

## Long Term Plan Year 11 L2 Cambridge National in Child Development (J809)

**Ethos and driver of department** - "To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors".

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	Unit RO57: Health and well-being for child development	RO57: Topic Area 1: Preconception health and reproduction  1.1 Factors affecting preconception health for women and men  1.2 Other factors affecting the preconception health for women  1.3 Types of contraception methods and their advantages and disadvantages  1.4 The structure and function of the reproductive systems	This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.  Students will develop the following skills that are transferable to different real-life contexts, roles or employment:	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities  Responsibilities  Responsibility for the well-being of a child before conception and the roles and resps of parenthood.  Understanding of reproduction and pre-conceptual , antenatal and postnatal care.  Students will develop an appreciation of the importance of creating the best conditions	Students not providing answers to examination questions that relate to the scenario they have been given.  Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.  Not providing answers to examination questions that match the command verb.	Synoptic assessment is included between units RO57 / RO58 / RO59: By -  • showing teaching and learning links between the units across the specification  • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance.  • to enable students to demonstrate an ability to use	Extension and challenge activities embedded into course delivery.  Opportunity to participate in role play;  Application of relevant case studies;  Developing high level reading and writing - critical comparisons, justifications and and application of statistical data;  Use of TEEP strategies and Metacognitive principles in	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives  Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life;  Ethical issues: understanding the values of care, to promote	Considering the values, attitudes and roles that prevail in communities.  Respect - how to respect others will ensure developing positive relationships with their family, friends and communities;  Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.	Working with children can include:  charity and voluntary work; healthcare, social care; teacher training and education;  In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer;  Child psychotherapists; counsellor, family support worker; play therapist, social worker,

	Research skills – Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study •  Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.	poor exam technique.  Students running out of time when doing the examination.  fety tare, nent ention ood  poor exam technique.  Students running out of time when doing the examination.  Teachers teach each of the three units completely separately as if	and apply a range of different methods and/or techniques  • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations  • to develop and assess students' use of transferable skills  • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses  • to enable learners to evaluate and justify their	fair and equal treatment;  s to builder ces;  Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;  high nswers;  Cultural issues: helping learners appreciate that	Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.  Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.  Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	youth worker; etc
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						decisions, choices and recommend- ations.				
Half term 2: Oct - Dec	Unit RO57: Health and well-being for child development  Preparation for PPE Full Paper (NOV):  and External Examination Preparation  RO57 - first sitting external examination January Series (Full Paper)	RO57: Topic Area 2: Antenatal care and preparation for birth  2.1 The purpose and importance of antenatal clinics  2.2 Screening and diagnostic tests  2.3 The purpose and importance of antenatal (parenting) classes  2.4 The choices available for delivery  2.5 The role of the birth partner in supporting the mother through pregnancy and birth  2.6 The methods of pain relief when in labour  2.7 The signs that labour has started  2.8 The three stages of labour and their physiological changes  2.9 The methods of assisted birth	Generic skills - Teamwork  Negotiating and working with others towards a common goal.  Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.  To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.  To enable learners to evaluate and justify their decisions, choices and recommendations	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities  Responsibilities  Responsibility for the well-being of a child before conception and the roles and resps of parenthood.  Understanding of reproduction and pre-conceptual , antenatal and postnatal care.  Students will develop an appreciation of the importance of creating the best conditions for a child to thrive.  This includes creating a child-friendly home environment, including	Students not providing answers to examination questions that relate to the scenario they have been given.  Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.  Not providing answers to examination questions that match the command verb.  Students having poor exam technique.  Students running out of time when doing the examination.	Synoptic assessment is included between units RO57 / RO58 / RO59: By -  • showing teaching and learning links between the units across the specification  • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance.  • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques  • to provide assessment that encourages	Extension and challenge activities embedded into course delivery.  Opportunity to participate in role play;  Application of relevant case studies;  Developing high level reading and writing - critical comparisons, justifications and and application of statistical data;  Use of TEEP strategies and Metacognitive principles in delivery.  Access to Exambuilder resources;  Practice examination questions /	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives  Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life;  Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;  Social issues: how child development and care can affect the quality of life	Considering the values, attitudes and roles that prevail in communities.  Respect - how to respect others will ensure developing positive relationships with their family, friends and communities;  Develop holistically - physically, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.  Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.	Working with children can include:  charity and voluntary work; healthcare, social care; teacher training and education;  In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer;  Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc

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Half term 3: Jan - Feb	Unit RO57: Health and well-being for child development  Examination Preparation  RO57 - first sitting external examination January Series (Full Paper)	Unit RO57: Health and well-being for child development  Examination preparation and revision  Topic Area 1: Preconception health and reproduction  Topic Area 2: Antenatal care and preparation for birth  Topic Area 3: Postnatal checks, postnatal care and the conditions for development	Generic skills - Teamwork  Negotiating and working with others towards a common goal.  Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.  To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.  To enable learners to evaluate and justify their decisions, choices and recommendations  Subject specific skills -	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities  Responsibilities  Responsibilities  Responsibility for the well-being of a child before conception and the roles and resps of parenthood.  Understanding of reproduction and pre-conceptual , antenatal and postnatal care.  Students will develop an appreciation of the importance of creating the best conditions for a child to thrive.  This includes creating a child-friendly home environment, including social safety and prevention of childhood	Students not providing answers to examination questions that relate to the scenario they have been given.  Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.  Not providing answers to examination questions that match the command verb.  Students having poor exam technique.  Students running out of time when doing the examination.  Teachers teach each of the three units completely separately as if they were three	Synoptic assessment is included between units RO57 / RO58 / RO59: By -  • showing teaching and learning links between the units across the specification  • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance.  • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques  • to provide assessment that encourages students to put forward different ideas and/or explanations to support	Extension and challenge activities embedded into course delivery.  Opportunity to participate in role play;  Application of relevant case studies;  Developing high level reading and writing - critical comparisons, justifications and and application of statistical data;  Use of TEEP strategies and Metacognitive principles in delivery.  Access to Exambuilder resources;  Practice examination questions / peer marking / use of chief examiners report / high level answers:	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives  Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life;  Ethical issues: understanding the values of care, to promote protection and fair and equal treatment;  Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;	Considering the values, attitudes and roles that prevail in communities.  Respect - how to respect others will ensure developing positive relationships with their family, friends and communities;  Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.  Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.  Courage - Having courage to persevere through personal	Working with children can include:  charity and voluntary work; healthcare, social care; teacher training and education;  In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer;  Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc
				illnesses.	standalone units.	decisions they have made	Use of	Cultural issues: helping learners	and academic challenges,	

II-16	Continuetion	Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)  The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.  Referencing and research - sourcing relevant statistical and normative data.  Recall, select and apply detailed knowl and thorough understanding of child development  present information clearly and accurately, using a wide range of terminology.			to develop students' ability to suggest or apply different approaches to contexts and situations     to develop and assess students' use of transferable skills     to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses     to enable learners to evaluate and justify their decisions, choices and recommendations	WAGOLL / exemplar	appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.  Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	Washing with
Half term 4: Feb - Easter	Continuation - Topic Area 3: Postnatal checks, postnatal care and the conditions for	Generic skills - Teamwork  Negotiating and working with others	Becoming a parent is one of life's major experiences, and it is also one of life's	Students not providing answers to examination questions that relate to the	Synoptic assessment is included between units RO57 / RO58 / RO59: By -	Extension and challenge activities embedded into course delivery.	Spiritual issues: Spiritual well-being can be enhanced through, for example, the	Considering the values, attitudes and roles that prevail in communities.	Working with children can include: charity and voluntary work;

development  3.1 Postnatal checks  3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why  3.2 Postnatal care of the mother and baby  3.3 The developmental needs of children from birth to five years	towards a common goal.  Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.  To demonstrate analytical and interpretation skills (of situations and/or results) and the	major responsibilities  Responsibility for the well-being of a child before conception and the roles and resps of parenthood.  Understanding of reproduction and pre-conceptual , antenatal and postnatal care.  Students will	scenario they have been given.  Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'.  Not providing answers to	showing teaching and learning links between the units across the specification     giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance.	Opportunity to participate in role play;  Application of relevant case studies;  Developing high level reading and writing - critical comparisons, justifications and application of statistical data;	activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives  Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life;	Respect - how to respect others will ensure developing positive relationships with their family, friends and communities;  Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and	healthcare, social care; teacher training and education;  In industries such as law, leisure, sport and tourism and public services and administration - e.g: a family lawyer, sports coach or children's librarian; an art therapist or volunteer;  Child
Introduction- Topic Area 4:	ability to formulate valid well-argued	Students will develop an appreciation of	answers to examination guestions that	performance.  • to enable	data; Use of TEEP	life; Ethical issues:	tolerance and patience, being approachable	Child psychotherapists; counsellor, family
Childhood illnesses and a child safe environment  4.1 Recognise general signs and symptoms of illness in children  4.2 How to meet the needs of an ill child  4.3 How to ensure a child-friendly safe environment	responses.  To enable learners to evaluate and justify their decisions, choices and recommendations  Subject specific skills -  Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)	appreciation of the importance of creating the best conditions for a child to thrive.  This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.	match the command verb.  Students having poor exam technique.  Students running out of time when doing the examination.  Teachers teach each of the three units completely separately as if they were three standalone units.	to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques     to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made     to develop students' ability to suggest or apply different approaches to	strategies and Metacognitive principles in delivery.  Access to Exambuilder resources;  Practice examination questions / peer marking / use of chief examiners report / high level answers;  Use of WAGOLL / exemplar	understanding the values of care, to promote protection and fair and equal treatment;  Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met;  Cultural issues: helping learners appreciate that child development contributes to the development of our culture and	approachable and , actively listening.  Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.  Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous	counsellor, ramily support worker; play therapist, social worker, youth worker; etc

			The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.  Referencing and research - sourcing relevant statistical and normative data.  Recall, select and apply detailed knowl and thorough understanding of child development  present information clearly and accurately, using a wide range of terminology.			contexts and situations  • to develop and assess students' use of transferable skills  • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses  • to enable learners to evaluate and justify their decisions, choices and recommendations		to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	choices, leading them into personally satisfying and successful adult lives.  Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
Half term 5 : Easter - May	Revision and examination preparation:  RO57: Health and well-being for child development	Completion- Topic Area 4:  Childhood illnesses and a child safe environment  4.1 Recognise general signs and symptoms of illness in children  4.2 How to meet the	Generic skills - Teamwork  Negotiating and working with others towards a common goal.	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a	Students not providing answers to examination questions that relate to the scenario they have been given.  Not using correct terminology in their answers to	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the	Extension and challenge activities embedded into course delivery.  Opportunity to participate in role play;  Application of	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals'	Considering the values, attitudes and roles that prevail in communities.  Respect - how to respect others will ensure developing positive relationships with	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education;

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	needs of an ill child	Following	child before	examination	units across the	relevant case	beliefs and how	their family,	In industries such
		instructions and	conception	questions. For	specification	studies;	these impact on	friends and	as law, leisure,
	4.3 How to ensure a	adhering to	and the roles	example:	· .	·	their lives	communities;	sport and tourism
	child-friendly safe	instructions, listening	and resps of	confusing terms	• giving	Developing		,	and public
	environment	to the advice of	parenthood.	such as	guidance, with	high level	Moral issues: to	Develop	services and
		others to a	paronarou.	'contraception'	the marking	reading and	reflect on the	holistically -	administration -
		successful	Understanding	and 'conception'.	criteria for the	writing -	values of care	physically,	e.g : a family
		conclusion within a	of reproduction	Not knowing the	units, about	critical	and to consider	intellectually,	lawyer, sports
		Child Development	and	difference	where students	comparisons,	some of the	emotionally and	coach or
		context.		between 'embryo'		justifications	dilemmas faced	socially through a	children's
		context.	pre-conceptual , antenatal and	and 'foetus'.	could apply	,	when dealing	, , ,	
				and loelus.	knowledge and	and and	with children	person - centred	librarian; an art
		To demonstrate	postnatal care.	Niet was delle s	understanding	application of		approach,	therapist or
		analytical and	Otrodonata colli	Not providing	from core units	statistical	from all walks of	displaying	volunteer;
		interpretation skills	Students will	answers to	to improve their	data;	life;	tolerance and	
		(of situations and/or	develop an	examination	performance.	(TEED		patience, being	Child
		results) and the	appreciation of	questions that		Use of TEEP	Ethical issues:	approachable	psychotherapists;
		ability to formulate	the importance	match the	• to enable	strategies and	understanding	and , actively	counsellor, family
		valid well-argued	of creating the	command verb.	students to	Metacognitive	the values of	listening.	support worker;
		responses.	best conditions	l	demonstrate an	principles in	care, to promote		play therapist,
		1.0000000.	for a child to	Students having	ability to use	delivery.	protection and	Community - To	social worker,
		l	thrive.	poor exam	and apply a		fair and equal	learn in a	youth worker;
		To enable learners		technique.	range of	Access to	treatment;	supportive and	etc
		to evaluate and	This includes		different	Exambuilder		vibrant	
		justify their	creating a	Students running	methods and/or	resources;	Social issues:	environment,	
		decisions, choices	child-friendly	out of time when	techniques		how child	where every	
		and	home	doing the		Practice	development and	student feels	
		recommendations	environment,	examination.	<ul> <li>to provide</li> </ul>	examination	care can affect	valued, included,	
			including		assessment that	questions /	the quality of life	and empowered.	
		Subject specific	social safety	Teachers teach	encourages	peer marking	experienced and		
		skills -	and the care,	each of the three	students to put	/ use of chief	how individuals'	Courage -	
			management	units completely	forward different	examiners	requirements are	Having courage	
		0	and prevention	separately as if	ideas and/or	report / high	met;	to persevere	
		Communication,	of childhood	they were three	explanations to	level answers;		through personal	
		Presentation,	illnesses.	standalone units.	support		Cultural issues:	and academic	
		Numerical and			decisions they	Use of	helping learners	challenges,	
		Literacy skills ie.			have made	WAGOLL /	appreciate that	raising	
1 1		spelling, punctuation	1		<ul> <li>to develop</li> </ul>	exemplar	child	self-esteem and	
		and grammar			students' ability		development	having the	
		(SPaG)			to suggest or		contributes to the	personal power	
1 1			1		apply different		development of	to make	
					approaches to		our culture and	courageous	
					contexts and		to social	choices, leading	
					situations		cohesion on how	them into	
							learners need to	personally	
					<ul> <li>to develop</li> </ul>		show cultural	satisfying and	
					and assess		awareness of	successful adult	
1 1			1		students' use of		children when	lives.	
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			The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.  Referencing and research - sourcing relevant statistical and normative data.  Recall, select and apply detailed knowl and thorough understanding of child development  present information clearly and accurately, using a wide range of terminology.			transferable skills  • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses  • to enable learners to evaluate and justify their decisions, choices and recommendations		communicating and interacting with them.	Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
Half term 6: May - July	Revision and examination preparation:  RO57: Health and well-being for child development	Revision and examination preparation:  RO57: Topic Area 1: Preconception health and reproduction  Topic Area 2: Antenatal care and preparation for birth  Topic Area 3: Postnatal checks,	Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities  Responsibilities  Responsibility for the well-being of a child before conception and the roles and resps of parenthood.	Students not providing answers to examination questions that relate to the scenario they have been given.  Not using correct terminology in their answers to examination questions. For example: confusing terms such as	Synoptic assessment is included between units RO57 / RO58 / RO59: By -  • showing teaching and learning links between the units across the specification  • giving guidance, with the marking	Extension and challenge activities embedded into course delivery.  Opportunity to participate in role play;  Application of relevant case studies;  Developing high level	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives	Considering the values, attitudes and roles that prevail in communities.  Respect - how to respect others will ensure developing positive relationships with their family, friends and communities;  Develop	Working with children can include:  charity and voluntary work; healthcare, social care; teacher training and education;  In industries such as law, leisure, sport and tourism and public services and administration -

postnatal car the condition development	analytical and interpretation skills (of situations and/or	Understanding of reproduction and pre-conceptual	'contraception' and 'conception'. Not knowing the difference	criteria for the units, about where students could apply	reading and writing - critical comparisons,	Moral issues: to reflect on the values of care and to consider	holistically - physically, intellectually, emotionally and	e.g : a family lawyer, sports coach or children's
development  Topic Area 4: Childhood illi and a child sa environment	(of situations and/or results) and the ability to formulate							
				demonstrate			there' and giving	

	analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses	them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.
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