**Section 4**: **Health & Well-Being (Children and Young People)**

**Introduction to section**

This section will help you to develop your understanding of the relationship between health and well-being and the role you have in promoting health well-being in the care and support provided to children and young people.

It also includes:

* Positive environments
* Supporting the use of play
* Speech, language and communication
* Additional support needs
* Advice, guidance and support
* Administration of medication
* Physical Care
* Nutrition and hydration

**Useful resources**

**4.1** **Well-Being**

**What well-being means in the context of health and social care**

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| **4.1a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| Explain what is meant by the term ‘well-being |  |  |  |
| Explain why well-being is important |  |  |  |
| Outline the factors that affect the well-being of children and young people |  |  |  |
| Explain why families and ‘significant others’ are important to the well-being of children and young people |  |  |  |
| Outline ways of working that support well-being |  |  |  |
| **4.1b Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| You are able to show that you recognise the importance of the child’s family / significant others and work in a way that supports and develops these relationships in the interest of the child unless there is evidence that this would be damaging |  |  |  |

**4.2 Factors that impact upon health and well-being**

**Factors that impact upon the health and well-being of children and young people**

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| **4.2a Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when** | **Signatures**  |
| Outline theories of child development, including the different stages of development, and factors that can affect it |  |  |  |
| Outline the range of **factors that may affect the health, well-being and personal, physical, social and emotional development of children and young people** and the impact this may have on them |  |  |  |
| Explain the importance of early intervention and partnership working for the health, well-being and development of children and young people |  |  |  |
| Explain the importance of promoting parent’s self-confidence in the parenting role and developing their ability to relate positively and engage in play activities with their child |  |  |  |
| Explain the meaning of the term ‘attachment’ and why this is an important element of the development and the ability of children to form relationships |  |  |  |
| Explain the meaning of the term ‘resilience’ and why this is important for the health and well-being of children and young people  |  |  |  |
| Explain the importance of ‘self-identity’, self-esteem, sense of security and belonging for the health and well-being of children and young people  |  |  |  |
| Describe the difference between the medical and social models of disability |  |  |  |
| Outline what children need to stay healthy – physically, mentally and emotionally |  |  |  |
| List the range of agencies and workers that may be involved in supporting the health and well-being of children and young people |  |  |  |
| Describe the links between intellectual, physical and emotional growth and how to support the development of these |  |  |  |
| Explain the importance of engagement in meaningful and enjoyable activities on health, well-being and the development of intellectual, physical and emotional growth |  |  |  |
| Explain the importance of creative development and the ‘Arts’ for the health, well-being and development of children and young people |  |  |  |
| Explain how to use every-day routines and activities to support the health and well-being of children and young people |  |  |  |
| Explain what is meant by the term ‘experiential learning’ |  |  |  |
| Explain how development is supported by experiential learning |  |  |  |
| Explain the role of relationships and support networks in supporting the health and well-being of the children and young people  |  |  |  |
| Describe ways of working that develop positive relationships with children and young people based on trust, respect and compassion  |  |  |  |
| Give examples of the types of changes in an child or young person that would give cause for concern |  |  |  |
| Explain the importance of observing, monitoring and recording the development of children or young people |  |  |  |
| **4.2b Additional HSCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to show you work with children or young people in ways that recognise the impact that experiences and life events have had on their lives |  |  |  |
| You are able to show you work with children or young people in ways that promote their self-identity, self-esteem, sense of security and belonging |  |  |  |
| You are able to show that you support children and young people to recognise and celebrate their abilities, talents and achievements |  |  |  |
| You are able to show that you work with children in ways that support and encourage them to participate in a range of activities and experiences and make developmental progress at a level appropriate to their age, needs and abilities |  |  |  |
| You are able to show you work with children or young people in ways that maximise their **active participation**, independence and responsibility |  |  |  |

**4.3 Positive environments for the health, well-being and development of children and** **young people**

**Environments that support the health, well-being and development of children and young people**

| **4.3a Core knowledge learning outcomes** | **Evidence used** | **Assessment by whom and when** | **Signatures**  |
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| List the features of a positive environment |  |  |  |
| Explain how the environment can support the **holistic development** of children and young people |  |  |  |
| Explain how the environment can support the inclusion of all children and young people |  |  |  |
| Explain the importance of ensuring that the environment is welcoming, nurturing, safe, clean, stimulating and takes account of children and young people’s needs, interests and preferences |  |  |  |
| Explain the importance of balancing periods of physical activity with rest and quiet time for the health, well-being and development of children and young people |  |  |  |
| Explain the importance of consistent routines for children and young people’s health, well-being and development |  |  |  |

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| **4.3b: Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| You are able to show how you support a positive, safe, caring, nurturing and responsive environment that meets the health, well-being, development and individual needs of children and young people |  |  |  |

**4.4 Play**

**Supporting the use of play for the health, well-being and development of children**

| **4.4a Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
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| Explain the importance of play for children and young people’s health, well-being and learning and development |  |  |  |
| Give examples of **different types of play** and their benefits  |  |  |  |
| Describe how the environment and choice of equipment and materials are used to support different types of play |  |  |  |
| Describe how to support holistic development through play |  |  |  |
| Explain how play assists children and young people’s learning about themselves, those around them and the wider environment |  |  |  |
| Explain how children and young people may use play to express emotions, fears or anxieties or copy behaviour they have observed |  |  |  |
| Outline why risk is important in play and how to encourage and support acceptable levels of risk  |  |  |  |

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| **4.4b Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you provide a range of opportunities for different types of play |  |  |  |
| You are able to show how you adapt the environment and activities to support participation and meet the individual needs and preferences of children and young people |  |  |  |

**4.5 Speech, language and communication**

**Speech, language and communication development**

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| **4.5a Core knowledge learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures** |
| Explain the importance of speech, language and communication for children and young people’s health, well-being and development |  |  |  |
| Describe the impact of speech, language and communication difficulties on the health, well-being and development of children |  |  |  |
| Explain the importance of early intervention for speech, language and communication development delays and disorders |  |  |  |
| Outline how multi-agency teams work together to support speech, language and communication development |  |  |  |
| Explain how play and activities are used to support the development of speech, language and communication |  |  |  |

**4.6 Additional support needs**

**Supporting the health, well-being and development of children with additional support needs**

| **4.6a Core knowledge learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
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| Outline the types of **additional support needs** that children may have |  |  |  |
| Outline the principles of inclusion for children with additional support needs |  |  |  |
| Give examples of how to adapt the environment and activities to enable all children and young people to take part  |  |  |  |

**4.7 Advice, guidance and support**

 **How to provide advice, guidance and support to children and young people and their families that helps them to make positive choices about their health well-being**

| **4.7a Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when**  | **Signatures** |
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| List the areas relevant to the health well-being for children and young people and the range of agencies providing information and advice, including:* Substance misuse
* Alcohol misuse
* Smoking
* Sex education and positive relationships
* Sexual health
* Protection from prejudice, bullying and abuse
* Mental health
* Self-harm
* Eyesight
* Dental care
* Diet / healthy eating
* Physical exercise
* Gambling
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**4.8 Administration of medication**

**Roles and responsibilities related to the administration of medication in social care settings**

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| **4.8a Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when** | **Signatures**  |

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| Outline legislation and national guidance related to the administration of medication |  |  |  |
| Outline the roles and responsibilities of those involved in: prescribing, dispensing and supporting the use of medication |  |  |  |
| Explain where responsibility lies for the use of ‘over the counter’ remedies and supplements in social care settings |  |  |  |
| Explain the links between misadministration of medication and safeguarding |  |  |  |
| **4.8b: Additional H&CIF learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| You are able to show how you follow your organisations policies and procedures in support of the administration and use of medication |  |  |  |
| You are able to show you understand what you can and cannot do in relation to the administration and use of medication at this stage of your training  |  |  |  |

**4.9 Physical Care**

**Supporting children and young people with their physical care**

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| **4.9a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by who and when**  | **Signatures**  |

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| Explain the importance of supporting personal care routines for children and young people |  |  |  |
| Explain how to treat children and young people with dignity and respect when supporting them with their personal care routines taking into account their background, culture and religion |  |  |  |
| Describe how to support children and young people with their personal care routines in a way that protects both the child or young person and the adult supporting them |  |  |  |
| **4.9b Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| You are able to show how you support personal care routines that meet the individual needs of children and young people |  |  |  |
| You are able to show how you support personal care routines of children and young people in a way that treats them with dignity and respect and protects both the child or young person and yourself from harm or allegations of harm |  |  |  |

**4.10 Nutrition and hydration**

**The importance of nutrition and hydration for the health and well-being of children and young people**

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| **4.10a Core knowledge learning outcomes**  | **Evidence used** | **Assessed by who and when** | **Signatures**  |

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| Explain what is meant by the terms ‘nutrition’ and ‘hydration’  |  |  |  |
| Describe the principles of a balanced diet and good hydration |  |  |  |
| Outline government recommendations for a balanced diet and hydration |  |  |  |
| Outline national and local initiatives that support nutrition and hydration |  |  |  |
| Explain the importance of a balanced diet for the optimum health and well-being of individuals |  |  |  |
| Outline the **factors that can affect nutrition and hydration**  |  |  |  |
| **4.10b Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| You are able to show you are aware of any specific nutrition and hydration requirements for the individuals that you support |  |  |  |

**Glossary**

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child or young person’s right to participate in the activities and relationships of everyday life as independently as possible according to their age and stage of development

**Additional support needs** could be those including:

* Physical disability
* Learning disability
* Autism
* Additional health needs
* Sensory loss
* Emotional and behavioural difficulties
* Attention Deficit Hyperactivity Disorder
* Dyslexia
* Dyspraxia
* Complex multiple needs
* Attachment disorder

**Factors** **that may affect the health, wellbeing and personal, physical, social and emotional development of children and young people** may include adverse circumstances or trauma before or during birth; attachment; autistic spectrum condition; family circumstances; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; placement disruption; poverty; profound or complex needs; sensory needs; stability; social deprivation; substance misuse

**Different types of play** would include:

* Creative play
* Physical play
* Imaginative play
* Environmental play
* Structured play
* Unstructured play
* Self-directed play
* Adult led play

**Factors** that can affect nutrition and hydration definition can include:

* Culture and religion
* Individual preferences and habits
* Physical factors – positioning, oral hygiene etc.
* Psychological factors – depression, eating disorders etc.
* Income, lifestyle and social convention
* Advertising and fads
* Family and peer group influences
* Ethics, morals and political beliefs
* Neglect

**Holistic development** refers to children gaining skills and competence to develop their physical, social, emotional, cognitive and linguistic skills

**Planning process** would include identifying goals or outcomes and enabling participation in activities; monitoring, reviewing and evaluating plans.

**Personal care routines** would include personal hygiene, bathing, cleaning teeth, menstruation

**Additional Information:**

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| **Related Qualifications** |
| Level 2 award social care induction in Wales |
| Level 3 diploma health and social care (CYP) |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |
| Level 3 maternity and paediatric support |
| Level 3 diploma in occupational therapy support |
| Level 3 diploma in physiotherapy support |
| Level 3 diploma in podiatry support for podiatry assistants and technicians |
| Level 3 diploma in speech and language therapy support |
| Level 3 diploma in primary care support |
| Level 3 rehabilitation support worker |
| Level 3 allied health profession support |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |

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| **Related units** | **Level** | **Knowledge or competence** |
| CYP M3.1: Understand Child and Young Person Development | 3 | K  |
| CYP M3.2: Promote Child and Young Person Development | 3 | C |
| CYP M3.3: Understand how to Safeguard the well-being of Children and Young People | 3 | K  |
| CYP M3.5: Develop positive relationships with children, young people and others involved in their care | 3 | C |
| CYP M3.7: Understand how to support positive outcomes for children and young people | 3 | K  |
| HSC3047: Support the use of medication in social care settings | 3 | C |
| SSOP 2.1: Introductory awareness of models of disability | 2 | K |
| SSOP 3.1: Understand models of disability | 3 | K |
| FSN 301: Promote nutrition and hydration in health and social care settings | 3 | C  |

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| **Related National Occupational Standards** |
| SCDHSC 034: Promote the safeguarding of children and young people |
| SCDHSC 0038: Support children and young people to manage aspects of their lives  |
| SCDHSC0311: Support children and young people to develop a positive identity and emotional wellbeing |
| SCDHSC0313: Work with children and young people to promote their own physical and mental health |
| SCDHSC3122: Support individuals to use medication in social care settings |
| SCDCCLD0322: Empower families through the development of parenting skills |