watch the video clip again. What other key characteristics at each of the life stages can you identify? Add them to your notes.

## Areas of growth and development

### GETTING STARTED

Can you identify each area of development?

### KEY TERMS

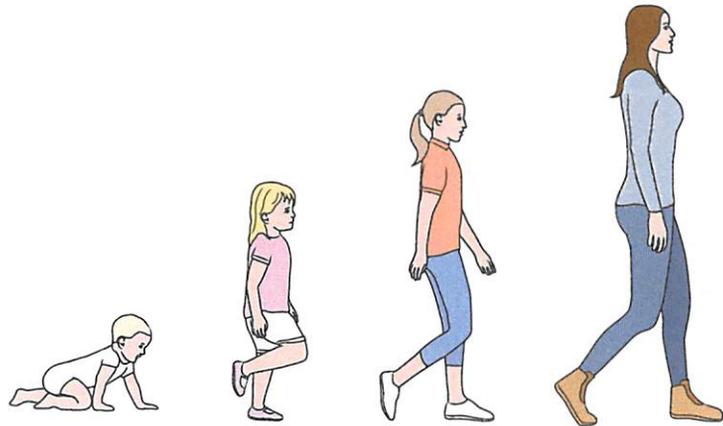
**Growth** describes increased body size such as height, weight.

**Classification** involves grouping similar things into a category.

**Development** involves gaining new skills and abilities such as riding a bike.

Human **growth** is broken into four **classifications**, or areas of **development**. Here you will learn about these areas and how they relate to the life stages.

Growth does not happen smoothly. Infants reach half their adult height at between 2 and 3 years old. Growth continues into adolescence when there are growth spurts. By early adulthood people have reached their full height.



■ Figure 1.2: Our different stages of growth from infancy to adulthood

Development continues throughout life, although in the early stages development is at a faster rate. In later adulthood, development begins to slow down.

Development takes place in each of the following four areas:

- physical
- intellectual
- emotional
- social.

### DID YOU KNOW?

The word PIES is an acronym for the four areas of development: physical, intellectual, emotional and social. It will help you to remember these classifications.

### ACTIVITY

- 1 Write down the four classifications (areas) of development.
- 2 In groups, discuss what each classification means when describing a person's development. Agree on a definition and share your ideas with the class.
- 3 Return to the lifeline you drew in the previous lesson. Make links from each of your examples to each area of growth and development.
- 4 Look at photographs of people of different ages. You can use newspapers or magazines for this. Describe what is happening in each photograph and identify the area of development each photograph illustrates. Can you identify the life stage of each individual?

**I**ntellectual development – describes how people develop their thinking skills, memory and language – for example, being able to learn, remember and recall information.

**E**motional development – describes how people develop their identity and cope with feelings – for example, developing confidence to try new things and learn how to adapt to change.

**P**hysical development – describes growth patterns and changes in mobility of the large and small muscles in the body that happen throughout life. For example, infants begin to walk at around 13 months and can pick up small objects. By 3 years they can pedal a tricycle and draw a shape.



**S**ocial development – describes how people develop friendships and relationships – for example, developing the confidence and skills to join and participate in a group situation.

**DID YOU KNOW?**

Intellectual development is sometimes referred to as cognitive development.

■ Figure 1.3: PIES – try to learn what P, I, E and S each stand for

Although you will study each area of development, it is important to remember that these four areas make up the whole person. Development does not happen separately; it is linked across all four areas. For example, without good communication skills (linked to your intellectual development) it is difficult to build friendships (linked to your social development).

**CHECK MY LEARNING**

- 1 Draw a large 'pie' shape and divide it into four equal pieces. Write one area of development in each quarter.
- 2 Identify two or three examples of how a person develops in each area.

## Physical development – types

### GETTING STARTED

Physical development is classified into two types: gross motor development and fine motor development.

Create a model using pipe cleaners or cut out a paper shape using scissors. Next, use your whole body to jump up and down or step up on a chair. Describe the muscles and skills that you use for each of these activities.

### How we develop

Have you ever really concentrated on your physical activity? Have you noticed that sometimes you use different parts of the body – some large movements, and some very small movements? Take a look at Table 1.2, which gives more detail.

■ Table 1.2: Two types of physical development

Type of development	What it describes
Gross motor development	The skills acquired to control and coordinate large muscles – legs, arms and torso (trunk of body)
Fine motor development	The skills acquired to control and coordinate small muscles – hands, fingers and toes

### DID YOU KNOW?

People lose height in later adulthood. By the time they are 80 years old, they may have lost as much as 5 cm. This is because of their change in posture (they may stoop) and compression on their spine.

In later adulthood, our joints become stiffer and our muscles weaker. This results in people becoming less mobile and losing the fine motor control they had in childhood.

### ACTIVITY

All the activities you take part in involve your large and/or small muscles. For example, you may manipulate materials using finger muscles in art, but which muscles do you use in sport? Watch a video clip of adults taking part in physical activities.

As you watch, note:

- how each person is using large muscle groups – think about how they balance and how they coordinate movements
- how people use the small muscle groups – think about how they manipulate objects, grip them and use hand-eye coordination.

## Early stages of development

Here are three key things to help you understand the early stages of physical development.

### 1. Top to toe

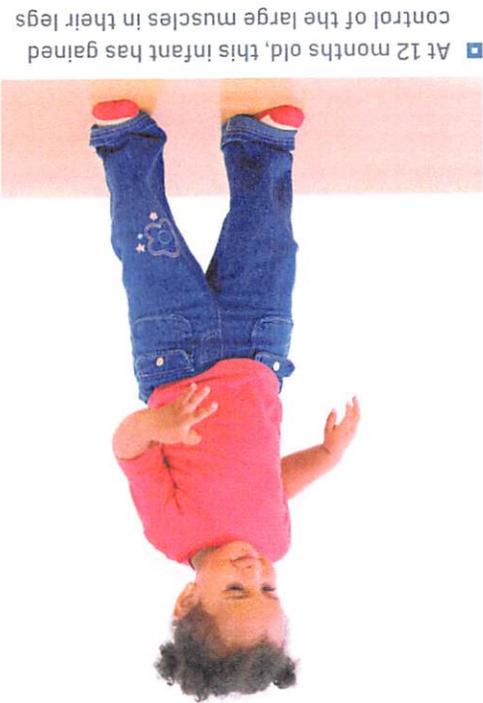
Development starts from the head down. Infants start by gaining control of their head before their back muscles and legs.

### 2. Inner to outer

Control starts from the body and moves out to the limbs, toes and fingers. Infants can control movements in their whole arm to reach out before they can use finger muscles to hold an object.

**3. Same patterns at different rates**

All infants and children pass through the same stages but they may do so at different ages. For example, some infants may walk at 11 months though others might not walk until they are 14 months.



**CHECK MY LEARNING**

Discuss with your parent(s) or an adult who knows you well, how old you were when you first used gross and fine motor skills for:

- sitting without help
- crawling
- walking
- riding a bike
- controlling a pencil
- building with blocks.

## Physical development in infancy and early childhood

### GETTING STARTED

Use your 'Check my learning' activity in the previous lesson. Compare with a friend the ages you reached each new physical stage. You may have ridden a two-wheeler bike by the age of 5 but your friend may have been 6.

### KEY TERMS

**Infancy** begins from birth to 2 years.

**Infancy** is a time of rapid growth and physical development. At birth, infants have little control of movement but by the age of 2 they can walk, run and climb.

### Development of physical skills

The development of gross and fine motor skills is essential for infants' and children's health, learning and independence. Knowing the usual pattern of development helps professionals to support development. Take a look at Table 1.3 for some more details.

■ Table 1.3: Expected development of physical skills from birth up to 3 years

Age	Gross motor skills	Fine motor skills
Birth up to 6 months	Lifts up head and chest when lying on front at around 3 months At 5–6 months will roll over from back onto stomach	At 3 months can hold a rattle for a few moments By 5–6 months will reach out and hold a toy
6 months up to 12 months	Sits without help at around 8 months Can walk holding onto furniture at 11–12 months	At 6 months can grasp and pass an object from one hand to another By 9 months can grasp things between finger and thumb
12 months up to 18 months	Walks at around 13 months Climbs stairs by 18 months	At 12 months can pick up small objects in finger and thumb and hold a crayon to scribble with
18 months up to 2 years	Can kick and throw a large ball Can propel a wheeled toy	Builds a tower with blocks By 18 months can feed self with a spoon
2 years up to 3 years	At 2 years can walk upstairs At 2.5 years will jump off a low step	Draws lines and circles with a crayon Can turn pages of a book

The skills and abilities described at each stage are referred to as milestones. Milestones have been developed by:

- observing a large number of infants and children at different ages
- identifying the stage of development most of the children have reached.

Of course, all children are individual.

- Some do not reach milestones at the suggested ages.
- Others reach them earlier than expected.

### ACTIVITY

- 1 Watch videos of infants at play. Note the physical skills used. Share your notes with a partner, and list all your examples under 'gross motor skills' or 'fine motor skills'. Discuss reasons for your choice.
  - 2 Research gross and fine motor milestones for children aged 3 to 8 years.
- Produce a table with ages 3, 4, 5, 6, 7 and 8 years listed.
  - Give at least one example of gross and fine motor skills for each age group.
  - You could use examples from a video clip (teacher will advise), information from child development books and examples from this lesson.

## Early childhood 3 to 8 years

At this stage children continue to make great progress in their physical skills.

- By the age of 5 years, children will have developed the physical skills needed for everyday activities – for example, dressing, washing and using a knife and fork. This helps them to become independent.
- By the age of 8 years, children will have good control, coordination and balance, which helps them to take part in physical games and sports.

Figures 1.4 and 1.5 give you some examples of physical development milestones in early childhood.



Figure 1.4: At ages 3–7, children generally have these gross motor skills

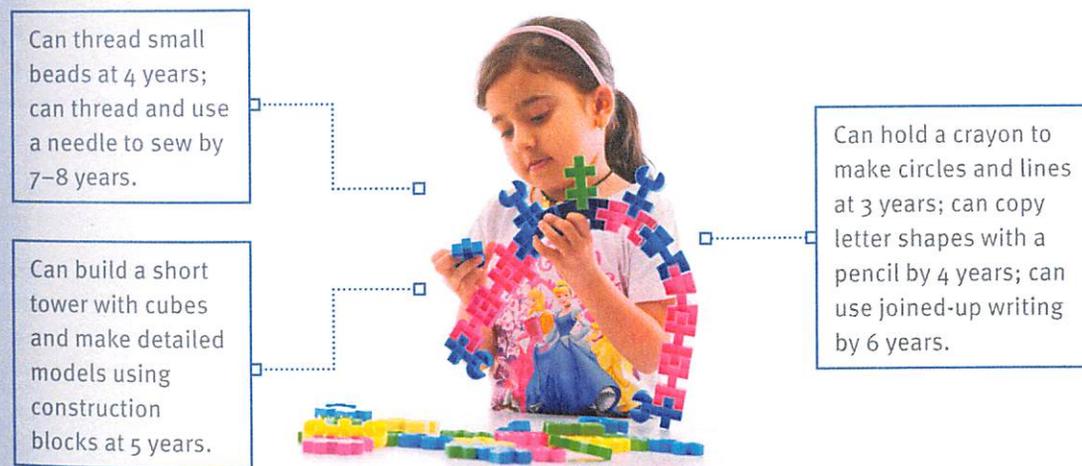


Figure 1.5: At ages 3–8, children generally have these fine motor skills

### CHECK MY LEARNING

Observe infants and children in your own family or watch video clips (teacher can advise). Can you identify the gross and fine motor skills they are already using? Suggest activities to help them develop these gross and fine motor skills.

## Physical development in adolescence and early adulthood

### GETTING STARTED

What changes might parents/ carers notice when their children move from childhood into adolescence? Think about physical and emotional development.

Adolescence is a time when there can be sudden physical and emotional changes. Parents often complain that their children become difficult and argumentative at this life stage. Why is this?

### Adolescence 9 to 18 years

In your school you will have noticed there are sometimes huge differences in heights and builds of young people in the same class and the same age.

Young people notice many physical changes happening over a short period of time. Adolescents may appear not to grow for a while and then grow rapidly. Boys can grow as much as 8 cm each year. You may be tired of older relatives and friends saying, 'Haven't you grown!' There will be a noticeable change in body shape and size. As well as an increase in height:

- boys will become more muscular
- girls will find their hips widen.

This growth is linked to the onset of puberty.

### Puberty

Puberty is a process towards sexual maturity, preparing adolescents for reproduction. It starts when hormones are released from the pituitary gland. Hormones send chemical messages to:

- the ovaries in girls
- the testes in boys.

This results in physical changes to the body.

Puberty happens at different ages for different people:

- girls experience puberty at around 10–13 years
- boys experience puberty a little later, at around 12–15 years.

### Physical signs of puberty

In boys:

- the larynx (voice box) grows, causing the voice to deepen (break)
- muscles and strength increase
- penile erections may occur
- facial hair appears
- the testes produce sperm.

In girls:

- breasts begin to grow and nipples begin to protrude
- hips widen and fat layers increase on the buttocks
- menstruation begins
- sexual organs, the uterus and vagina grow.

In boys and girls:

- pubic and underarm hair grows
- there are growth spurts.

Physical changes, or 'characteristics', can be classified as primary or secondary sexual characteristics.



## Primary sexual characteristics

These characteristics are present from birth but do not mature until sex hormones are released. These characteristics are essential for reproduction. They include processes such as:

- ovulation in girls
- the enlargement of the testicles and the production of sperm in boys.

## Secondary sexual characteristics

These are physical characteristics and signs that indicate the change from childhood towards adulthood. They are not a necessary part of the reproductive system. For example:

- one of the first signs for girls is the development of breasts
- one of the first signs for boys is the growth at the base of the penis of pubic hair.

### ACTIVITY

- 1 Carry out research on the physical changes adolescents experience during puberty. Identify the type of change. Is it a primary or a secondary sexual characteristic? Record your information.
- 2 With a partner, discuss the question: 'Why do athletes peak in early adulthood?' Then research the key physical milestones expected in early adulthood. Produce a template to record your information.

## Early adulthood 19 to 45 years

By early adulthood, people are physically mature and their sexual characteristics are fully formed. In this life stage:

- people are at the peak of physical fitness
- people have reached their full height
- women are at their most fertile.

Individuals leading a healthy **lifestyle** can stay physically fit well into their early adulthood. However, by the end of this life stage they may notice they cannot achieve at the same physical level as in their 20s and 30s.

As well as a gradual decline in strength and energy, changes in physical appearance may be seen. For instance:

- some individuals begin to put on weight (sometimes referred to as 'middle-aged spread')
- some people's hair may start to turn grey
- some males may start to lose their hair.

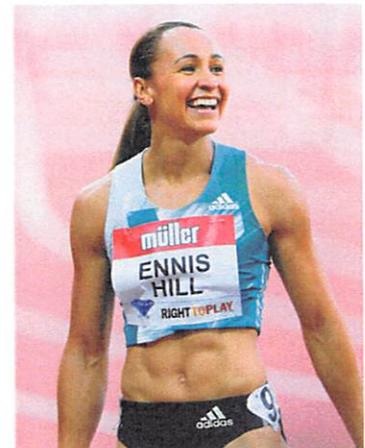
Although women usually start the **menopause** in their middle adulthood, towards the end of this life stage they may already notice a slowing of their menstrual periods. This means their fertility is beginning to decline.

### CHECK MY LEARNING

- 1 Explain what it means to be physically mature.
- 2 Give reasons why women are most fertile during the early adult stage.
- 3 Research and list the physical changes people may notice towards the end of the early adult stage.

### LINK IT UP

To find out more about how physical changes in adolescence have a major effect on emotional development, go to Section A1 'Emotional development in adolescence and adulthood' in Component 1.



- This adult has reached the height of her athletic career

### KEY TERMS

**Lifestyle** involves the choices made that affect health and development such as diet and exercise.

**Menopause** is the ceasing of menstruation.

### LINK IT UP

To find out more about what happens during the menopause, go to Section A1 'Physical development in middle and later adulthood' in Component 1.

## Physical development in middle and later adulthood

### GETTING STARTED

With a partner, discuss what you have learned about the possible physical changes towards the end of early adulthood. How do you think these changes will progress during middle adulthood?

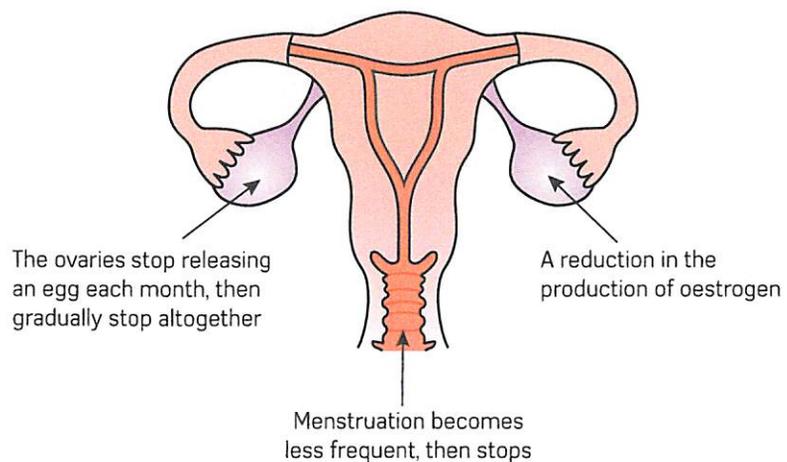
People reach physical maturity at about age 19, but towards the end of this life stage they may notice the effects of ageing such as less stamina and muscle tone.

### Middle adulthood 46 to 65 years

As people move into middle adulthood they begin to notice some effects of ageing even though they may stay active. This can be distressing for some individuals. They sometimes refer to their feelings about these changes as a 'midlife crisis'. Physical changes include greying of hair, and hair loss in men. People may put on weight, particularly if they exercise less but continue to eat and drink the same amount.

One of the main characteristics in middle adulthood for women is menopause – when menstruation ends and they can no longer become pregnant. Men may continue to be fertile throughout life but there is a decrease in sperm production in this life stage.

### What happens during menopause



■ Figure 1.6: Symptoms of menopause can include hot flushes, night sweats and lack of sleep. What effect might this have on a woman's wellbeing?

During menopause, the hormone oestrogen reduces. This causes the ovaries to slow down and gradually stop the release of eggs.

The reduction of oestrogen causes other physical effects such as problems with temperature regulation in the body. Women may notice 'hot flushes' and changes in mood. The health of skin, hair and nails can also be affected.

### ACTIVITY

- 1 In groups, discuss the physical changes that people notice in middle adulthood. Research the process of menopause. At what age does it usually start? Print off or draw a diagram of the female reproductive organs. Use it to label physical changes in the woman's body and list other possible effects she may notice.
- 2 With a partner, research the possible effects of ageing. You could use health and social care resource books or the internet using sites such as Age UK or the NHS. Record the physical changes older people may notice.

## Later adulthood 65+ years

The rate of the ageing process varies but everyone in later adulthood will notice some change in their:

- physical appearance
- physical ability.

Age also brings with it a higher risk of infection, which is likely to have more impact on the body of an older person.

### Physical appearance

As well as losing some height with age, people's hair, skin and nails also show effects of ageing:

- women's hair may become thinner; men may lose most of their hair
- skin will lose elasticity and show lines and wrinkles
- nails may become more brittle or harder.

### Motor skills

Mobility (the use of gross motor skills) will decline as muscles become weaker and joints become stiffer. People may find it harder to carry out tasks they used to do easily – for example, DIY or gardening.

Dexterity (fine motor skills) will also decline at this life stage. Tasks such as opening packets or changing a plug can gradually become more difficult. This does not mean people give up an active life. Many stay fit and healthy and adapt so they can continue to take part in sports, work or hobbies.

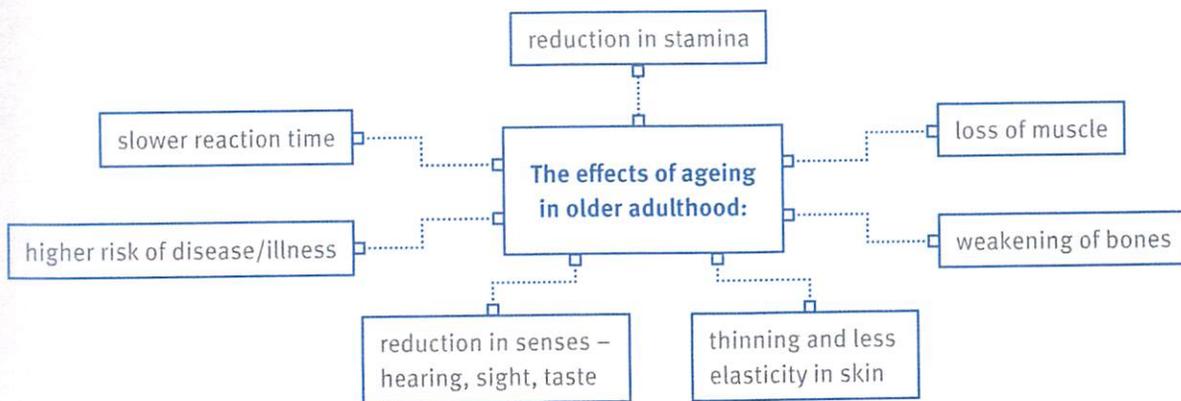


Figure 1.7: Later adulthood may bring new challenges

### CHECK MY LEARNING

For homework, interview an older relative on the effects of ageing. Before you start, make a list of open-ended questions you could ask. Check with your teacher that the questions are appropriate.

## Intellectual development

### GETTING STARTED

When you work out problems in your maths lesson, what intellectual processes are you using? See if you can link the activities to the following terms: 'problem solving', 'abstract thought', 'creative thinking', 'memory' and 'recall'.

When we talk about intellectual development it can involve different aspects of our thought processes. These aspects are sometimes referred to as cognitive development.

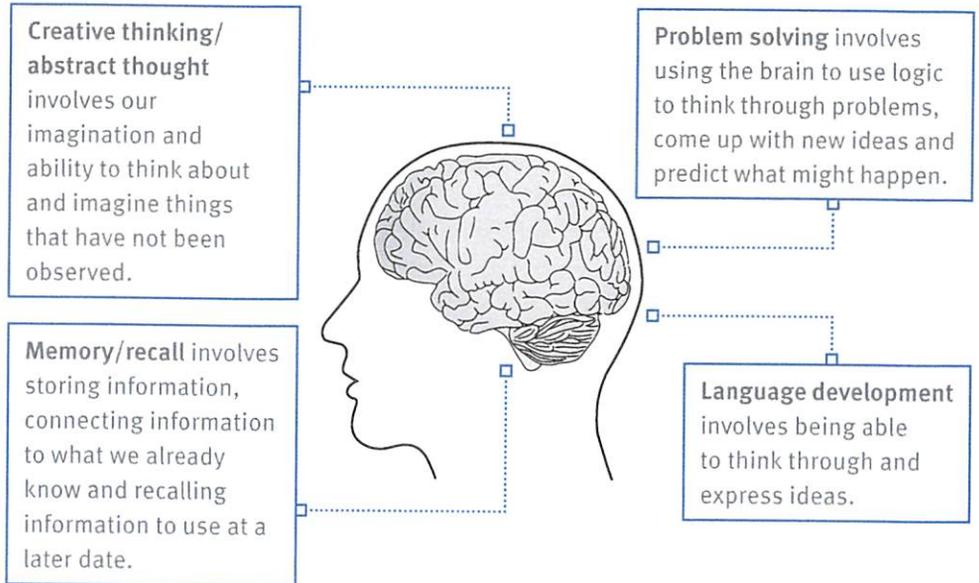


Figure 1.8: Aspects of cognitive development

### Infancy

At birth, infants' brains are already well developed. Infants use all their senses – touch, smell, taste and hearing – to learn about the world around them. Experiences and interactions with adults help infants to build connections in their brains so that by the time they are 12 months old their brains will have doubled in size.

Infancy is a time of rapid intellectual development.

- At 3 months, infants can remember routines and show excitement – for instance, when they hear the bath being prepared.
- At 9 to 12 months, infants are developing their memory. If you hide a toy under a blanket they will know it is still there and look for it. They will start to remember where things are kept that are important to them (for example, a drinking cup).
- At 12 months to 2 years, infants learn by watching and remembering what things can do. They will press buttons on toys to make them work and will know how to use a toothbrush.

### Early childhood

At 3 to 4 years, children are becoming more inquisitive so they enjoy exploring objects and materials.

- They like to find out why things happen and ask lots of questions to satisfy their curiosity.
- They can think through simple problems such as ways to sort objects by colour or size.

From this stage, children learn through 'hands-on' experience. For example, a 5 year old will use apparatus that they can move and count with because they have difficulty working out problems in their head. (By around 7 years they will be able to work out simple 'abstract' mathematical problems without the use of counters.)

By 5 to 6 years, children's memory is becoming well developed which helps them to talk about things that have happened in the past and to anticipate what might happen in the future.

### ACTIVITY

Work in your groups to research intellectual development across two life stages. Your teacher may allocate the life stages.

Produce a poster that illustrates development at your chosen stages. Consider development in relation to problem solving, abstract and creative thinking, memory and recall.

If you study the older age group, think about the process of loss of memory and recall.

## Adolescence

This is a time when young people are being challenged and exposed to many new ideas and experiences.

Abstract thought is an important intellectual development in adolescence. Instead of the need for hands-on exploration, adolescents can use abstract thought processes to work out problems. By the end of this life stage young people can:

- think logically
- think through quite complex problems and come up with solutions.

In early adolescence, they may still find difficulty understanding the consequences of their actions. But in adolescence, they are able to understand situations from another person's point of view.

## Early and middle adulthood

By this stage in life, people will have gained a great deal of knowledge. They can use this to help solve new problems they come across in their personal and working life. They use their knowledge and experience to develop new ways of thinking.

## Later adulthood

At this life stage, people continue to learn, often taking on new hobbies. Although they retain their level of intelligence, their speed of thinking will decline. This may affect people's ability to:

- think through problems
- make logical decisions.

One effect of ageing is the decline in memory – perhaps in recalling everyday events or names. This can be quite distressing. At this stage, some people can also be affected by dementia, which affects the function of the brain.

### CHECK MY LEARNING

Present your posters to the whole group. Invite other students to ask you questions. If you are unsure of the answers you should carry out further research.



▣ Being able to apply abstract thought helps adults to solve complex problems

## Language development

### GETTING STARTED

With a partner, discuss ways that infants communicate before they begin to use words.

Language development is an aspect of intellectual development. Expressing your ideas (using language) helps you to develop your thought processes (intellectual development).

### How language develops

Even before they can speak, infants are able to communicate their feelings and needs. This happens mainly through sounds and gestures. They will:

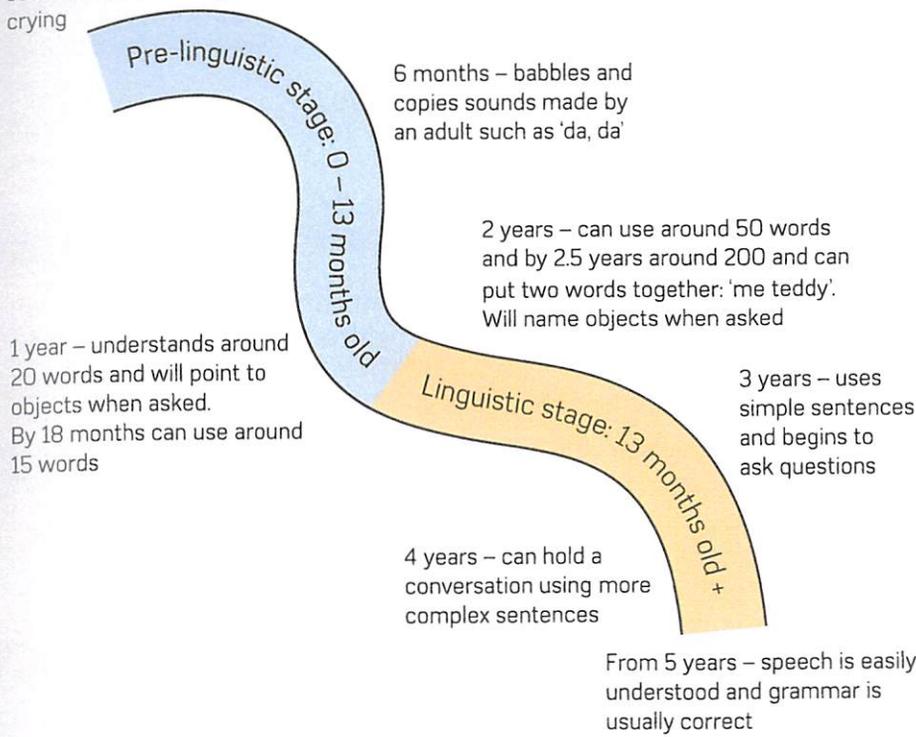
- cry when hungry or uncomfortable
- coo when something pleases them.

Age	
0 – 6 months	Makes mouth movements mirroring adults' speech
6 months – 12 months	Coordinates movement of mouth, lips and tongue to copy sounds they hear
12 months – 18 months	Uses speech sounds to say words but understands more words than they can say
18 months – 3 years	Puts words together to make meaningful speech and understands simple requests
3 – 5 years	Organises thoughts to hold conversations and can follow simple instructions
5 years +	Speaks fluently and understands grammar (rules of language) to build more complex sentences



- Activities such as nursery/finger rhymes and using puppets are important to support the language development in infants and young children

0-3 months – makes natural sounds such as cooing and crying



**DID YOU KNOW?**

Some theorists suggest that infant's brains are pre-programmed to learn language; others suggest that language is learned through social interactions.

■ Figure 1.9: How we develop language skills

**ACTIVITY**

Work with a partner to research language development in the three life stages in infancy and early childhood up to adolescence. Organise your information and produce three PowerPoint® slides (one slide for each life stage) to show how language develops over the three life stages.

**CHECK MY LEARNING**

Write a few notes for each point you make in your three PowerPoint® slides so that you are prepared to answer questions.

## Emotional development in infancy and early childhood

### GETTING STARTED

'What do infants need to feel emotionally secure?' Discuss your ideas with others in a small group.

Emotional development refers to how we feel about ourselves and how we cope with life.

### Infancy

Infants need consistency in their care if they are to feel safe and emotionally secure. Supporting emotional development requires:

- the provision of sufficient food, warmth and shelter
- being shown love and affection by their carers
- having routines so they know what will happen next.

By the time children are 3 years old, they can more easily cope with their feelings. They are beginning to develop their self-image. Giving them attention and showing interest in everything they do helps to boost their self-esteem.

### Bonding and attachment

Bonding and attachment describe the emotional ties an individual forms with others. This process starts in the first year of life when infants form attachments to their parents or main carer. This happens because the main carer fulfils the infant's needs, making them feel safe and secure. It is a process that changes over the infant's life stage.

- At birth up to around 6 months, a child forms attachments with their parent(s) or the main carer but is happy to be looked after by others who provide their care.
- From about 6 months, infants have formed such strong attachments they will be unhappy to go to a stranger. They may cry or not take their feed if cared for by someone they do not really know.
- At around 12 months, infants will be able to form attachments with others. They may get upset when left by their parent(s) or main carer but they can be comforted.

Studies have shown that infants who have been able to form strong attachments in their early lives are more able to form positive attachments with others as they grow.

### ACTIVITY

- 1 Read the scenario and answer the questions.

*Callum is 9 months old and lives with his father, Paul. Paul has been offered a new job, which means Callum will be starting nursery next week.*

- a) How is Callum likely to react when left at the nursery?
- b) How might Callum have reacted if he had started nursery at 8 weeks old?

Give reasons for your answers making links to the stages of bonding and attachment in infancy.

- 2 In your groups, discuss how infants and children are dependent on parents or carers, and how they can be helped to develop independence.

## Security

Did you have a favourite toy or blanket when you were an infant? Most infants will have one and continue to take it to bed for a number of years. Comfort toys help infants and young children to feel secure. For infants and young children, security is mainly the feeling of being cared for, being safe and loved and closely linked with attachment.

## Contentment

People often talk about **contentment** – for example, how contented a baby looks when settled after a feed. The baby has had enough food, has had love and is clean and dry, so has no other needs.

## Independence

Independence is about reaching a stage of development that enables individuals to care for themselves and make their own decisions. Achieving independence is important for our emotional development. Infants are totally dependent on parents and carers for all their needs. Towards the end of this life stage, they will begin to feed and dress themselves.

In early childhood, individuals gradually become more independent. They can now wash and dress themselves, although from the ages of 3 to 5 years they may need some help. From 3 years, children want to make their own decisions about what they eat or what they wear.

### CHECK MY LEARNING

What are the emotional development needs of infants' and young children? Note down three emotional development needs.

### KEY TERMS

**Contentment** is an emotional state when infants and children feel happy in their environment and with the way they are being cared for.

## Emotional development in adolescence and adulthood

### GETTING STARTED

How do you view your own independence? Make a list of three aspects of your life in which you are now independent and another three in which you are still dependent. Think about aspects of personal care, your financial situation and choices you make for yourself.

Emotional development can fluctuate throughout life, particularly in adolescence when young people are coming to terms with their identity. In adulthood, emotions are influenced by levels of independence and contentment.

### Independence

Table 1.4 takes a look at three life stages and the levels of independence we may have within those life stages. Do you recognise any of these life stages in yourself or in others you know?

Table 1.4: Three life stages of independence

Life stages	Stages of independence
Adolescence	Still dependent on parents/carers but enjoying more independence and freedom to make own decisions
Early adulthood and middle adulthood	Gaining independence such as living independently and controlling own lifestyle and environment
Later adulthood	A time when individuals may gradually become dependent on others for care

### Security

Our security needs will change during the course of our lives. Adolescents, for example, may find that sudden physical change causes them to feel insecure about:

- who they are
- their relationships with others.

This is also a time when they may be making decisions about:

- their education
- a future career.

In early and middle adulthood, an individual's security is linked to:

- relationships
- job security
- income.

Later life brings additional concerns that threaten security such as whether a person is able to stay in their own home and whether they feel safe. A feeling of security helps us to cope better with everyday situations.

### Contentment

When people start to feel discontented with aspects of their life – for example, relationships or work – their emotions can be negatively affected.

### Self-image and self-esteem

Concerns about **self-image** are heightened during adolescence because individuals are coping with physical change.

- One person may have a positive self-image – for example, they may see themselves as intelligent, successful and/or attractive.

### KEY TERMS

**Self-image** is how individuals see themselves or how they think others see them.

- Another person may only see what they feel to be a negative self-image – for example, feeling overweight, unattractive or a failure at school.

How we see ourselves is based on a number of things, including:

- personal appearance
- what other people say about us
- how we compare ourselves with friends
- how we compare ourselves with people in the media.

**Self-esteem** is how we value ourselves based on our self-image. Self-esteem can change from day to day. A person may feel confident about their abilities, but if they unexpectedly do badly in a school test or receive unkind comments on social media their self-esteem can dip.

In later adulthood, people's lives are changing. They are no longer working and family members have left home, so they may feel they are not needed. If people feel they do not have a purpose in life it can have a negative impact on self-esteem.

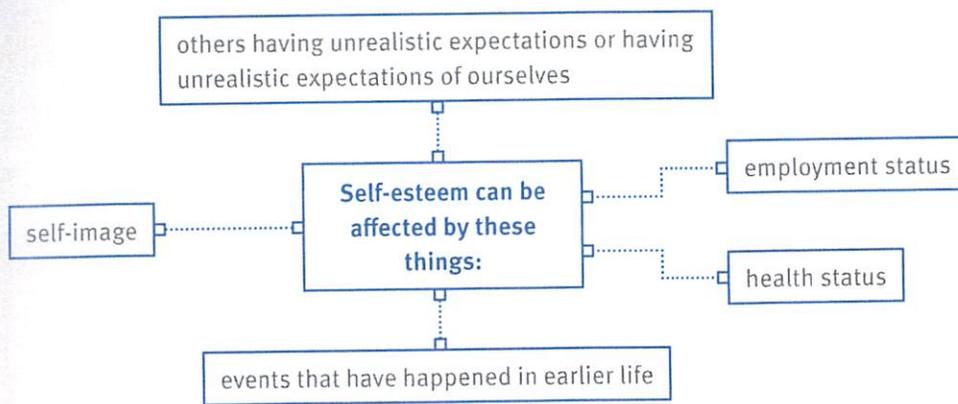


Figure 1.10: A number of factors can affect our self-esteem

High self-esteem can lead to acceptance of ourselves. It can make you confident when coping with difficulties and challenges in life.

**Low self-esteem** can lead to negative thoughts and problems in coping in difficult situations.

**ACTIVITY**

- 1 With teacher guidance, discuss what may make individuals feel secure or insecure, contented or discontented during adolescence and each stage of adulthood. Think about financial, environmental, emotional aspects of life, giving an example for each.
- 2 With teacher guidance, consider this scenario:  
*Nadine, aged 13, is concerned about her body shape compared to that of her friend's.*  
How might her worries affect her emotional development? Share your thoughts.
- 3 Guided by your teacher, discuss:
  - How is self-concept built?
  - How is self-concept destroyed?
 Think about difficult life stages such as self-identity in adolescence and loss of independence in older adulthood.

**KEY TERMS**

**Self-esteem** is how good or bad an individual feels about themselves and how much they value their abilities.

**KEY TERMS**

**Low self-esteem** is when you do not feel good about yourself for any reason.

**CHECK MY LEARNING**

Discuss the importance of body image for emotional development at the adolescent life stage. You could watch a video clip about body image and discuss the possible effects of wanting to achieve a perfect body image.

## Social development in infancy and early childhood

### GETTING STARTED

Do you remember having a special friend? What games did you play? In a group, discuss the importance of how play develops during infancy and early childhood.

Social development is a process called socialisation. Socialisation describes how infants and children learn to connect to others, at first through interactions with parents and then gradually through their play.

### Forming attachments and friendships

The development of social skills begins in infancy and is very closely linked with emotional development.

- It starts with the formation of attachments with carers.
- It progresses until children begin to develop their skills and abilities to form wider friendships and relationships.

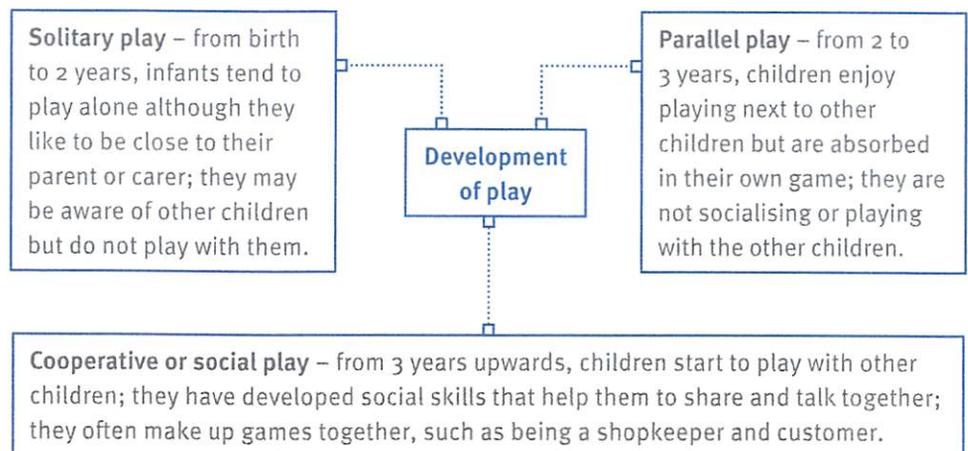
From birth to 2 years, infants are still very dependent on their relationship with their parents and close family members such as grandparents, brothers and sisters. There may be other carers they depend on, too.

By the time children are 3 years of age, they are widening their social circle. If they attend nursery, for example, they will:

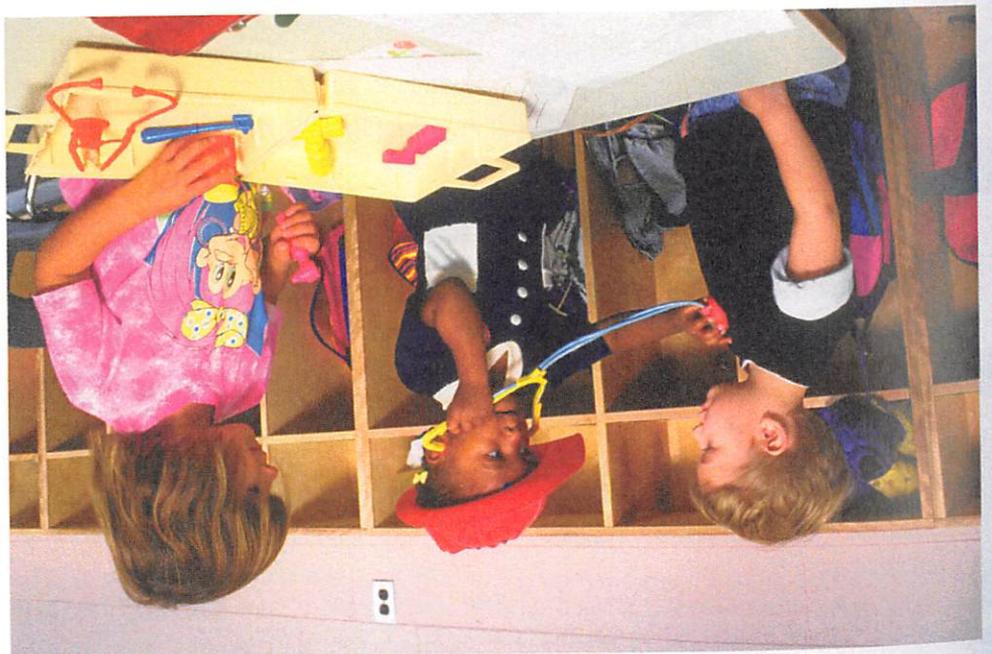
- form relationships with other children and new adults
- need to learn how to share and cooperate with others
- start to realise differences in types of relationships between family and those in formal settings such as church or school.

Early childhood is a time when children begin to extend their social development skills. Close friendships start to develop around 3 years of age. By this time they have developed language skills to help them communicate more easily. (By the time they are 8 years old they will have several close friends but are likely to have one person they think of as a special friend.)

Early childhood is also a time when they may go to a nursery, then school. At school, they may take part in after-school activities, which means they will be developing more formal relationships with adults such as teachers, club leaders and sports coaches.



■ Figure 1.11: Play changes with a child's social development



How does this type of play help children's social development?

ACTIVITY

Opportunities for social play are essential for developing social skills.

1 Research how children develop their social play. Share with others in your class your examples of the types of play that help children to socialise.

2 Work with a friend to produce an advice sheet that gives new parents/carers information on the stages of play in infancy and early childhood. You could divide the information into 'solitary', 'parallel', and 'cooperative or social' play.

CHECK MY LEARNING

Make a list of relationships that are formed in infancy and early childhood (remember that initial relationships are formed with parents). At what age do children start to cooperate in play with other children?

# Social development in adolescence and adulthood

## GETTING STARTED

Identify all the people you have friendships and relationships with. Indicate the friendships and relationships you have had all your life. State your life stage when you made other friends or gained new relatives.

Social development is having skills and abilities to form and maintain friendships and relationships. Socialisation is important for adolescents and adults to be able to live and work alongside others.

### Informal relationships

Informal relationships are those formed between family members. These relationships can provide unconditional love and acceptance. They are important for developing positive self-image and self-esteem.

### Friendships

Friendships are formed with people we meet in the home or in situations such as schools, work or clubs. They are built between individuals who have common values and interests. Friendship involves the ability to communicate effectively and to adapt behaviour to match that of the other person.

### Formal relationships

Formal relationships develop between individuals who are not related or do not have friendships – for example, relationships with teachers or doctors. To develop positive formal relationships, individuals need skills to interact with people in different situations.

### Intimate relationships

The first intimate relationships may begin in adolescence. The importance of intimate relationships for positive development continues into later adulthood. Positive relationships are based on trust and respect. They are important for a person’s sense of security and positive self-image.

Social development requires individuals to develop a range of skills and abilities.

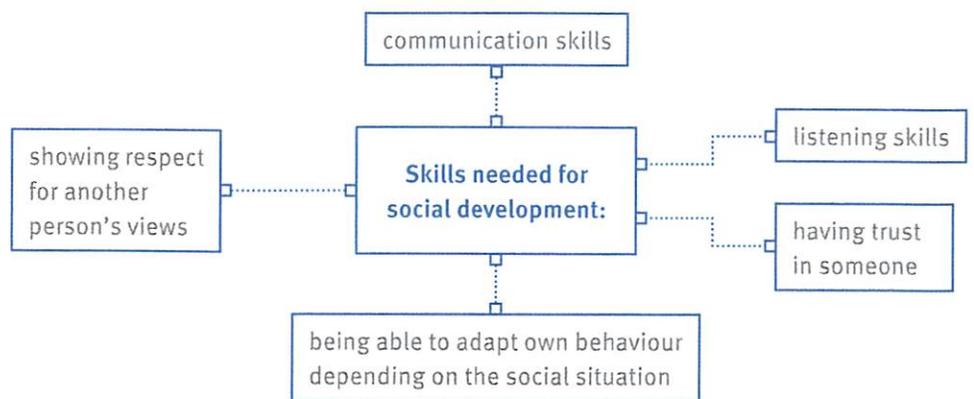


Figure 1.12: Forming positive relationships requires social skills

ACTIVITY

- 1 Work in a small group to discuss the relationships you have formed in your life. Identify the reasons why you developed those relationships. For instance, was it because of shared interests, a shared problem or because you needed help or advice?
- 2 Now use two different coloured pens to indicate whether each of these relationships is formal or informal. For example, relationships with a teacher would be formal and relationships with a favourite aunt would be informal.

Table 1.5: Social development at different life stages; which ones do you recognise in yourself and others?

Life stage	Types of relationships and social development
Adolescence	<ul style="list-style-type: none"> <li>• Individuals become more independent and build more informal and formal relationships.</li> <li>• At this life stage, social development is closely linked to emotions which can fluctuate.</li> <li>• Adolescents are often strongly influenced by their peers, which affects the development of positive friendships. It may result in them acting in a way they would not normally act or in making risky decisions. This is referred to as 'peer group pressure'.</li> </ul>
Early adulthood	<ul style="list-style-type: none"> <li>• Individuals are independent and make their own decisions about informal relationships.</li> <li>• They may have a family of their own; they may be developing emotional and social ties with partners and children of their own.</li> <li>• Social activity is often centred on the family. They are likely to be in work and need to use social skills to build and maintain positive formal relationships.</li> </ul>
Middle adulthood	<ul style="list-style-type: none"> <li>• Middle adulthood is often a time when children have left home.</li> <li>• Individuals are likely to maintain family relationships.</li> <li>• However, they may expand their social circle through travel, spend more time on hobbies or join new groups.</li> </ul>
Later adulthood	<ul style="list-style-type: none"> <li>• Adults are usually retired at this life stage and enjoy their social life with family and friends.</li> <li>• They will continue to socialise with people they have known for some time, but will often join new groups and try new skills.</li> <li>• In the later life stage, social life can change because people may experience the death of partners and friends.</li> <li>• They may also have more difficulty going out and socialising.</li> <li>• These things can cause isolation, which will have a negative effect on all areas of their development.</li> </ul>

ACTIVITY

In your group discuss the types of relationships that may develop at each life stage. Produce a table similar to the one below with each life stage listed. Against each stage, identify:

- the social skills required to form relationships – relevant to the life stage
- why relationships are important for development (PIES).

Life stage	Social skills	Importance for development
Infant		
Early childhood		
Adolescence		

CHECK MY LEARNING

You have now completed learning for Learning aim A1. How confident are you? Are there aspects of this topic you need to revise? List the topics you understand and those you need to find out more about.