CONTENT AREA 1: HUMAN GROWTH AND DEVELOPMENT

- The different life stages:
  - infancy (0-2 years)
  - early childhood (3-8 years)
  - adolescence (9-18 years)
  - early adulthood (19-45 years)
  - middle adulthood (46-65 years)
  - later adulthood (65+ years)
- physical growth and development across the life stages, including gross and fine motor skills
- intellectual/cognitive development across the life stages, including language development
- emotional maturity across the life stages, including bonding and attachment, self-image, self-esteem and self-concept
- social development across the life stages including the formation of relationships with others and the socialisation process.
The Six Life Stages

<table>
<thead>
<tr>
<th>Infancy</th>
<th>Early childhood</th>
<th>Adolescence</th>
<th>Early adulthood</th>
<th>Mid adulthood</th>
<th>Later adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>3-8 years</td>
<td>9-18 years</td>
<td>19-45 years</td>
<td>46-65 years</td>
<td>65+ years</td>
</tr>
</tbody>
</table>

A life stage is a distinct phase that an individual goes through during their lives.

Each life stage is associated with various physical, intellectual, emotional and social changes.

Some changes are more significant than others – these are referred to as milestones.

Changes can be monitored against norms – the expected age at which certain significant events will take place.

All changes (PIES) are examples of how the body grows or develops.

Growth is physical and results in a measurable increase in size including body weight and height.

Development is the acquisition of intellectual, emotional and social skills. For example, reading, bonding, and making friends.
Growth and development during infancy (0-2 years)

Physical changes
During infancy, babies first start to control the larger muscles in their bodies. They gradually control the muscles in the neck and back so they can roll, sit and crawl. The muscles in their legs and feet develop so that they can stand and then walk. This is the development of gross motor skills.

**Gross motor skills** are coarse, less exact movements using large muscle groups such as the head and torso. For example, running and jumping.

An infant’s fine motor skills develop also. As their control and co-ordination of small muscle groups improves, infants can begin to grip and manipulate objects. They can also start to coordinate movements.

**Fine motor skills** are precise, sophisticated movements that require the co-ordination of small muscle groups such as those in the fingers. For example, gripping, manipulating and co-ordinating actions.

Intellectual changes
Infants:
- Develop the ability to speak ('babble') and use language in short phrases (put 2 to 3 words together)
- Learn through their senses
- Are unable to understand rules. They learn by copying what they see others doing.

Emotional changes
Infants:
- **Bond** with their main carer and form attachments.
- Develop feelings of love and affection for parents and other people. This leads to a sense of security

Social changes
Infants:
- Develop relationships with primary carers, siblings and wider family members. These relationships act as a model for future relationships.
- Play alone (**solitary play**) at first. By the age of two, they play alongside others (**parallel play**) and the process of being able to share starts to develop
- Are dependent on their parents.
Bonding involves an infant forming an emotional attachment with a parent / carer.

The parent will also form an attachment with the child.

**Benefits of bonding**
When a child forms a strong emotional attachment to their parents / carers, it becomes more likely that the infant will:

**Physical benefits**
- Develop in line with expected milestones

**Intellectual benefits**
- Be mature and reach their full potential in later life
- Be more independent in later life

**Emotional benefits**
- Be happy and content
- Feel safe, secure and loved
- Trust other people
- Be able to form attachments with other people also
- Develop a good sense of self (self-concept)
- Develop a positive self-esteem and self-image
- Be more confident /self-assured

**Social benefits**
- Be able to mix with others
- Communicate easily
- Develop future relationships

**Effects of poor or no bonding**
When a child does not form a strong emotional attachment to their parents / carers, it becomes more likely that the infant will:

**Emotionally**
- Be withdrawn
- Be anxious
- Have anger management issues
- Be rebellious and show deviant behaviour

**Socially**
- Prefer to play alone
- Refrain from making friends
- Have difficulty forming relationships
- Show difficulty communicating effectively
<table>
<thead>
<tr>
<th><strong>Life stage</strong></th>
<th>A distinct phase that an individual goes through during their lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestones</strong></td>
<td>Significant changes in growth and development</td>
</tr>
<tr>
<td><strong>Norms</strong></td>
<td>The expected growth and development for a particular age / life stage.</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>Is physical and results in a measurable increase in size including body weight and height</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>The acquisition of intellectual, emotional and social skills. For example, reading, bonding, and making friends</td>
</tr>
<tr>
<td><strong>Gross motor skills</strong></td>
<td>Coarse, less exact movements using large muscle groups such as the head and torso. For example, running and jumping.</td>
</tr>
<tr>
<td><strong>Fine motor skills</strong></td>
<td>Precise, sophisticated movements that require the co-ordination of small muscle groups such as those in the fingers. For example, gripping, manipulating and co-ordinating actions.</td>
</tr>
<tr>
<td><strong>Bonding</strong></td>
<td>Involves forming an emotional attachment with a parent / carer</td>
</tr>
<tr>
<td><strong>Attachment</strong></td>
<td>Is the bond between children and their parents and carers</td>
</tr>
<tr>
<td><strong>Solitary play</strong></td>
<td>Playing alone</td>
</tr>
<tr>
<td><strong>Parallel play</strong></td>
<td>Playing alongside others but not interacting</td>
</tr>
</tbody>
</table>
Growth and development during early childhood (3-8 years)

Physical changes
- Facial features form which will last into adolescence and adulthood
- Children will experience a growth spurt
- Gross and fine motor skills develop.
  A wider range of more complex gross motor skills can be performed as a result of improved strength, balance and coordination. For example, by the age of five, children can learn how to run and skip, throw and catch and ride a bicycle.
- More precise fine motor skills can be performed as a result of increased control and hand-eye coordination. For example, by the age of five, can hold a crayon or a pencil to draw or write.

Intellectual changes
During early childhood:
- A child will begin to think about things, even if this is mainly only from their own viewpoint – which is called ‘egocentrism’.
- A child will develop an imagination.
- Communication and language will improve greatly. They will start to use full sentences with a wider vocabulary and start to count and sequence and order events
  - A child will learn how to read and write and will begin to organise and classify objects and thoughts
  - A child will begin to work out solutions to problems
  - Children learn by asking questions and by watching the behaviour of others – this is called modelling. It is important that children have a positive role model to observe and copy

Emotional changes
During early childhood:
- A child will experience a range of new feelings (including love, hate, jealousy and fear) and will learn how to handle them.
- Temper tantrums are likely because children are egocentric and like to get their own way!
- A child will begin to empathise and learn how to comfort others
- Personality will develop
- Self-concept develops

Self-concept is a combination of self-esteem and self-image.

Social changes
During early childhood:
- Friendships (often gender based) develop as a result of social play (with others)
- Special or best friends are made
- Social skills develop. Children learn to share, take turns and listen to others
**Solitary / solo play**

A child plays alone and independently from others. Solo play is most common in infants.

**Parallel play**

Children play alongside each other but do not influence each other’s behaviour. They show an interest in what others are doing. It is more common in older infants.

**Social play**

Any play in which children of the same age interact with each other. It is also known as ‘cooperative play’ and is common during early childhood.

---

*Benefits of Social Play*

**Physical benefits**

By playing with others, children will:

- Be physically active
- Improve their fitness

**Intellectual benefits**

By playing with others, children will:

- Learn how to behave by copying others

**Emotional benefits**

By playing with others, children will:

- Be happy and content
- Feel accepted and valued
- Feel secure
- Develop trust

**Social benefits**

By playing with others, children will:

- Develop communication skills = speaking and listening
- Develop social skills = sharing and taking turns
- Meet and make new friends
- Socialise
**THE SELF**

**Growth spurt**
A period of rapid growth (particularly in terms of height and weight)

**Egocentric**
Seeing things only from your own perspective or viewpoint

**Role model**
A person looked to by others as an example to copy

**Social play**
Playing alongside others

**Self-concept**
A combination of self-esteem and self-image

**Self-esteem**
How much you like, accept and respect yourself. How you value yourself

**Self-image**
The mental picture we have of ourselves. How you see yourself

---

**Key Words**

- **Self-concept** can be positive or negative.
  - It is a combination of both self-image and self-esteem

- **Self-image** can be positive or negative.
  - It is a mental picture of how you see yourself.

- **Self-esteem** can be high or low.
  - It is how much you like, accept, respect and value yourself

---

8 | P a g e
Growth and development during adolescence (9-18 years)

Physical changes
• Adolescents will experience another growth spurt.
• Teenagers go through puberty during adolescence. This involves the development of primary and secondary sexual characteristics that allow men and women to reproduce.
  - In females, the sex hormone oestrogen is released. Oestrogen causes breasts to develop and menstruation to begin.
  - In males, the sex hormone testosterone is released. Testosterone causes the penis to grow larger, the testes to develop and for sperm to be produced. The male voice also deepens.
• Both men and women grow pubic hair.

Intellectual changes
• Adolescents develop abstract thinking. They can think about concepts and ideas rather than just actual objects.
• Adolescents begin to question the world around them and develop their own views.
• Their ability to think logically improves and they become better at solving problems. They are also more able to remember large amounts of information.
• Adolescents develop the ability to see things from different perspectives. They also learn to empathise (understand how other people are feeling).
• Adolescents understand fairness and develop their own sets of morals and ideas about what is right and wrong. They understand rules but may break them if they feel they are not fair.

Emotional changes
• Adolescents experience mood swings, confusion, frustration and insecurities as a result in their changing levels of hormones.
• Conflicts with parents and other adults are more likely as adolescents strive for more independence.
• Self-concept becomes more formed as adolescents start to develop their own identity and personality.
• Sexuality is often explored during adolescence. Teenagers often become physically attracted and develop feelings for others.
• When relationships break down, teenagers have to learn how to cope with feelings of loss and grief.

Social changes
During adolescence
• More independence and freedom makes it easier to socialise and meet new friends.
• A wider social circle is formed and friendships with both sexes are made.
• ‘Peer group’ relationships become very important. Peer group pressure becomes more influential also.
• Closer and more intimate, perhaps even sexual, relationships form.
**Puberty** | A period of change during adolescence when the brain releases hormones
---|---
**Oestrogen** | A hormone produced in women’s ovaries that control the development of sexual characteristics
**Testosterone** | A hormone produced by the testes that controls the development of male sexual characteristics
**Secondary sexual characteristics** | Characteristics that appear during puberty and distinguish the two sexes
**Sexuality** | Who you are sexually and or romantically attracted to
**Peer group** | The social group a person belongs to which influences beliefs and behaviours
Growth and development during early adulthood (19-45 years)

**Physical changes**

During early adulthood:
- The body reaches **physical maturity**
- Sexual characteristics have developed. Young adults are able to reproduce
- Women are at their **most fertile**

Towards the end of the life stage:
- Physical capabilities start to diminish and fertility levels fall
- Some women will go through the menopause and the live sperm count of men will fall also
- Metabolic rate slows down = burn less calories = weight gain
- Signs of ageing appear

**Intellectual changes**

- Intellectual development continues- abstract thought, creative thinking and problem solving are needed when taking on new jobs, hobbies and further learning
- **Wisdom** develops through the benefit of experience
- Learning continues. Some young adults continue in education to achieve **qualifications** and improve **career prospects**. Many jobs also require continuing professional development in order to acquire up-to-date skills and knowledge.
- Learning continues. Some people return to education to achieve their full potential
- Some people often reach their **productive peak** at work.

**Emotional changes**

During early adulthood:
- Close intimate and sexual relationships become firmly established for many.
- Some people choose to **cohabit, marry** or go through a **civil ceremony**. **Steady relationships** give a sense of security and allows for the giving and receiving of love.
- Some live alone, either by choice or because of a relationship breakdown
- Many people choose to start a **family**. **Parenthood** and bonding with children can give a sense of purpose and gives life added meaning. Pleasure can also be gained from spending time with children and watching them grow. Becoming a parent can also bring added responsibilities
- Identity becomes clearer and more established

**Social changes**

In the initial years of early adulthood
- People are free and have an **active social life**.
- Social life and friendships are often focused on working life and **colleagues**

As people progress through early adulthood, they:
- Have a closer circle of friends than in adolescence
- Have a less hectic social life with parenthood responsibilities. They may struggle to **balance work life, family life and social life**
| **Physical maturity** | Occurs when the body has reached its full height and is at its peak of physical fitness |
Growth and development during mid adulthood (46-65 years)

Physical changes
The ageing process begins. For example:

- **Muscle tone** is not as good as it used to be and so **muscular strength** decreases
- **Sight and hearing** may start to decline as the **senses deteriorate**
- Energy levels feel low and people may fatigue more quickly as stamina decreases
- Body shape might change with an **increase in weight** because **metabolism** continues to slow down
- **Skin** begins to lose its **elasticity** and so **wrinkles appear**
- **Hair** loses its **pigment** and so appears **greyer**. Some men lose their hair and become bald
- Most women go through the **menopause** between the ages of 45 and 55. It can take several years. They produce less oestrogen and the menstrual cycle stops and the sexual organs shrink. Symptoms include hot flushes and night sweats
- Men produce less testosterone and live sperm production decreases

Intellectual changes

- Many adults **return to education and study** due to a desire to take a new direction in life or through the need to get new qualifications / re-train. This provides new opportunities for learning
- **Memory** is still generally good although it becomes slower making it more difficult to store and recall information

Emotional changes

- Changing levels of hormones cause changing feelings and emotions. This leads many people to review their lives.
- Some try to recapture their youth through behaving in ways similar to those in early adulthood. They may dress younger and go out more. They may try new things also. This behaviour is often referred to as a ‘**mid-life crisis**’ – a dramatic period of self-doubt caused by the passing of youth and the move into later adulthood
- **Empty nest syndrome** - a feeling of grief and loneliness parents may feel when their children leave home for the first time, such as to live on their own or to attend a college or university.
- **Love of grandchildren** and pleasure from spending time with them
- **Independence** again for many as their children become mature and leave home
- **Loss of own parents and some friends** means that **grief** will probably be experienced
- Realisation that no longer young and a growing awareness of own **mortality**

Social changes

- Middle aged people often have more **free time and more money** to spend because their children may have left the family home
- Wider social life if early retirement is achieved – more opportunities to socialise
- Try new activities and meet new people
- Some parents have to support children financially through further education (University) and so social life can still be limited
- Towards the end of middle adulthood, social life often involves less physical activity and is less intense
| **Menopause**  | Women produce less oestrogen; the menstrual cycle stops and the sexual organs shrink. Symptoms include hot flushes and night sweats. Typically occurs between the ages of 45 and 55. It can take several years. |
| **Mid-life crisis** | A dramatic period of self-doubt caused by the passing of youth and the move into later adulthood. Some try to recapture their youth through behaving in ways similar to those in early adulthood. |
| **Empty-nest syndrome** | A feeling of grief and loneliness parents may feel when their children leave home for the first time, such as to live on their own or to attend a college or university. |
Growth and development during late adulthood (65+ years)

Physical changes
The ageing process continues. For example:

- Muscle size, and therefore strength, decreases
- Bone density is reduced and so bones become brittle and more prone to fractures
- Skin continues to lose its elasticity and become thinner; as a result, wrinkles become more pronounced
- Joints become stiffer and so range of movement reduces
- Some older people begin to stoop and so lose height
- Older people are frequently less mobile (gross motor skills). Dexterity (fine motor skills) also become more difficult

Intellectual changes
- Many older people are keen to keep their minds active, develop their knowledge and learn new things. They often enjoy activities such as reading, problem solving and keeping up with the news
- Additional leisure time allows older people to take up new interests, such a new language or travelling
- Short term memory declines further making it more difficult to store and recall information
- Speed of thinking slows down reducing decision making capacities

Emotional changes
- Older people enjoy spending time with their children and grandchildren. They may feel proud of their achievements.
- Closer friendships and relationships can be developed because older people have more time to spend with others (less work and family commitments). This can lead to feelings of happiness and contentment
- The death of life-partners and friends can be distressing and hard to cope with. Feelings of grief, anxiety and insecurity are common.
- Older people can feel lonely and isolated – the support of family, friends and neighbours is really important.
- Some older people may feel that they are losing their independence as they become reliant on the support of others

Social changes
65 - 75 years old
- During the first ten years of later adulthood, older people are often very active and have a busy social life with family and friends

75+ years old
- Pace of life slows down – they can remain socially active although their type of social life may be different
- Some older people lose contact with friends though as they become less mobile and have to spend more time at home
Memory is often affected in later adulthood. Elderly people may forget where they put things. This is because their short-term memory deteriorates.

They will often imagine things to fill their memory gaps with something else.

However, long-term memory is often clearer and lasts longer. Elderly people may keep referring to events happening long ago.

Concentration also becomes poorer; therefore, elderly people sometimes cannot remember complex instructions.

Many people experience grief in later adulthood also.

After the loss of a close friend or life-long partner a person might:

- Feel unhappy and overwhelming sadness
- Feel depressed
- Cry lots and be tearful
- Feel tired or exhausted because they are unable to sleep
- Feel anger - towards the person who died, their illness or God
- Feel guilt - about feeling angry, about something you said or did not say, or about not being able to stop your loved one dying
Throughout all stages of life an individual’s development (PIES) can be affected by their experiences.

For example, an infant’s development will be affected by playing with siblings; a young child’s development will be affected by starting school; an adolescent’s development would be affected by going to a local youth club; a young adult’s development would be affected by starting a family; the development of someone in middle-adulthood would be affected if they were to lose their job; and in later adulthood, a person’s development would be affected by attending a luncheon club for the elderly.

When explaining how an individual’s development is affected you should always refer to the following table. Will the activity / event / experience affect the person’s:

<table>
<thead>
<tr>
<th>PHYSICAL DEVELOPMENT</th>
<th>INTELLECTUAL DEVELOPMENT</th>
<th>EMOTIONAL DEVELOPMENT</th>
<th>SOCIAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activity levels?</td>
<td>• Motivation?</td>
<td>• Confidence?</td>
<td>• Friendships?</td>
</tr>
<tr>
<td>• Fitness levels?</td>
<td>• Stimulation, curiosity and interest?</td>
<td>• Feelings of value and worth?</td>
<td>• Opportunities to meet new people?</td>
</tr>
<tr>
<td>• Diet?</td>
<td>• Opportunities to learn new skills?</td>
<td>• Feelings of accomplishment or pride?</td>
<td>• Opportunities to socialise?</td>
</tr>
<tr>
<td>• Gross and fine motor skill development?</td>
<td>• Experiences of being challenged?</td>
<td>• Happiness?</td>
<td>• Ability to interact and communicate?</td>
</tr>
<tr>
<td>• Mobility levels?</td>
<td>• Independence?</td>
<td>• Opportunities to fall in love and create bonds?</td>
<td>• Independence?</td>
</tr>
<tr>
<td></td>
<td>• Opportunities to explore new talents?</td>
<td></td>
<td>• Opportunities to go out?</td>
</tr>
<tr>
<td></td>
<td>• Employability?</td>
<td></td>
<td>• Hobbies?</td>
</tr>
<tr>
<td></td>
<td>• Opportunities to gain qualifications?</td>
<td></td>
<td>• Feelings of belonging?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Trust in others?</td>
</tr>
</tbody>
</table>

Will any of the above also impact on self-concept (self-image + self-esteem)?

Will any of the above also impact on self-concept (self-image + self-esteem)?

Will any of the above also impact on self-concept (self-image + self-esteem)?

Will any of the above also impact on self-concept (self-image + self-esteem)?