

Definition of health and wellbeing

GETTING STARTED

Work in pairs to write down what you think the phrase 'health and wellbeing' means

How do you define health and wellbeing? It can mean different things to different people and can change from day to day.

Positive definition

A positive definition looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and wellbeing if you realise there is something you can do to improve your health and wellbeing and do it.

Negative definition

A negative definition looks at the absence of physical illness, disease and mental distress. You have a negative attitude towards your health and wellbeing if you:

- base your attitude on not having anything wrong with you
- continue as you are – including keeping bad habits such as smoking
- assume that because you currently feel fine you will stay healthy in the future.

A holistic definition of health and wellbeing

A **holistic** definition of health and wellbeing is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness. It looks at all aspects of a person's health and wellbeing. You have a holistic attitude towards health and wellbeing if you look after your:

- physical health – by meeting the needs necessary to keep our bodies working as well as they can, such as food, water, shelter, warmth, clothing, rest, exercise and good personal hygiene
- social aspects of wellbeing – by meeting the needs necessary to help us develop and enjoy good relationships with others, including mixing with others in appropriate environments and having access to leisure facilities/activities
- emotional aspects of wellbeing – by meeting the needs necessary to make us feel happy and relaxed, such as being loved, respected and secure; we need to be able to feel, express and recognise different emotions so we can cope with whatever situations arise in life.

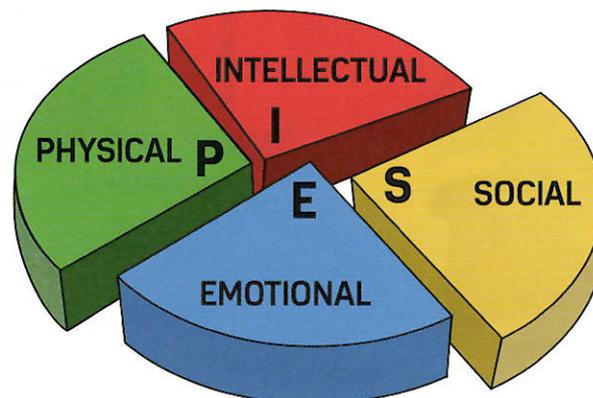
KEY TERM

Holistic considers looking at the whole person rather than just the part that requires treatment or care.

DID YOU KNOW?

We need to keep learning throughout our lives to keep our brains active and healthy.

In addition, we should consider our mental or intellectual health, by meeting the needs necessary to develop and keep our brains working as well as possible; these include mental stimulation to keep us motivated and interested.



■ Figure 3.1: Our health and wellbeing needs

ACTIVITY

- 1 Work in groups to identify physical aspects of health, social and emotional aspects of wellbeing on a sheet of A3 paper.
- 2 Share your ideas as a class and add any your group has missed.
- 3 Work on your own to identify any physical and lifestyle factors that could have a positive or negative effect on your health and wellbeing, now or in the future.
- 4 If time permits, note down any other types of factor that could affect health and wellbeing.

Life stages and our needs

Our basic needs do not change as we pass through the various life stages. However, different people will need different kinds of support from health and social care services depending on their particular situation or life stage. People also have different views on their needs. For example, an adult might enjoy having time alone to relax, but a child left on its own may feel frightened.



- Psychologist Abraham Maslow designed a **hierarchy** of needs shown as a pyramid. How far from the bottom of the pyramid would you put yourself in terms of having your needs met?

CHECK MY LEARNING

- 1 Give the four types of need that make up a holistic attitude to health and wellbeing.
- 2 Explain why basic physical needs are more important than our other needs.

LINK IT UP

To remind yourself of the life stages, go to Learning Outcome A in Component 1.

KEY TERM

Hierarchy is a list of things or people arranged in rank order from lowest to highest.

BEST PRACTICE

Always make sure that the physical needs of a service user are met first, so they have food, water, shelter, warmth, clothing, rest and safety, as these are what keep them alive.

Physical factors: inherited conditions

GETTING STARTED

In a small group, briefly discuss how having an inherited condition from birth, such as cystic fibrosis or Down's syndrome, would affect an individual's physical, intellectual, emotional and social (PIES) needs.

DID YOU KNOW?

DNA, which carries our genetic information, was first discovered in the 19th century.

Physical factors have positive and/or negative effects on health and wellbeing. One example of such a factor is inherited conditions.

How genetic conditions are inherited

Most of us have 23 pairs of chromosomes in each of our body cells. One chromosome from each pair is inherited from our birth mother and one from our birth father. These chromosomes contain the genes inherited from our birth parents. There may be different forms of the same gene caused by mutations (changes) in the DNA code. A faulty gene can cause a condition to be inherited. There are two kinds of inheritance:

- dominant – if a gene is dominant, a child inheriting it from only one birth parent will have the condition – for example, Huntington's disease
- recessive – if the gene is recessive, a child would only develop the condition if it was inherited from both birth parents – for example, cystic fibrosis or sickle cell disease.

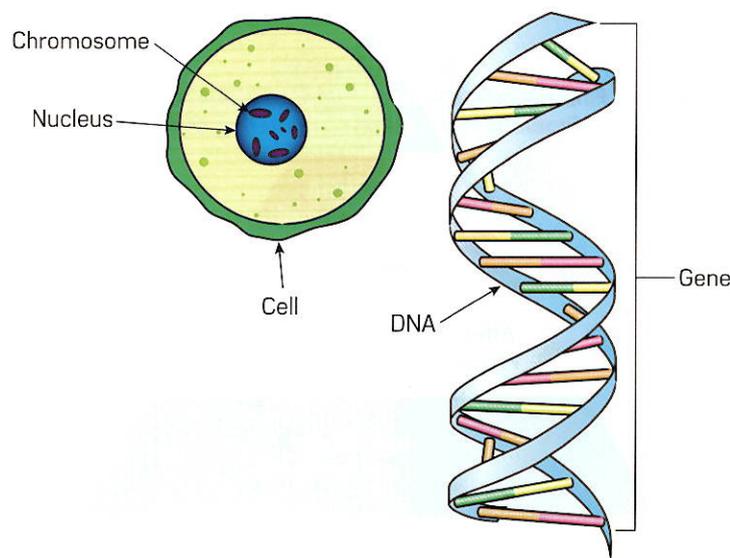


Figure 3.2: Study this image of a gene and cell and try to learn the terms associated with them

DID YOU KNOW?

Down's syndrome is caused by having an extra (third) copy of chromosome 21.

Some conditions (such as Down's syndrome) are caused by having more or less than 23 pairs of chromosomes. Other conditions (such as coronary heart disease) can be caused by a combination of genes and environmental factors. For example, you can inherit heart disease, but lifestyle factors such as what kinds of food you eat and whether you smoke or drink alcohol may increase your risk.

Any inherited condition affects health and wellbeing.

ACTIVITY

- 1 Work in pairs to research sickle cell disease.
- 2 Use your notes to produce a three-slide PowerPoint.
- 3 Be prepared to show your PowerPoint to the rest of the class.
- 4 Work on your own to write down how sickle cell disease affects health and wellbeing.

Cystic fibrosis

Someone born with cystic fibrosis has inherited a faulty gene from both parents. It means they cannot make a cystic fibrosis transmembrane conductance regulator (CFTR) protein as well as those without the condition. The CFTR protein moves water in and out of cells, so someone with cystic fibrosis gets a build-up of thick sticky mucus in their lungs and digestive system. This means they will have breathing problems and need regular physiotherapy. They are also more prone to lung infections and have problems digesting food, leading to a loss of appetite.

Table 3.1: Some of the effects of cystic fibrosis on health and wellbeing

Physical	Intellectual	Emotional	Social
<ul style="list-style-type: none"> Chest infections Damaged lungs Blocked digestive system Loss of appetite Joint, bone and liver problems 	<ul style="list-style-type: none"> Time missed from school due to illness and treatment 	<ul style="list-style-type: none"> Can cause distress Can make an individual feel different from their peers 	<ul style="list-style-type: none"> May prevent person from joining in activities with others May lead to social isolation

Haemophilia

One example of an inherited disease is haemophilia, which only affects males. A male with this disease would need to make sure he does not cut himself, as his blood would not clot. As a result, he would have to think carefully about:

- what type of work to apply for (physical)
- which type of leisure activities to avoid (social).

This could affect him emotionally and intellectually, because he may be worried and distracted by his condition. This would therefore affect the PIES needs of the male.

Predisposition to other conditions

Predisposition means someone is more likely to suffer from a particular condition, such as breast cancer, due to:

- genetic factors
- environmental factors
- a combination of both.

ACTIVITY

Imagine you have a predisposition to a condition. Write a piece of creative writing, such as a poem, in a style of your own choosing, to describe how this would affect your health and wellbeing, now and in the future.

CHECK MY LEARNING

- Give the names of two conditions that can be inherited from our parents.
- Explain how some medical conditions can be caused by a combination of genes and environmental factors.

LINK IT UP

To remind yourself of the factors that affect growth and development go to Learning Outcome in Component 1.

Physical factors: physical ill health

GETTING STARTED

In pairs, discuss whether a dislocated shoulder, resulting from a sports injury, counts as an example of ill health. Explain your answer.

KEY TERMS

Acute illness comes on quickly, is short term and can be cured, such as a cold.

Cardiovascular disease is any condition affecting the heart or blood vessels.

Short term is less than 6 months.

Long term is 6 months or more.

Physical ill health is a factor that can have positive and/or negative effects on health and wellbeing. Ill health can also be **acute**, chronic or sometimes both.

Effects of illness on health and wellbeing

An illness may:

- affect physical fitness
- restrict access to varied learning activities (intellectual)
- cause emotional distress
- remove some social opportunities.

All of these things affect health and wellbeing.

Whatever illness a person has, their needs still include all those of a healthy person. However, they have important additional needs (especially access to services) either in the **short term** for an acute illness, or **long term** for a chronic illness. If these needs are met through an enabling environment, the impact of the illness may be decreased.

Cardiovascular disease

The cardiovascular system is made up of the heart, blood vessels and blood. It carries nutrients and blood around the body. When part of this system is not working as well as it should, it can lead to **cardiovascular disease** (CVD). CVD is usually caused by a build-up of fatty deposits in the arteries, which leads to an increased risk of blood clots. It is one of the main causes of death and disability in the UK and can cause damage to arteries or body organs.

Obesity

A person who is very overweight is described as obese and obesity is classed as an illness. It affects about 1 in 4 adults and 1 in 5 Year 6 children in the UK (NHS 2020). It is usually caused by a person storing excess energy as body fat, due to them eating more calories than their body needs and not exercising enough to burn off the excess calories or body fat.

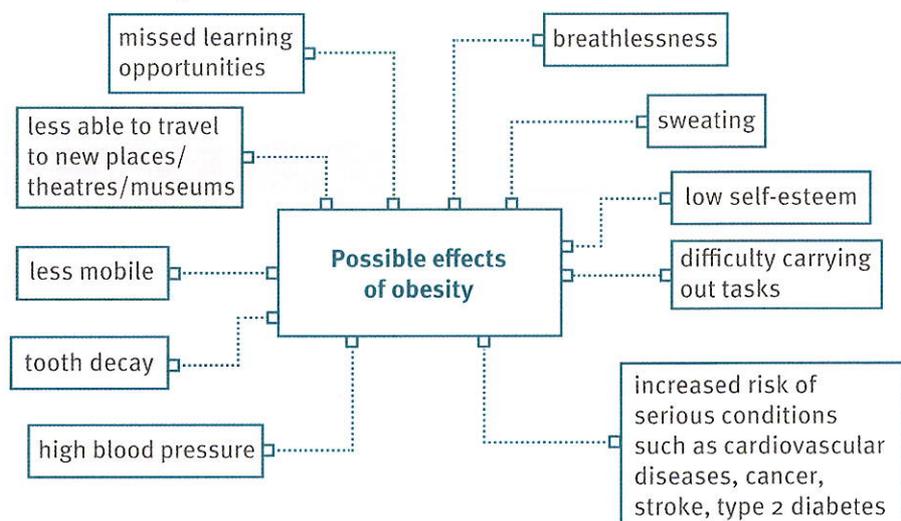


Figure 3.3: The possible effects of being obese



- Reducing weight for health reasons can be done effectively and safely at exercise classes and diet clubs.

Type 2 Diabetes

Type 2 diabetes is caused when the pancreas is not working properly so cannot make enough insulin, causing blood sugar levels to rise. It is a common condition and affects everyday life, causing symptoms such as tiredness, urinating a lot, being very thirsty, and more serious long-term risks such as damage to the eyes, feet, heart or nerves. It can be controlled by an improved diet and medication.

What do these three conditions have in common?

All three of these conditions can be improved or prevented by adopting a healthier lifestyle, eating a more balanced diet, not exceeding the recommended daily number of calories or alcohol units and being more physically active.

ACTIVITY

- 1 Work in pairs to research the effects of cardiovascular disease, obesity and type 2 diabetes.
- 2 Produce a table showing the short- and long-term effects of each condition on a person's PIES.

CHECK MY LEARNING

- 1 State (a) one short-term effect and (b) one long-term effect of obesity on health and wellbeing.
- 2 Explain how part of the cardiovascular system not working properly can lead to death.

GETTING STARTED

Work in small groups to identify causes of stress in your own lives and (more generally) in the lives of adults.

KEY TERMS

Psychological relates to the mental and emotional state of a person.

Addictive behaviour is a compulsion to do something despite the possibility of negative consequences.

Secrete means to produce and discharge a substance.

Adrenaline is a hormone that helps you respond quickly to a threat or stress.

Physical factors: mental ill health

Our mental health affects how we think, feel and behave, including how we handle situations, react to others and make choices. The term 'mental health' describes our emotional, **psychological** and social wellbeing and is another factor that has a physical impact on our health and wellbeing.

Examples of mental illnesses, also referred to as mental health conditions or disorders, include anxiety, stress, depression, eating disorders and **addictive behaviours**.

Anxiety

Anxiety is a mental health disorder, and its symptoms include a feeling of unease, worry, nervousness, apprehension and even dread. The effects can be similar to those of stress, listed in the table below.

Anxiety can be triggered by stress and last a long time. For example, many people felt nervous and worried during the Covid pandemic, which started in 2020, especially more vulnerable people. Some people found their anxiety eventually went away, whilst for others, it remained an issue.

Stress

Stress happens when you have to respond to demands or pressures put upon you. Stress causes the body to **secrete adrenaline**, which helps you to respond almost immediately to what is happening, especially in life and death situations. This is often called the 'fight or flight' response, meaning the body prepares to fight a threat or to quickly escape. Unfortunately, this can cause some people to overreact to stressful situations which are not life threatening. For example, the stress of being stuck in a long traffic jam could lead to 'road rage' or even physical violence.

We all suffer stress from time to time, and a small amount can be good for us. For example, you will feel nervous and stressed just before an exam, but it will make your brain respond more quickly. Similarly, if you are about to perform in public, such as in a sports event or making a presentation, stress can help you focus.

Stress becomes a problem when it is:

- very intense (caused perhaps by a bereavement, relationship problem or redundancy)
- experienced over a long period of time (perhaps due to illness).

Stress may affect you:

- physically – by causing tension in your body
- intellectually – by you being distracted and losing concentration
- emotionally – by you being upset and unhappy
- socially – by you finding it harder to mix with others.

■ Table 3.2: Short- and long-term effects of stress

Short-term effects	Long-term effects
Feeling cold	Sleeplessness
Less sensitive to pain	High blood pressure
Tense muscles	Feeling irritable and easily annoyed
Faster breathing	Loss of appetite
Dry mouth	Health problems such as heart disease and stomach ulcers
Wide eyes	Poor circulation
Pale face	Mental ill health
Body hair standing on end	Tense muscles
Faster heartbeat	Headaches
Butterflies in stomach	Anxiety
Diarrhoea	Tendency to become violent
Sweaty hands	Mood swings



■ What might be causing this person stress? What effect is stress having on her?

ACTIVITY

- 1 Working in a small group, identify how various aspects of a person's life can cause stress. Think about work, supporting a family and paying bills.
- 2 Think of a particular job and research what it involves. Identify what stresses someone doing that job might experience, and how that could affect their PIES.

CHECK MY LEARNING

- 1 Identify three mental illnesses.
- 2 Explain the difference between anxiety and stress.

Physical factors: physical abilities and sensory impairments

GETTING STARTED

Working with a partner discuss what you think the words **disability** and **impairment** mean.

KEY TERMS

Disability is a condition that limits a person's movements, senses or activities.

Impairment is a loss or abnormality of a body function.

Paralympian is a disabled, elite athlete who has competed in the Paralympian Games.

Your physical ability is how well your body can perform physical actions such as walking, running and picking things up. The way a person carries out their daily life is determined by their physical abilities and their environment.

Physical abilities

Almost all of us, at some point in our lives, will experience a time when our physical ability is affected in some way. This may be temporary, such as having to use crutches after an operation or accident, or it may be permanent, caused by an inherited condition, an accident or injury. Having a **disability** does not mean that a person cannot do everyday tasks, but they may need more time, support or equipment. They may need to adapt their lifestyle to cope with everyday situations that others may deal with more easily. Physically, a disability can affect a person's:

- ability to stand or walk
- balance
- stamina
- strength
- flexibility
- mobility
- motor skills
- control of limbs and muscles
- bodily functions.

The experience of a person with a disability, and the extent to which they are affected by it, is hugely influenced by their environment. A disabling environment includes inaccessible places, buildings and methods of transport. However, if adaptations are made to the environment, the impact of the disability may be decreased.

A physical disability may affect health and wellbeing because of other issues it causes for the person. It may restrict access to education and activities, cause emotional distress because of the difficulties they experience, and may make it harder to socialise and make friends. They may also experience negative attitudes from people around them. These can all cause distress or low self-esteem.

ACTIVITY

- 1 Working with a partner, pick a **Paralympian** and research how they have adapted their lifestyle to overcome their disability.
- 2 Produce a PowerPoint presentation on your Paralympian, no more than five slides long, including a table to summarise the effects of their disability on their PIES.



- This person needs to use a wheelchair to get about. How might their work needs be met?

ACTIVITY

Andrew is 45 years old. He has Huntington's disease, a degenerative disease of the central nervous system. It causes jerky and uncontrollable movement of the limbs. It will eventually affect his motor skills and speech and lead to loss of physical movement.

- 1 What are Andrew's needs now and how could he be supported?
- 2 What might Andrew's needs be in the future? How could he be supported?

Sensory impairments

Another physical factor that affects health and wellbeing is sensory impairment. This refers to the loss or partial loss of one of the five senses of sight, hearing, smell, taste and touch.

Visual and hearing losses can be caused by:

- **illnesses** such as diabetes (visual), tinnitus (hearing)
- inherited conditions
- injuries or infections
- age-related conditions such as macular degeneration or cataracts (visual), inherited or changes in nerves (ear)
- environment-induced (visual) such as too much sun or looking at bright sources of light at work
- environment-induced (hearing) such as loud machinery or music.

ACTIVITY

- 1 With a partner, research the causes of loss or change of smell, taste and touch.
- 2 Draw up a table to show the possible effects of visual and hearing impairment on a person's PIES if they work in a busy office.

CHECK MY LEARNING

- 1 Give two reasons why a person with a visual impairment might find socialising difficult.
- 2 Explain how an individual who uses a wheelchair might feel when they experience negative reactions from others, for example being ignored, and questions addressed to an able-bodied partner.

KEY TERM

Illness is a disease or period of sickness that affects the body or mind.

LINK IT UP

Look back at Component 1 Learning Outcome A for more detail on disabilities and sensory impairments.

GETTING STARTED

Reflect on your own diet. Write down what you have had to eat and drink since you got up this morning. Do you think your choices were largely healthy or unhealthy?

Lifestyle factors: nutrition

Nutrition is a lifestyle factor and is the process of obtaining the food necessary for growth. A balanced diet is one that contains the correct nutrients in the right proportions to keep our bodies and minds healthy.

Diet

Diet is often a lifestyle choice. Choosing to eat too much or too little might make us less able to take all the opportunities that life offers. A person who is overweight may:

- be more prone to illnesses and conditions
- have their life expectancy reduced
- be less able to exercise effectively
- miss out on learning experiences
- miss out on some sporting activities
- be less successful in job interviews
- feel embarrassed and self-conscious about their appearance in social situations.

An overweight or underweight person could try to control their weight through a balanced, healthy diet of good-quality food. The essential parts of a healthy, balanced diet are:

- fats (saturated and unsaturated)
- carbohydrates (sugars and starches)
- minerals
- vitamins
- proteins.



■ The foods shown contain all the essential parts of a healthy, balanced diet. We also need to consume the right amount of food and fluids each day.

The Eatwell Guide

The *Eatwell Guide* says we should try to:

- eat at least five portions of fruit and vegetables a day
- base meals on starchy foods like potatoes, bread, rice or pasta (preferably wholegrain or wholemeal varieties) to give more fibre; this should make up about one-third of what we eat each day
- have some dairy each day, but lower fat varieties
- eat some beans, oily fish, eggs, meat and other proteins, which also contain vitamins and minerals
- eat small amounts of oils and spreads, most of it unsaturated
- drink plenty of fluids
- reduce our intake of food and drinks high in saturated fat, salt and sugar.

DID YOU KNOW?

The *Eatwell Guide* outlines what the UK Government suggests we need to eat to keep us healthy. You can find out more by looking at the GOV.UK website and searching for the *Eatwell Guide*.

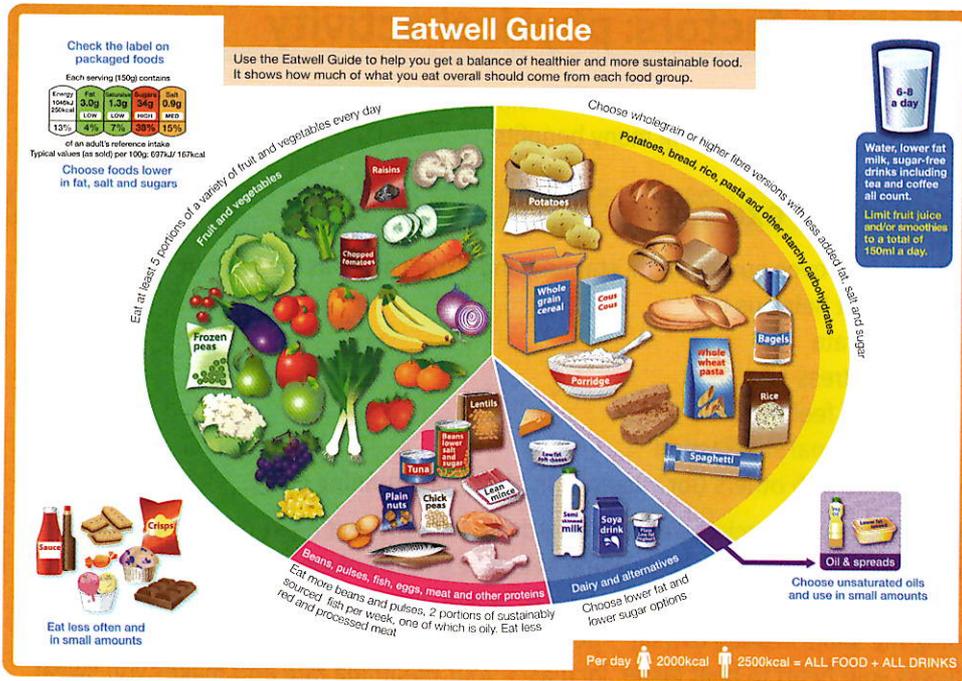


Figure 3.4: The *Eatwell Guide* recommends our diet contains these food items

The food we eat affects the way we feel and look. It is very important for our health and wellbeing.

If we eat more than we need, the body will store it as fat and this, for example, leads to:

- obesity
- heart disease
- high blood pressure
- strokes
- tooth decay
- cancer.

If we eat less than we need, the body does not get enough nutrients to grow and develop properly and this, for example, leads to:

- eating disorders (such as anorexia nervosa)
- anaemia
- stunted bone growth
- heart failure
- depression
- tiredness
- cancer
- rickets.

Some of the above could even lead to death.

ACTIVITY

- 1 Work with a partner or on your own to draw up a concept map using ICT, showing how the balance, quality and amount of food and drink in the diet affects a person's health and wellbeing. Make sure you include positive and negative effects.
- 2 Print out an extra copy of your concept map to add to a class wall display. Take a look at what others have added to their maps.
- 3 How well do you think you completed this task?

BEST PRACTICE

When caring for others make sure they follow a balanced diet so they get the recommended balance and quantity of nutrients, to help meet their physical needs.

DID YOU KNOW?

Our dietary needs vary throughout life. For example, as we get older we may need to eat less food because our bodies are slower to process it.

CHECK MY LEARNING

Think about what you ate for your main meal yesterday.

- 1 State the names of the food groups you ate.
- 2 Explain the long-term effects on your health and wellbeing if you continue to eat like this every day?

Lifestyle factors: physical activity

GETTING STARTED

Discuss, in small groups, an older person you know. How mobile are they? What exercise do they take? How does their mobility affect them?

DID YOU KNOW?

You should be able to talk, but not sing, during and straight after moderate exercise.

KEY TERM

Monitor is to check progress over a period of time.

We need to exercise to ensure we maintain our health and wellbeing. Exercise is a lifestyle factor that can bring many benefits.

Benefits of exercise

Exercise improves our strength, stamina and suppleness, as well as our muscle and body tone. It helps us to:

- concentrate
- relieve stress
- relax and feel good
- gain personal satisfaction
- socialise with others (for example, in a gym or a running club).

Getting enough exercise is essential and can help prevent heart disease and stroke – two of the UK's top five killers. Doing at least 2.5 hours of moderate physical activity a week, in 30-minute sessions, improves health. Any type of exercise – for example, using the stairs instead of a lift – helps your heart to be healthier. Moderate exercise causes your heart to beat faster, increases your breathing rate and makes you sweat. It can also lower your blood pressure and cholesterol level.

Some 'smart' devices can help you to **monitor** your exercise. They do this by keeping track of, for example, your steps and the speed at which you walk or run. This means you can check your activity level each day or week.

Taking exercise

There are different ways of taking exercise.

- Going for a walk or a jog is free and you do not have to commit to set times.
- Joining a gym or taking a class such as boxercise will cost money. However, some might say that paying for an exercise class makes you more likely to commit to exercise.
- Swimming and cycling are excellent holistic aerobic activities.
- Joining a team (for example, football or netball) may provide a social side in addition to the exercise.

Some people are happier to take their exercise alone. For others, it is an opportunity to meet new people or pair up with a friend. Remember, whatever exercise you take part in, your brain will release hormones called endorphins, which provide a feeling of wellbeing.

Did you know?

Endorphins are chemicals released by your body to reduce the effects of pain or stress. They also improve your mood, so make you feel better than you did.



■ **You do not have to be young or mobile to exercise**

Even those with limited mobility can take exercise. For example, residents in care homes are frequently offered gentle standing or armchair exercise. Armchair activities can help people with conditions such as osteoporosis, arthritis and high blood pressure to exercise without putting any strain on their knees or hips.

Not taking exercise

Lack of exercise can lead to conditions such as:

- stiffening of the joints
- poor stamina, strength and suppleness
- obesity
- stroke
- coronary heart disease
- poorly developed heart and skeletal muscles
- sluggish blood flow
- osteoporosis.

Any one of these conditions means that health and wellbeing will suffer.

ACTIVITY

- 1 Work individually to research exercise. Then draw a mind map of the benefits of different types of exercise.
- 2 Split into five groups. Share out the life stages covered in Component 1 (combining infants and early childhood) so that each group in your class has a different life stage. Discuss the negative/positive effects on health and wellbeing of exercise for that life stage. Then produce a podcast or script designed to promote the positive aspects of getting enough exercise. Remember to warn of any risks.
- 3 Play your group's podcast to the rest of the class. Self and peer evaluate them for clarity of key learning points about how exercise affects health and wellbeing.

CHECK MY LEARNING

- 1 State how exercise might help a person with Down's syndrome who is overweight and has poor muscle development.
- 2 Explain why armchair activities are beneficial for people with osteoporosis.

Lifestyle factors: smoking, alcohol and substance misuse

GETTING STARTED

In small groups, discuss what causes people your age to misuse substances such as alcohol, nicotine, illegal drugs and prescription drugs. Also, discuss the possible consequences of making such a lifestyle choice.

KEY TERMS

Nicotine is a powerful, addictive drug found in tobacco.

Addiction is not having control of doing, taking or using something to the point where it could be harmful to you.

Smoking, alcohol and the misuse of substances, such as illegal drugs, and misuse of prescribed drugs, is another lifestyle factor. Regular use can lead to long-term health problems.

Alcohol

Alcohol is socially accepted in many cultures. However, if it is not controlled, it can become an **addiction** for some people.

Excessive drinking of alcohol can cause many illnesses and problems, but if taken in moderation, alcohol is viewed as pleasurable. The first full guidelines on alcohol consumption since 1995, published by the UK Government in January 2016, say that:

- any amount of alcohol can increase the risk of cancer
- men and woman who drink regularly should consume no more than 14 units a week – the equivalent of six pints of beer or seven glasses of wine
- people should not save up their units and drink them in one go (binge drinking).

Smoking

Smoking tobacco, usually in cigarettes, is legal but banned in public places. Tobacco contains **nicotine**, which is highly addictive. All smoking material now carries a government health warning.

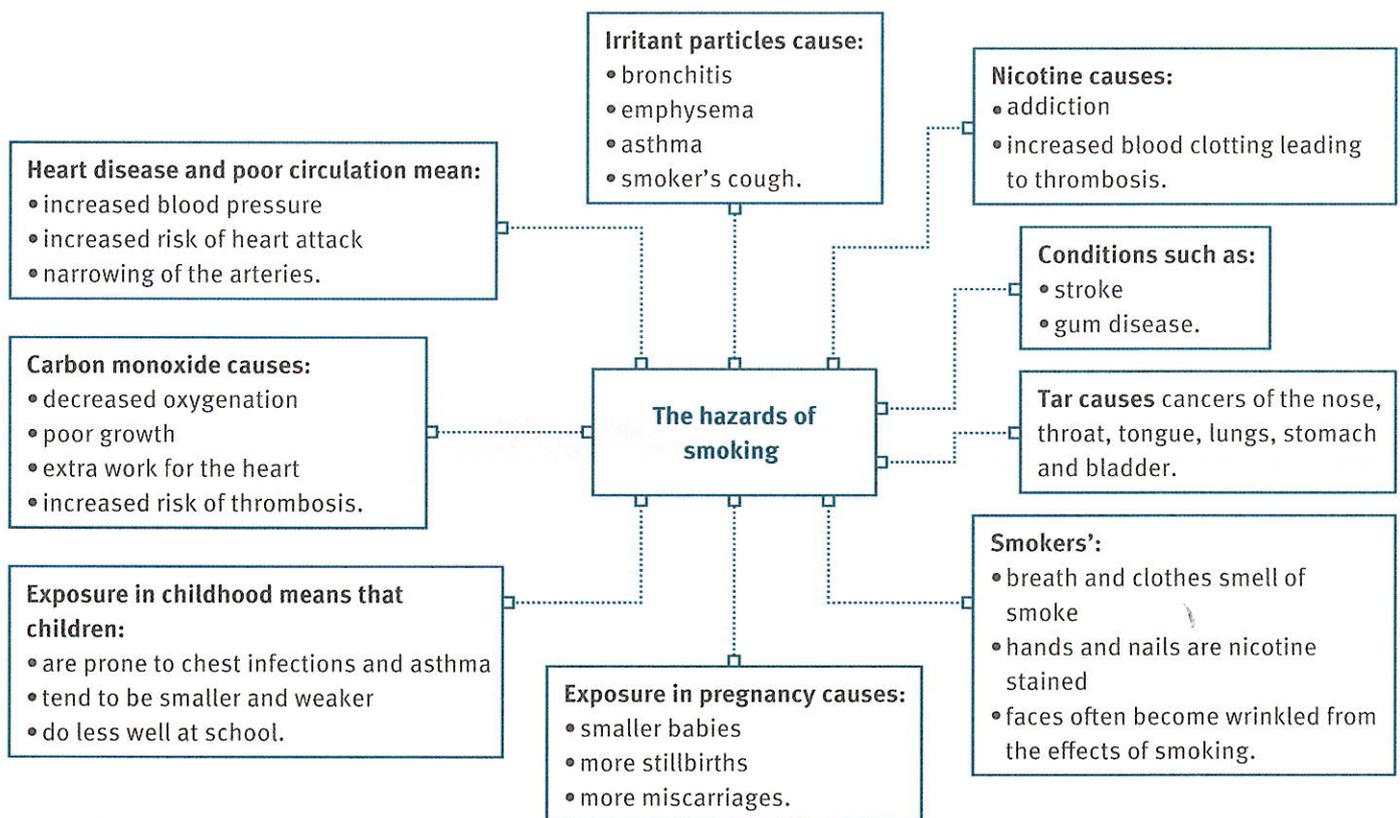


Figure 3.5: Ill health effects that can be caused by smoking



- Smoking carries a wide range of potential hazards

Illegal drugs and misuse of prescribed drugs

Substance abuse includes:

- the unsafe use of solvents
- taking illegal drugs such as cannabis or ecstasy
- misusing prescription drugs.

Substance abuse can have profoundly damaging effects on your body. These include a loss of control of your actions and damage to organs such as the brain, liver and kidneys. Many people become addicted to illegal drugs or even prescription drugs if they are misused. Substance misuse and damage to the body could also result in death.

ACTIVITY

- 1 Divide into four groups. Each group should pick one topic from 'alcohol', 'nicotine', 'illegal drugs' and 'misuse of prescribed drugs'. Do some research and produce a single-page fact sheet for use in settings such as health centres, giving the positive/negative short- and long-term effects on health and wellbeing of using the allocated substance. (Highlight the effects in different colours.) Your fact sheet should discourage young people from starting, or continuing, to use this substance. In your fact sheet suggest alternative, less harmful activities to achieve the same positive effects.
- 2 Print copies of your finished fact sheet for each group member to have for their notes.

CHECK MY LEARNING

- 1 Give the names of three different substances which can cause a negative effect on health and wellbeing.
- 2 Use the information to draw a Venn diagram showing the common long-term effects to which misuse of these substances may lead, with the ones they have in common in the part where the circles overlap.

Social factors: relationships and social inclusion and exclusion

GETTING STARTED

Working with a partner, discuss the types of relationships and their possible effects on a person's health and wellbeing. Come up with at least two examples and feed back to the class.

LINK IT UP

To remind yourself about social factors go to Learning Outcome A in Component 1.

There are many social factors that affect health and wellbeing, two of which are relationships and being included by others.

Our social needs include the opportunity to:

- mix with others in an appropriate environment
- have access to leisure facilities and activities.

It is important that we have family and friends and belong to groups or a community. These social interactions provide us with a sense of belonging and a feeling that we are accepted. There are many types of social interaction. What other types can you think of?

Relationships

The quality of our relationships influences how we feel about ourselves throughout our lives. There are many different types of relationships:

- some are formal, such as with our boss at work
- others are informal, such as with family, peers and friends.

We form our first relationships with our parents or carers. We usually make our first friends as children. We make more friends through:

- school and higher/further education
- interests and work
- other parents, if we have children of our own
- activities we may take up during retirement.

In fact, we continue to meet new people and make new friends throughout our lives.

Supportive/unsupportive relationships

Our family and friends affect our health and wellbeing. When relationships are supportive they can provide:

- physical support and assistance
- intellectual stimulation
- emotional support and happiness
- a social life.

When relationships are not supportive they can:

- hurt and upset us
- influence us to do things we maybe would not do, such as smoke or turn to crime
- make us unhappy and could distract us from learning experiences
- make us feel lonely and bad about ourselves.

Social inclusion and exclusion

Our relationships affect whether we feel integrated into a community or isolated from it. Some relationships can lead to social integration – for example, becoming actively involved in a community. One example is working to support a charity, which might result in:

- physical work, such as helping to build benches for a community garden
- intellectual stimulation, such as problem solving
- emotional fulfilment through a new sense of purpose
- social opportunities to make new friends.

Other relationships can lead to social isolation or exclusion. For example, someone may fall out with a friend who may then bully them. This could lead to the person feeling:

- physically threatened
- emotionally upset
- intellectually distracted from, for example, their work
- socially isolated.

An isolated person could become withdrawn and miserable because they think others find it hard to be friends with them.



- Have you been in a situation like this, either as part of the group or as the one being excluded? How did it make you feel? How do you think it made others feel?

Social integration and isolation in retirement

For many people, retirement is an opportunity for social integration because they have more time to meet people. However, others may feel isolated.

Integration includes, for example, meeting people through leisure activities, as long as they remain healthy and active. They might:

- move into a different residential setting
- make new relationships that lead to them being given help with day-to-day tasks (physical)
- take part in stimulating activities (intellectual)
- feel supported and reassured (emotional)
- always have others to mix with (social).

However, some older people become socially isolated as they get older because:

- they may lose friends through illness or death
- they may lose a life partner.

Others who are socially isolated

Others who may become socially isolated include those who are:

- homeless
- going through a difficult period in their lives
- physically or mentally ill
- living with conditions such as autism.

ACTIVITY

- 1 Work individually to identify the positive effects of a supportive relationship and the negative effects of an unsupportive relationship, including social integration/isolation.
- 2 Write a magazine article about supportive and unsupportive relationships including family, friends, work colleagues and intimate relationships. Make the article attractive, well written and informative. Use no more than two sides of A4.
- 3 Be prepared to read your article to the class, or listen to others read theirs. Make a note of any points you have missed from yours.

CHECK MY LEARNING

- 1 Identify three different types of relationship.
- 2 Explain how educational experiences at school might positively affect your health and wellbeing.

Social factors: bullying and discrimination

GETTING STARTED

With a partner, discuss what you think the word bullying means. Write down your definition and share it with the class.

Two social factors that have a negative impact on health and wellbeing are **bullying** and **discrimination**. Bullying can take a variety of forms, and discrimination can happen to different people for different reasons. Both bullying and discrimination can cause long-term health and wellbeing issues.

Bullying

There are five main types of bullying. These are shown in Table 3.3.

■ Table 3.3: The five types of bullying

Type of bullying	How a bully tries to take control of a victim
Physical	They will use physical force and actions such as hitting, pushing, kicking, pinching, spitting.
Verbal	They will use words and language to name-call, threaten, intimidate and put down.
Cyber	They will use the internet to send hurtful comments and threats, and/or to share embarrassing images and information.
Emotional	They will humiliate, insult and belittle to try and lower self-esteem. They will also try to isolate, coerce and control the person.
Sexual	They will touch the person without consent, make inappropriate, crude comments and gestures, and share sexual secrets, messages and images with others.

ACTIVITY

Working in a small group, research how bullying affects an individual's PIES. Produce a podcast based on your findings, aimed at showing bullies the consequences of their actions.

KEY TERMS

Bullying is the repetitive intention to harm, coerce or intimidate.

Coerce is to make someone do something they don't want to.

Intimidate is to frighten someone.

Discrimination

Discrimination is when someone is treated differently and unfairly because they are seen as different. Other people may make assumptions about a person based on what they think they know. For example, a younger person may assume older people can't contribute anything valuable to society when in fact they have wisdom and insight, can be very active and busy, and may work in a paid or voluntary role well beyond retirement age.

The person showing discriminatory behaviour doesn't see the individual as a person. Instead, they make a judgement of them based simply on one of the characteristics listed below.

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These characteristics were identified in the Equality Act of 2010 as protected characteristics. This means it is illegal to discriminate against anyone based on any of these characteristics, The Equality Act protects individuals from discrimination when:

- in the workplace
- using public services
- using businesses or organisations that promote services and goods
- using public transport
- joining a club or association
- having contact with public bodies such as the local council or a school.

Promoting anti-discriminatory behaviour in the workplace

Service providers need to work in an anti-discriminatory way by centring service users and treating them equally and inclusively.



Figure 3.6: Have you any other ideas?

ACTIVITY

- 1 Working with a partner, draw up a table of possible effects of discrimination on an individual's health and wellbeing (PIES).
- 2 Find out the four main types of discrimination identified under the Equality Act.
- 3 Produce an information leaflet which can be used in the workplace to raise awareness of these four types including some examples of each. Your leaflet should use one sheet of A4 paper and be presented in such a way that people of all abilities are encouraged to read it.

CHECK MY LEARNING

- 1 State what is meant by the word discrimination.
- 2 Are the effects of bullying and discrimination similar or different? Explain why you think this is.

LINK IT UP

To remind yourself about bullying and discrimination revisit Component 1 Learning Outcome A.

Cultural factors: religion and community participation

GETTING STARTED

Work with a partner to discuss any cultural factors or reasons you can think of that may make a person unwilling to seek help or access a service.

Every culture has its own values, traditions, way of life and beliefs. Cultural factors can have a positive or negative effect on health and wellbeing. Being part of a cultural group means that an individual may, for example, sometimes be excluded by other cultural groups who are intolerant of their views and beliefs or face language barriers. The positive side is that generally they will have the support of their own cultural group physically, intellectually, emotionally and socially. Two such factors are religion and community participation.



- Community participation or being part of a religious group can provide support physically, intellectually, emotionally and socially. What support does this volunteer kitchen provide a community?

Religion

Being part of a religious group can be positive for health and wellbeing. Many religious groups provide a supportive network for families and people experiencing illness, such as offering to drive people to hospital or providing meals for those just out of hospital. Some religious beliefs may influence an individual to be reluctant to seek the treatment they need or follow advice. For example, religious beliefs might make it unacceptable for women to be examined by male doctors or nurses. To make it a positive experience for patients, it is important that women know who is going to examine them, and give them the opportunity to explain their concerns and opt for female practitioners.

Religious beliefs should not have a negative effect on health and wellbeing. Being open, making sure everything is explained, making people feel comfortable and most importantly respecting that person's beliefs and needs will avoid people being reluctant to access health and social care services. Leaving it too late can lead to complications and threaten life.

ACTIVITY

- 1 Working with a partner, pick a religion other than Islam and do some research into the values and beliefs of that religion.
- 2 Produce an information sheet based on the religion you picked that shows how some beliefs may affect willingness to access certain services and to follow advice offered by doctors. Include steps that can be taken to support people to access health services.
- 3 Add your information sheet to a wall display.

Community participation

Community participation refers to belonging to a group with which an individual identifies. It could be a group coming together to plan a street party or build a community garden. People may come together in a place of worship, or to organise a **Pride** march to celebrate the LGBTQ+ community. Being part of a group brings people together and gives them support and a sense of belonging and improves wellbeing. However, it is important to be aware that some people will find it hard to get involved in a community. They can become socially isolated, and their health and wellbeing will be negatively affected. For example, people who are physically or mentally ill, or older people who live alone, can become socially isolated. This can lead to loneliness, depression and mental deterioration.

KEY TERM

Pride is a celebration of people coming together to show how far LGBTQ+ rights have come.



- A Pride march in New York. How might coming together in a march help community cohesion?

CHECK MY LEARNING

- 1 Give three reasons why personal beliefs and preferences might prevent some individuals accessing health and social care services.
- 2 Explain how being part of a group building a community garden can improve a person's PIES.

Cultural factors: gender roles and expectations, gender identity and sexual orientation

GETTING STARTED

With a partner, discuss what you think is meant by the terms gender and gender identity.

LINK IT UP

To remind yourself of the influences on children as they grow and develop go to Learning Outcome A in Component 1. You will learn more about how economic factors affect an individual's health and wellbeing later in this component.

KEY TERMS

Aspirations are hopes and ambitions of achieving something.

Expectations are beliefs that something will happen.

Gender identity is how someone feels internally about their gender.

Gender expression is how someone expresses their gender identity externally, for example through their clothes and behaviour.

Diversity means recognising and valuing the differences between people and treating people's values, beliefs, cultures and lifestyles with respect.

Gender roles and expectations, gender identity and sexual orientation are also cultural factors which can have positive and negative effects on health and wellbeing.

Gender roles and expectations

As children grow and develop, they learn about the roles and behaviour expected of men and women. These gender roles can influence a person's lifestyle. Although much progress has been made to make men and women equal, there are still a number of issues. For example, there is still a gender pay gap, so men tend to be financially better off than women. Women are still more likely to take career breaks to have children, therefore slowing their career progression and often changing their **aspirations** and **expectations**. This affects all aspects of health and wellbeing. Over the years, gender roles have become less traditional. For example, many more fathers are now opting to stay at home and raise children while the mothers go to work. This might be because of personal preference or because the woman has a better paid and more rewarding job than the man.

Gender roles and expectations can also affect willingness to seek help or access services. Men are often more reluctant to consult a doctor than women, often leaving it until a condition is more advanced before seeing a doctor. Similarly, some men are more reluctant to seek help with conditions such as depression and anxiety, preferring to try to cope on their own rather than talk about their feelings with a doctor.

Gender identity

Gender identity is how a person identifies internally with a gender. Gender used to mean the same as the sex someone was born, so either male or female, but that is no longer the case. There are over 100 gender identities in the UK, including male, female, transgender, gender neutral and non-binary. **Gender expression** is how someone externally expresses their gender identity, for example through the clothes they wear and how they behave. Being able to show your true gender identity is important to an individual's emotional and mental health.

ACTIVITY

- 1 Pick a gender identity other than male or female and find out what it means.
- 2 Imagine how it would feel to want to have that gender identity but be too afraid to tell anyone. Write a diary entry for that person which describes how it would affect their PIES.

Sexual orientation

Sexual orientation describes the emotional, romantic or sexual attraction a person feels towards another person. The types of sexual orientation are:

- heterosexual (straight): attracted to members of the opposite sex
- homosexual (gay, lesbian): attracted to people of the same sex

- bisexual: attracted to members of both sexes
- asexual: experiencing no sexual attraction to others.

In general, society has become much more accepting of different types of sexuality. For example, same-sex marriage is now legal, and there are many role models in the media who are gay or lesbian, which has made it easier for other people to become comfortable with their own sexuality. This has not always been the case, and there are still groups within society who find any non-heterosexual relationship hard to accept.

It is important that people can express their sexuality, as it can affect self-esteem and self-image. Some may find it hard to tell family members and friends that they are gay, for example, and may hide their true sexuality because they worry about upsetting others or being rejected. Sexuality is an important part of everyone's self-concept, and people need to feel they are accepted by others for who they are.

ACTIVITY

Krishna works in a hospital. He has recently married his long-term partner Craig but has not yet told any of his colleagues at work that he is gay. He decides that it is time to tell his colleagues and introduce them to his husband. His colleagues are very accepting and begin to include Craig in social events after work.

- 1 How would keeping his sexuality a secret affect Krishna's PIES?
- 2 How would Krishna's PIES be affected now he has shared his sexuality with his colleagues?



▣ Krishna and Craig want to be open about their relationship with colleagues

DID YOU KNOW?

LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender and Queer (or questioning). The plus sign is used to include other identities, such as pansexual. LGBTQ+ organisations celebrate pride, **diversity** and individuality.

CHECK MY LEARNING

- 1 Give three reasons why it is important in any health and social care community to be aware of the impact gender roles and expectations can have on an individual and how they access services.
- 2 Explain how being unable to express gender identity or sexuality could affect a person's PIES.

Economic factors: employment situation and financial resources

GETTING STARTED

In small groups, discuss the different sources of a person's financial resources.

ACTIVITY

Malik is 16 years old and about to leave school. He is trying to decide whether he wants a manual or non-manual job. Draw up a table to compare the positive and negative effects on his PIES of working as a bricklayer and working in an office, on about the same wage, to help him decide.

KEY TERM

Savings is money set aside for something specific such as a holiday, or for the future.

Economic factors, such as an individual's employment situation and financial resources, have both positive and negative effects on health and wellbeing.

Employment situation

Most people spend a large part of their adult life working. This gives them the income to buy the goods and services they need.

The types of work people choose to do and the relationships they build with people at work affect their health and wellbeing. Jobs can be manual or non-manual. Manual work can be very physically tiring and can have short- and long-term effects on the body. Non-manual jobs require people to use their brains rather than their bodies. Sometimes, non-manual jobs can be stressful and involve little exercise, leading to a lifestyle that is linked to high blood pressure and heart disease.

Jobs can be full- or part-time, and people can be employed by someone else, or be self-employed. All jobs and employment situations have positive and negative effects on the health and wellbeing of the person doing the job.

The level of income a person earns is linked to things like their level of education, skills, talents, how hard they work, the level of responsibility they have, their status within an employment sector, and their area of work. Other factors can affect this too; for example, you have already learned, that gender can affect a person's employment situation. Some people can't work for reasons such as disability, illness or family commitments, and may claim allowances.

Financial resources

The term 'financial resources' refers to the money and personal wealth that an individual has at their disposal. It's made up of their income, any inheritances received and any **savings** they may have made.

Most of an individual's income is money that they earn. Some of their earnings go into a pension so that when they retire, they still have some income. This is in addition to the state pension, which the government gives everyone over a certain age. Someone may also receive income from any money they have invested.

ACTIVITY

- 1 Work in a small group to draw up a concept map showing what having adequate (enough) financial resources allows an adult to do.
- 2 Use your table to prepare a role play showing the possible effects on health and wellbeing of not having sufficient financial resources.
- 3 Be prepared to perform your role play for the rest of your class.
- 4 How well did the role plays identify the negative and positive effects of having insufficient financial resources? Explain your answer.

Effects of adequate financial resources on health and wellbeing

If you can afford to buy food that provides you with a balanced diet, you are less likely to be ill and may exercise more (physical). You may also be able to afford access to more learning opportunities – for example, further education – and be mentally stimulated (intellectual). Adequate financial resources may allow you to meet up with friends or meet new people (emotional and social).

When adults have an adequate income they can generally afford better-quality housing, with access to services such as good schools to provide a quality education for their children. There will be less stress because they are not worrying about financial problems and so fewer arguments and less chance of relationships failing.

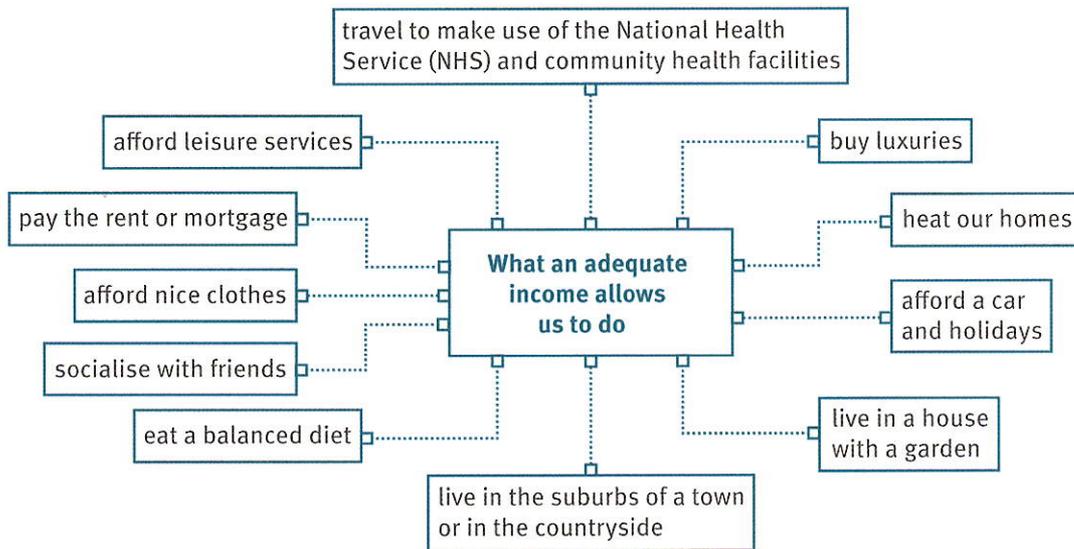


Figure 3.7: The effects of financial wellbeing

Poverty

Some people live in absolute poverty. This means that, despite benefits being available, they do not receive enough money to meet their basic needs, such as food, housing, warmth (fuel) and clothing.

Others live in relative poverty. This means that although they have enough money for the essentials to live, they have less than other people. This will limit their life choices. They also have more chance of suffering ill health and have fewer opportunities for personal development. Their children might:

- miss out on, for example, school trips, new warm clothes and sleepovers
- do less well at school, which could mean they will earn less as adults.

DID YOU KNOW?

Poverty affects nearly one in three children in the UK today.

CHECK MY LEARNING

- 1 Give three factors that determine how much a person earns.
- 2 Explain how a well-paid job can affect health and wellbeing in both a positive and negative way.

Environmental factors: housing and home environment

GETTING STARTED

Reflect on your own home. Is it small, big, cluttered, cramped, light, airy, etc.? How has it affected your PIES to date? Write a list of the features you would have in your dream home in the same location as your current home.

Health and wellbeing is affected by the environment in which we live.

Housing needs, conditions and locations

Many of us spend a lot of time in our homes. Our home environment can affect our health and wellbeing in a number of ways; see Table 3.4.

■ Table 3.4: The home environment and how it affects families

Housing	How it affects health and wellbeing
Type of home	Living in a semi-detached or terraced house or a flat means occupants are more likely to be disturbed by noise from neighbours. This can cause children to lose concentration (e.g. when trying to do their homework) and affect the concentration of adults who work from home. It may also lead to arguments with the neighbours.
Condition of home	If a home is cluttered, damp and dirty and has poorly groomed pets, then occupants are more likely to be ill because poor hygiene allows bacteria and other germs to spread and grow. Damp and mould can have a negative effect on respiratory conditions and affect sleep.
Size of home	If a home is small and cramped, illnesses are likely to spread quite quickly. There is also more chance of accidents.
Amount of personal space	If a home is overcrowded (e.g. with siblings sharing a room), there will be less privacy and less space for schoolwork, belongings and interests. This might lead to disorganisation and demotivation and may prevent concentration. It might also lead to disturbed sleep.
Location of home	Occupants are more likely to be affected by pollution (including air, light and noise) if they live in urban areas. Living in a high building with no access to a garden or other outdoor space can mean there is nowhere to play or sit outside. Living in a house with a garden in the suburbs or the countryside will be quieter and provide access to the outdoors for leisure activities and exercise.

Rural and urban lifestyles

Living in a detached house with a garden in the suburbs or countryside is more likely to promote better health because of:

- fresh air, opportunities to exercise and low noise levels resulting in uninterrupted sleep (physical)
- improved concentration and alertness (intellectual)
- being more relaxed and happy (emotional)
- a more active social life (social) because families are less likely to be ill or stressed.

For some people, however, living in rural and isolated areas can make access to health and social care services more difficult.

Others may prefer to live in a town or city. If they can afford to live in a high-quality spacious apartment or house, they are likely to notice a positive effect on their health and wellbeing. They are likely to be:

- closer to work, with better transport links or even within walking distance (physical)
- close to amenities such as libraries, theatres and museums (intellectual)
- happy with their life as a result of the other factors listed (emotional)
- close to friends (social).



- Urban or rural: where would you prefer to live and why?

The home environment

Living with a high level of parental conflict

Some children see and hear a high level of parental conflict in the home, some of which may escalate into domestic abuse. It can be very frightening and upsetting for children and vulnerable adults. It can cause physical symptoms such as headaches, stomach pains and bed wetting. It can also cause them to become withdrawn or aggressive and struggle to sleep because of the noise and distress. They won't be able to concentrate on anything, including their school work.

Experience of abuse and neglect

Some children will experience abuse by witnessing it or by being abused themselves by a parent or other adult. Some children may also suffer neglect. This is when basic needs, such as food, clothing, warmth, love and health care, are not met. Abuse and neglect can have serious, negative short- and long-term effects on health and wellbeing.

ACTIVITY

- 1 Working with a partner, research different types of abuse, signs of abuse and the possible effects of abuse on the health and wellbeing of a child.
- 2 Working on your own, research neglect and its short- and long-term effects on a child's health and wellbeing.
- 3 Write an article for an online forum on the effects of abuse and neglect on a child.

CHECK MY LEARNING

- 1 Give three reasons why some people prefer to live in the middle of a large town.
- 2 Explain how living in a home environment with lots of conflict will affect a child's health and wellbeing.

Environmental factors: exposure to pollution

GETTING STARTED

Work in pairs to illustrate in diagram form (no words) as many environmental conditions that can affect health and wellbeing as you can think of.

KEY TERM

Pollution is the act of introducing harmful substances or irritants that cause damage to living organisms into the environment.

DID YOU KNOW?

On still, sunny days, the sun causes nitrogen dioxide and the ozone to create toxic smog. On cold, foggy days, pollution gets trapped close to the ground, building up to winter smog.



How many environmental factors can you see here?

Negative environmental conditions can affect health and wellbeing in a number of ways. One such factor is exposure to air, noise and light **pollution**.

Pollution

We all need clean air, water and proper waste disposal facilities, but our modern way of living means that our air and water can sometimes be affected by chemicals and other products.

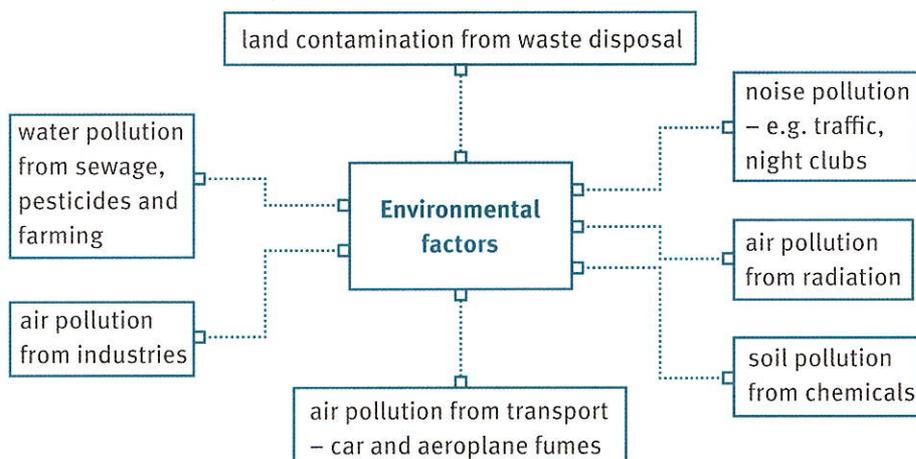


Figure 3.8: The social costs of pollution

Air pollution

Air pollution is a mixture of gases and particles that have been emitted into the atmosphere by the activities of human beings. The most common cause is the burning of fossil fuels to give energy. Air pollution in the UK has gone down significantly in recent years because of measures to reduce it. But pollution still exists in and around urban areas (towns and cities).

Air pollution can:

- cause and aggravate respiratory conditions
- irritate the eyes, nose and throat
- severely affect people with asthma and other breathing problems such as emphysema
- include dust that comes from quarries, mines and factories
- be carried from other countries – for example, in dust from the Sahara.

Those who live near busy main roads, airports, seaports and industrial sites are more likely to be affected by air pollution. Events at which large numbers of fireworks are let off can also add to air pollution and smog.

The causes of water pollution include sewage, wastewater, leakages from underground storage, agricultural chemicals and industrial waste getting into lakes and rivers, as well as the dumping of litter at sea. Pollutants from industrial sources include asbestos, which can cause cancer, and lead and mercury, which can poison us.

Fresh air and water can improve health and wellbeing but a polluted atmosphere can make us ill (physical), stopping us accessing learning activities (intellectual), making us feel low (emotional) and stopping us going out with friends (social).

Noise pollution

Noise pollution is excessive noise that may harm the activity of human or animal life and affect health and wellbeing. The noise might come from an aircraft taking off, heavy traffic, or road-mending equipment such as drills. Sustained high noise levels can cause:

- high blood pressure
- sleeplessness
- hearing loss
- increase in stress levels.

ACTIVITY

- 1 Work in a small group to research how air pollution levels or noise affect health and wellbeing. Produce a TV news report (or script) to show what you have learned.
- 2 Act out your report to the rest of the class or share your script.
- 3 Do some research on cities named in Figure 3.9. For example, your research could include population and location.
- 4 Use your research to explain the shape of the graph.
- 5 Why is London close to the World Health Organization (WHO) target for healthy air and Montreal at the WHO target?

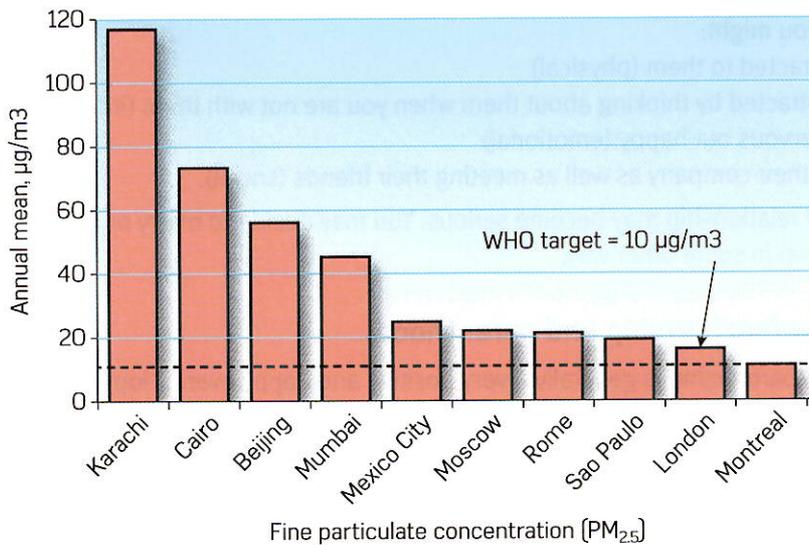


Figure 3.9: Pollution in major cities

Light pollution

Have you noticed that you can see the stars much more brightly in the countryside than in a built-up area? In a town or city, light pollution is caused by excessive artificial light, such as street lights. Light pollution doesn't just stop us from seeing the stars. Over-exposure to unnatural light can disrupt sleep patterns. Disrupted sleep can eventually lead to conditions such as obesity and depression. Light pollution can also cause problems for wildlife.

Check my learning

- 1 Identify one reason that air pollution has gone down significantly in recent years.
- 2 Explain why we still have air pollution in the UK.

The impact of life events: physical events and relationship changes

GETTING STARTED

Work with a partner to thoughtfully consider how a physical event such as a serious accident or a life-limiting illness can affect our PIES.

KEY TERM

Life event is something that happens to people as they move through life that has a major impact on their health and wellbeing.



■ Beginning a journey through marriage and commitment

Physical events

Life events happen to us all and can have an impact on our health and wellbeing. Puberty, ageing and accidents are examples of physical events. An accident, such as a car accident, can have a profound and life-changing impact on a person, depending on its severity. Support and care is needed in their rehabilitation. Many people experience puberty or aspects of ageing, like the menopause, without any detrimental health and wellbeing impacts but some people do suffer from these physical changes and need support and care.

Relationship changes

When a relationship changes, it affects our health and wellbeing. These changes can:

- affect our self-esteem
- increase our levels of stress and anxiety
- cause us not to function well.

Entering into a relationship

When you first enter into a relationship with someone who may one day become your partner you might:

- be attracted to them (physical)
- be distracted by thinking about them when you are not with them (intellectual)
- feel nervous but happy (emotional)
- enjoy their company as well as meeting their friends (social).

Your new relationship may become serious. You may decide to marry or commit to the partnership in some other way.

Marriage/partnership and parenthood

Marriage/partnership is generally a very positive and happy event. Hopefully, it will lead to a settled and stable relationship with a partner. It can also offer you PIES development, perhaps through:

- shared activities (physical)
- new opportunities (intellectual)
- supporting and looking after each other (emotional)
- developing new joint friendships (social).

You may have children, who will keep you physically and mentally active, giving you love and affection. Children may change your social life to centre more on the home and school. When your children have grown, you may have time again to focus on the two of you. You may take up new interests and friendships. Your self-esteem may be high because you feel more confident and capable as a result of your journey through your partnership.

Divorce

Divorce is generally a negative event. Even though you might feel relief at ending an unhappy situation, it may still bring negative feelings and other consequences.

- You may enjoy the flexibility of being single and making your own choices (perhaps about what to eat and how to exercise). However, you may have less money, which could affect your general standard of living as well as your opportunities to take part in activities and socialise.
- Although you may be happier single, you may feel lonely and isolated from joint friends.
- Your children may be relieved about a divorce/separation. On the other hand, they may also feel angry and their behaviour may become disruptive.
- Your self-esteem could be affected because you may lose confidence and feel as though you have failed.

Bereavement

The death of a life partner, parent, child or any other family member or friend can have an impact on a person's health and wellbeing by:

- causing us to grieve
- making our future uncertain
- raising our levels of stress and anxiety.

Table 3.5 shows how the health and wellbeing of a bereaved person may suffer.

■ Table 3.5: How a bereaved person who has lost their partner may suffer

Physical suffering	Intellectual suffering	Emotional suffering	Social suffering
<ul style="list-style-type: none"> • Feels stress • Neglects, for example, a balanced diet • Does not sleep well 	<ul style="list-style-type: none"> • Feels distracted • Lacks concentration • Misses sharing activities/opportunities with the person they have lost 	<ul style="list-style-type: none"> • Feels unhappy • Feels sad • Perhaps feels angry 	<ul style="list-style-type: none"> • Feels it is harder to socialise as a single person • Feels it is difficult to mix with others • Misses socialising with the person they have lost

LINK IT UP

To remind yourself more about relationships, go to Learning Outcome B in Component C1.

ACTIVITY

- 1 Work in a group and pick one type of relationship change or physical event.
- 2 Make notes and write the profile of a TV soap character who has undergone the relationship change or physical event. Choose any writing style – for example, social media, case study, article.
- 3 Predict the positive/negative effects of the relationship change or life event on the person's health and wellbeing.
- 4 Write up and print your profile for yourself and other students, using the notes you made.
- 5 Read each profile and add any negative/positive effects you feel have been missed.

CHECK MY LEARNING

- 1 Give two different life events involving changes in relationships.
- 2 Explain how ageing can affect a person's health and wellbeing both positively and negatively.

The impact of life events: life circumstances

GETTING STARTED

Work in pairs to list life events relating to changes in life circumstances.

We all go through changes in our life circumstances. These are expected (starting school) or unexpected (being made redundant) and affect our health and wellbeing in positive and negative ways.

Imprisonment

One example of a change in life circumstances is imprisonment. Being sent to prison may affect the person's health and wellbeing in several ways.

Physical effects

Imprisonment takes away a person's freedom. A prisoner:

- is confined to a cell some of the time and allowed into communal areas with others
- has little privacy
- has little choice of what to eat, drink, wear, when and how to exercise
- has no control over the temperature of their environment
- may also be attacked by other prisoners.

However, for some people, imprisonment may mean three balanced meals a day, warmth, a bed and clothes and the chance to exercise more than they did previously (so they may become healthier and fitter). They will also have access to health and social care services inside the prison.

Intellectual effects

Being imprisoned is likely to cause anxiety and stress. The person may find it hard to concentrate on anything. However, they will be given learning opportunities during their sentence, which could lead to new qualifications and skills.

Emotional effects

They will miss their family and friends. They may feel upset at how life is passing by and what they are missing outside the prison. They may also be worried about issues such as being attacked by other prisoners and finding employment when they leave prison. Although the worry will not disappear, they may decide to give up their old bad habits and try to better themselves. They may become more positive and confident about their new life outside of prison, using their new skills, knowledge and level of fitness.

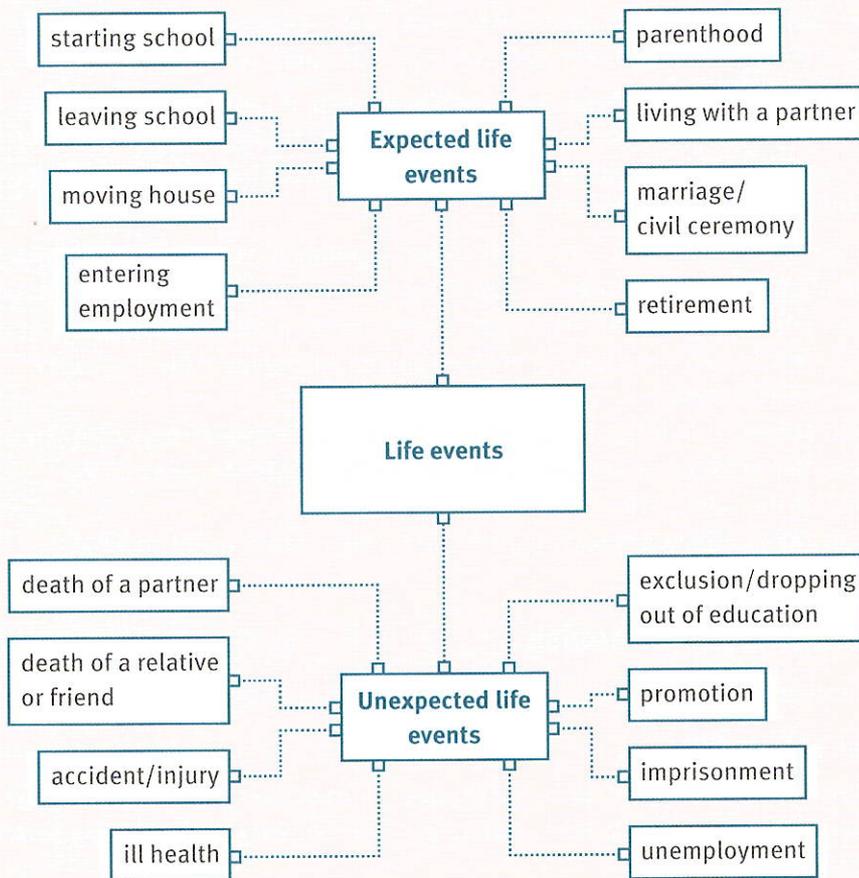
Social effects

They will have to mix with all kinds of people – including those they do not like. They may find the habits and attitudes of others offensive. However, they may also make friends with a cellmate or other prisoners. They may even enjoy the social life on offer.

Therefore, although being sent to prison will generally be a negative and unhappy event, there may be ways in which health and wellbeing are positively affected. You will usually be able to find some positive effects in most, but not all, changes in life circumstances.

ACTIVITY

- 1 Work in a small group to discuss any changes that have happened in your life circumstances and how these affected your health and wellbeing. However, you do not have to share your own experiences if you prefer not to. You can keep the discussion very general.
- 2 Look at the life events shown in the diagram below. Excluding imprisonment and relationship changes, compile a table showing the main effects of each change in life circumstance on an individual's health and wellbeing.



CHECK MY LEARNING

- 1 Give two ways starting school can affect a child's physical health and wellbeing.
- 2 Describe how parenthood can positively and negatively affect a person's emotional health and wellbeing.