



This report will look at two factors and how these factors impact the growth and development PIES in early childhood and early adulthood.

The first factor is physical activity. Physical activity is a lifestyle factor. Physical activity is the amount of exercise that a child or adult takes part in and has many benefits.

In early childhood between the ages of 3 to 8, most children have the opportunity to take part in physical activity in the home environment, at nursery or within a school environment. This has many benefits.

Physically children can develop their gross motor skills. By running, jumping, skipping and climbing children are able to develop the large muscles in their body such as their arms and legs. This will give them strength and keep them fit. Children who take part in physical activity are likely to be at the weight they should be because exercise helps children to be able to regulate their body weight. This is important because children who are overweight could suffer with physical health problems, this may mean they have low self-esteem which affects them emotionally and they will not want to interact with their friends or go to school which means they would miss out intellectually and socially. It is also important physically for children to take part in physical activity because exercise helps to maintain normal blood sugar levels. This means children might be able to regulate their emotions better if they take part in exercise. This means that children may have less 'tantrums' because they have been able to express themselves physically outside which has allowed them to use all their pent-up energy. Exercise will also help to strengthen children's bones and help their growth during this time. If children are able to take part in exercise, they are less likely to suffer from illness, which has huge benefits in areas of the PIES.

Intellectually, physical activity can improve children's attention and memory. By being able to have access to open space for running and playing with other children, this means children can release the energy they have which allows them to then be able to concentrate on other tasks. This is important in school and is why the national curriculum insists that children must take part in at least 2 hours of physical activity a week. For most children in nursery, a lot of their time is spent in the open in outdoor learning environments and the physical activity can be combined with learning activities such as 'how many times can you bounce the ball' or how many jumps of the skipping rope can you do'. Physical activity also releases endorphins which means children feel happy when they are doing something physical. Children who take part in physical activity are less likely to get ill which means they are less likely to miss out on school. This means they will not have gaps in their learning.

Emotionally, in this life stage children start to develop a sense of self and their own personality. They start to become more independent and like to be able to do things by themselves. Taking part in physical activity in early childhood will improve a child's self-esteem. This is because taking part in exercise and winning a race or playing a running game with friends, will help children to feel that they have achieved something. Physical activity as already mentioned will mean that children are not overweight. This is important because overweight children who cannot or do not take

part in exercise may suffer with low self-esteem and may know that they look different from their friends. For children to worry about this at this life stage will mean that their mental health could suffer, and they may not feel confident in social situations. By being a healthy weight, children have more confidence, and their self-concept will be good. By being able to take part in physical games with their friends will improve a child's emotional development because they will feel included and part of a team or a group. This will help them to feel more secure within their environment and with this sense of security and high self-esteem, children will feel encouraged to continue to take part in physical activities. Physical activity can also help to reduce stress and anxiety in children.

Physical activity is important for social development in early childhood. This is because exercise allows children to make new friends. This might be because they have joined a sports club outside of their school or nursery. They may have started swimming lessons and made friends with the children in the same swim class. Exercise will help children to be able to develop and nurture their social skills. They start to understand that team sports mean they have to communicate with other children to win the game. This also helps their intellectual development in terms of their language skills. Children also will have to learn how to read non-verbal cues in team sports and may adopt different roles in the team such as leader. This means children have to learn about the different skills you need to play in different teams. Children are able to start to understand that not everyone will do physical activity in the same way as them. In a team for example, children will start to understand that everyone has an individual role but that you all have to work together to win. This improves children's ability to develop negotiation skills. The social benefits of sport mean that children can play games with their friends. This helps to strengthen relationships and teaches children how to resolve conflict should they be any arguments about how games are played.

In early adulthood between the ages of 19-45, adults are at the peak of their physical fitness. This is a time where adults have reached their full height. Athletes tend to be in this age range because of this.

Physical activity has a range of benefits for early adults. Physically, by taking part in exercise, early adults are able to maintain a healthy weight. This is important because it means that early adults will be less at risk of getting certain diseases which could include obesity, diabetes and heart disease. This is important because these diseases could have serious impact on their body and its ability to function. This would mean that an adult would need medical intervention. Adults are able to maintain strength in their muscles by taking part in physical activity and this is important because towards the end of this life stage some adults may find that their reaction times start to become slower and their strength declines. By taking part in physical activity, adults can slow this decline. Physical activity such as playing tennis or netball during this life stage will also improve adults' dexterity and mobility as it helps to keep their joints flexible. To ensure that adults stay healthy the government recommend 150 minutes of physical activity over a week and suggest a variety of activities. Adults can walk or run for free or may choose to join a gym which can improve their social life. Some adults during this time also find that joining a team

makes exercise fun and again improves their social and emotional wellbeing. Exercise releases endorphins and just like in children, this means that adults are less stressed and anxious if they take part in exercise. This is beneficial as stress can impact on an adult's sleep, and this could mean that adults feel tired and have less energy if they do not take part in any physical activity.

Intellectually, physical activity can help adults think better. This is because exercise allows people to focus on the exercise and not think about everything else that is going on in their life. This means that they may find that things become clearer, and they are able to think through problems more easily. Exercise as an early adult means that your memory may improve, and you will have a more positive outlook. If you are feeling positive about yourself because of the exercise this may boost your self-esteem. If you have high self-esteem as an adult, then this could mean that adults may feel confident to go for promotions at work or do things that they might not have done if they had low self-esteem such as take part in outdoor activities or socialise with new people as an example. If adults are feeling worried about something, then exercise can help them to feel less overwhelmed. If adults are obese due to not doing any physical activity, then this can mean they miss work due to being ill and this could impact their performance at work or chance of promotion.

Emotionally exercise is known to release hormones including serotonin in the brain which make people feel happier and will improve how they feel about themselves. If early adults are fit and healthy, they will feel good about themselves and this can improve their self-esteem and self-concept. This is important for adults because they are less likely to feel depressed or turn to unhealthy lifestyle choices such as drugs and alcohol if they feel good about how exercise is making them feel and look. This means not only will their health improve, but the way also they deal with certain situations and problems will be more positive. Exercise also improves sleep and if adults get good sleep this improves their overall mood and energy levels. Other benefits of exercise emotionally include the fact that older adults who take part in physical activity are less prone to getting stressed and depressed. This means that in their family situation they are likely to be able to prioritise and cope with a variety of situations in a more level-headed way than if they didn't take part in physical activity. The other positive thing about exercise is the fact that should the adult have children then they can influence those children to also lead an active healthy lifestyle.

Physical activity can also impact early adults' social development. This is because it allows adults to meet new people especially if they play a team sport. It allows adults to be part of a team and play a specific role within that team. This also helps to raise self-esteem and feel part of a winning team. Being part of a team means you are accepted which is important for self-esteem and emotional development. Physical activity might be a reason or an excuse for early adults to socialise and they are more likely to take part in physical activity if they do it with someone else because they would not want to let the other person down. Taking part in physical activity with someone else or being part of team sports can lead to strong friendships being formed. Being able to socialise with others who enjoy the same things as you such as a team sport can make you feel like you belong which is also important for

emotional development. Adults also need to understand how to deal with different situations and having to negotiate their place within teams allows them to develop social skills, develop communication skills and understand how to deal with different social situations.

The differences in the impact of physical activity between these life stages are as follows.

Physically in early childhood, physical activity is important because children are growing, and they need to do physical activity to help develop their gross motor skills. This contrasts with an adult who has reached the peak of their physical fitness and has reached their full height but who might exercise to stop themselves from getting stiff joints. Both a child and an adult within these lifestyle exercise to ensure they are not overweight because in both life stages this can have adverse health effects. As an adult, type 2 diabetes would mean that adults would have to change their diet themselves whereas children are reliant on their main care giver to ensure they have opportunities for a healthy diet and to take part in physical activities. On the other hand, adults have to find the opportunity to take part in physical activity themselves. Adults can also take part in more fast paced physical activities as they have developed fast reaction times and good hand eye coordination.

Intellectually both adults and children benefit from physical activity helping their memory and cognitive function. For adults however this has a bigger impact as this is vital to ensure that adults do not get stressed and miss work. By being off work due to stress could mean adults are at risk of losing their job which would affect all areas of their PIES. Whilst children may sometimes feel anxious, because children do not have the responsibility as adults do it is different. In addition to this

Emotionally both adults and children benefit from taking part in physical activity because it can raise self-esteem. For adults this can have an impact in terms of confidence and being able to improve their lifestyle whereas for children although they will feel good after exercising it is often so they can expel some energy whereas for adults it is to get more energy!

Finally, socially taking part in team sports can impact both adults and children because both have the chance to make new friends. This has more of an impact on adults because children have lots of opportunity to make friends at nursery and school. As an adult the opportunity to meet new people is limited to the workplace (and for some adults who don't work they do not have this) or by joining a club to take part in physical activity. For some early adults the team they play sport with may be the only chance to socialise on a weekly basis.

The next factor I will be discussing is the social factor of supportive and unsupportive relationships.

Supportive relationships ensure that both children and adults are encouraged to do things and are given help. Unsupportive relationships are negative. They do not

provide encouragement or help and this can effect both children and adults negatively.

The first life stage I shall discuss is early childhood.

Physically children will be affected by a supportive relationship because they will be encouraged to make positive healthy food choices. This means they will have a healthy diet and will be helped to understand the importance of choosing healthy food. This will ensure a child stays healthy and will be less likely to become ill. This means that children would not miss school due to continuous illness and will have good mental health because they will know someone in their life is supporting their choices. An unhealthy relationship would mean the opposite. Children may not eat healthily. They will not be encouraged to lead a healthy lifestyle and may suffer from common illnesses. In addition to this, the attachment that a child forms with a main care giver may be compromised in an unsupportive relationship and this may cause children to feel unsafe and not have their basic needs met. They may suffer from mental health problems even from a young age will impact in all areas of PIES

Intellectually a supportive relationship will mean that children are encouraged to do well in school, and they are encouraged at home to take part in activities that will allow them to learn about the world around them. Often an adult would be involved in helping the child to discover new things and value the education they are receiving. The impact of this would be that the child would feel safe and secure in a learning environment and would feel they are successful and encouraged to do well. An unsupportive relationship may fall behind at school because they are not encouraged to do schoolwork at home or encouraged to make new discoveries. If children are not helped to complete schoolwork, they may find difficult, it is likely they would give up and this would mean that a child would not achieve as well as their peers. In addition to this they may not feel safe to ask questions and this may lead to gaps in knowledge.

Emotionally a supportive relationship allows a child to form a positive relationship with a trusted adult. This may be the main care giver but may also be a key worker within a nursery. Strong attachments mean that children will develop high self-esteem, confidence, have a good self-concept and be able to confidently develop their personality as they are supported and encouraged and feel loved and wanted. All of their basic needs are being met. This will mean children are able to feel comfortable in social situations, exploring the world around them, asking questions and will feel confident to make mistakes because they know they will be helped to fix them. In contrast an unsupportive relationship would mean that a child would form a insecure attachment where children are unsure of the relationship they have with the main care giver. This would cause them to not be very confident and they may struggle to form secure relationships with others later in life as adults. Children would be worried to ask questions as they would be concerned they would be told off and they may withdraw from social situations.

Socially a supportive relationship gives a child the confidence to make friends. They are able to approach other children knowing that they are supported in this act that may seem daunting to them at first. The supportive relationships they have with

adults will allow children to observe how you form a strong relationship and they will be able to form good relationships with their peers and other adults. Being supported to form good relationships will mean children understand that if they have an argument with a friend, they know what to say to make things right again. In contrast, an unsupportive relationship will mean that children will struggle to trust other adults for fear of being let down. They may also find it difficult to approach their peers because they have not been supported to form relationships and make mistakes. Children who have unsupportive relationships may also find it difficult to accept their behaviour may have been poor and they may not accept they have done anything wrong because their behaviour has never been positively corrected.

For early adults, supportive and unsupportive relationships affect their PIES in many similar ways to how they affect children but there are some considerable differences.

Physically for an adult in a supportive relationship they will be encouraged to look after their health. If they feel supported by another adult, they will understand that by not looking after themselves could lead to significant illness. Someone who has a supportive relationship as an adult will take care of their personal appearance, personal hygiene, maintain their weight, live a healthy lifestyle and make positive lifestyle choices. This will impact them by limiting disease and illness. Importantly, if adults feel supported and they do become ill, they will feel that they are encouraged to seek help from a GP and get help for the illness or disease. In contrast, an unsupportive relationship may mean that an adult does not value their physical health. They may struggle with their mental health and personal hygiene. They may not be looking after themselves because they are not encouraged by someone to look after themselves or take care of their personal appearance. This could also cause early adults to become depressed and have a big effect on their self-esteem and their self-concept.

Intellectually, early adults when having supportive relationships at work will feel encouraged to ask for additional training, they will know that they will get help and support if they need it. Early adults may also feel supported and encouraged to progress their career by going for promotions at work. For early adults who have supportive personal relationships, they may feel encouraged to go back to education to further their intellectual knowledge or to change their career and do something they are interested in. This will also impact their emotional development as they start to feel confident in their ability to do things for themselves. Early adults will also not be worried about making mistakes because by having a supportive relationship they know someone is there to support them and help them if things go wrong. They will also feel confident about asking for help to solve problems. For those adults who have an unsupportive relationship it is unlikely they will have the confidence to progress their career because they may not feel good enough. They will also feel that they cannot ask questions because they would be worried about being seen as stupid and this would mean they may get things wrong. Early adults in an unsupportive relationship may not meet their full potential in higher education and may feel they are not clever enough to complete education or strive to do their best. They may also

have trouble sleeping because they have low self-esteem, and this may affect their concentration.

Emotionally early adults who as children had supportive relationships would be able to form strong relationships with others in this life stage. This will mean they feel content and confident. They will have good self-esteem and self-concept and feel confident to deal with emotions because they know they will not be judged for saying how they feel. Early adults having formed these strong attachments as children will be able to trust other adults and form intimate relationships. As adults' supportive relationships will mean they can model what a good relationship looks like to children. Adults who are not in supportive relationships will struggle to trust others in this life stage. They may find it difficult to form intimate relationships and this will affect how they see themselves and feel about themselves (self-concept) They may also have a low self-esteem because they do not have anyone to encourage them and no one to back them up. This can lead to loneliness.

Socially early adults who have supportive relationships will find it easier to make relationships than adults who have unsupportive relationships. This is because supportive relationships will give adults the encouragement they need to ask questions of people and feel confident to answer questions. They will also know another person has their back and that if they need help that person would step in and support them. Adults in supportive relationships may also feel encouraged to join social clubs or sports clubs and grow their social group. In contrast, early adults who do not have supportive relationships may also struggle to form relationships and socialise. This is because as a child they have not seen what a positive looks like and they may not know how to approach social situations positively. This may mean that adults with unsupportive relationships have a smaller social group than those in supportive relationships. This could lead to adults in unsupportive relationships withdrawing from society and isolating themselves spending more time on their own.

The differences between early childhood and early adulthood in having supportive and unsupportive relationships are as follows;

Physically in early childhood children are reliant on adults to meet their needs. If the relationship is supportive then a child's needs will be met. If the relationship is unsupportive then a child's needs may not be met and they may be neglected in terms of being washed and dressed in appropriate clothing, being fed well and being exposed to physical activity is reliant on an adult providing a child with those opportunities. Depending on the relationship an early adult had as a child directly impacts how they develop physically. If an early adult had a supportive relationship as a child, they are likely to form a supportive relationship as an adult and physically this will mean they make positive lifestyle choices feeling supported to seek help for illness and to ensure they take care of themselves in terms of weight and personal hygiene. They are responsible for this themselves. In an unsupportive relationship an adult will not seek help and is likely to fall ill.

Intellectually children with supportive relationships will not be afraid to make mistakes because they know that their supportive relationship will support them to get help. They will also be happy to ask questions, and this will help them to

progress in their education. As adults this is the same. Adults in supportive relationships will seek out opportunities to progress in their education or career. This will mean they can support others around them and they will be able to support their own children. This is arguably a bigger impact on adults rather than children. Unsupportive relationships will mean that children and adults do not reach their full potential. Arguably without supportive relationships as a child they will never be able to reach their full potential as an adult so therefore by not have a supportive relationship as a child will impact their adult life.

Emotionally children need to feel safe and secure. A supportive relationship provides this. As an adult without a supportive relationship, it is likely adults will have low self-esteem. The impact of an unsupportive relationship on both adults and children is profound it just affects them in the same way, but a child is reliant on this being provided by an adult whereas an adult chooses what relationship they enter into so can change this for themselves.

Finally, socially, an unsupportive relationship can mean children are not confident to make new friends. This may limit their friendship group as they grow up. As adults' social relationships are affected by unsupportive relationships as they will struggle to trust others as this trust has not been formed in childhood. This may mean that adults isolate themselves from society. In contrast supportive relationship will allow children to build strong relationships with different groups of people. As adults' supportive relationships will encourage them to seek out new friendships and social situations as they have the confidence because someone is encouraging them and supporting them.

In conclusion, this report has discussed the impact of both physical activity and supportive and unsupportive relationships on the growth and development (PIES) of both children in the life stage of early childhood and early adults. It has discussed in detail how each of their PIES have been affected and has used examples to show the impact.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Impact of different factors on PIES growth and development through the life stages				
Learning outcome A: Understand human growth and development across life stages and the factors that affect it				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of knowledge and understanding of how specific factors affect PIES growth and development in the specified life stages.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a superficial account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is generic with few links made between each of the specified factors and PIES at each life stage simplistic reasons for the difference in the impact of the specified factors between specified life stages, with few accurate links made to the PIES at each life stage. 	<p>Adequate application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a partially detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is partially specific with some links made between each of the specified factors and PIES at each life stage partially developed reasons for the difference in the impact of the specified factors between specified life stages, with partially accurate links made to the PIES at each life stage. 	<p>Good application of knowledge and understanding of how the given factors affect PIES growth and development in the specified life stages.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a mostly detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is mostly specific with substantial links made between each of the specified factors and PIES at each life stage mostly developed reasons for the difference in the impact of the specified factors between specified life stages, with mostly accurate links made to the PIES at each life stage. 	<p>Comprehensive application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> a fully detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is completely specific with fully made links between each of the specified factors and PIES at each life stage well-developed reasons for the difference in the impact of the specified factors between specified life stages, with fully accurate links made to the PIES at each life stage.

Mark: 12

Task 2 – Impact on different factors on PIES growth and development through a life stage – [REDACTED] you have given a comprehensive account of how physical activity and supportive and unsupportive relationships affect PIES in the early childhood and early adulthood. You have also given reasons for the difference in the impact of both factors with almost fully accurate links made to the PIES at each life stage. High MB4

