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**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 for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| What is meant by the term ‘well-being’ and why this is important |  |  |  |
| Factors that affect the well-being of children and young people |  |  |  |
| The importance of families and ‘significant others’ in the well-being of children and young people |  |  |  |
| Ways of working that support well-being |  |  |  |

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| **4.1b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Recognise the importance of the child’s family / significant others and support and develop 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 for all workers** | **Evidence**  | **Assessed by who and when** | **Signatures**  |
| **Child development**, including the different stages of development, and factors that can affect it |  |  |  |
| 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 |  |  |  |
| The importance of early intervention and partnership working for the health, well-being and development of children and young people |  |  |  |
| 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 |  |  |  |
| The meaning of the term ‘attachment’ and why this is an important element of development and the ability of children to form relationships |  |  |  |
| The meaning of the term ‘resilience’ and why this is important for the health and well-being of children and young people  |  |  |  |
| The importance of self-identity, self-esteem, sense of security and belonging for the health and well-being of children and young people |  |  |  |
| The difference between the medical and social models of disability |  |  |  |
| What children need to stay healthy – physically, mentally and emotionally |  |  |  |
| The **range of agencies** and workers that may be involved in supporting the health and well-being of children and young people |  |  |  |
| Links between intellectual, physical and emotional growth and how to support the development of these |  |  |  |
| The importance of engagement in meaningful and enjoyable activities on health, well-being and the development of intellectual, physical and emotional growth |  |  |  |
| The importance of creative development and the ‘Arts’ for the health, well-being and development of children and young people |  |  |  |
| How to use every-day routines and activities to support the health and well-being of children and young people |  |  |  |
| What is meant by the term ‘experiential learning’ |  |  |  |
| How development is supported by experiential learning |  |  |  |
| The role of relationships and support networks in supporting the health and well-being of the children and young people  |  |  |  |
| Ways of working that develop positive relationships with children and young people based on trust, respect and compassion |  |  |  |
| The types of changes in a child or young person that would give cause for concern |  |  |  |
| The importance of observing, monitoring and recording the development of children or young people |  |  |  |

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| **4.2b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Recognise the impact that experiences and life events have had on children and young people’s lives |  |  |  |
| Promote the self-identity, self-esteem, sense of security and belonging of children and young people |  |  |  |
| Support children and young people to recognise and celebrate their abilities, talents and achievements |  |  |  |
| Embeds a co-productive approach that supports and encourages children and young people to participate in a range of activities and experiences and make developmental progress at a level appropriate to their age, needs and abilities |  |  |  |
| Embeds a co-productive approach that maximises the **active participation**, independence and responsibility of children and young people |  |  |  |

**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**

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| **4.3a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| The features of a positive environment |  |  |  |
| How the environment can support the **holistic development** of children and young people |  |  |  |
| How the environment can support the inclusion of all children and young people |  |  |  |
| 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 |  |  |  |
| 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 |  |  |  |
| The importance of consistent routines for children and young people’s health, well-being and development |  |  |  |

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| **4.3b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| 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 for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| The importance of play for children and young people’s health, well-being and learning and development |  |  |  |
| **Different types of play** and their benefits  |  |  |  |
| How the environment and choice of equipment and materials are used to support different types of play |  |  |  |
| How to support holistic development through play |  |  |  |
| How play assists children and young people’s learning about themselves, those around them and the wider environment |  |  |  |
| How children and young people may use play to express emotions, fears or anxieties or copy behaviour they have observed |  |  |  |
| Why risk is important in play and how to encourage and support acceptable levels of risk  |  |  |  |

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| **4.4b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Provide a range of opportunities for different types of play |  |  |  |
| Adapts the environment and activities to support participation |  |  |  |
| 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 for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| The importance of speech, language and communication for children and young people and how this impacts on health, well-being and development |  |  |  |
| The importance of early intervention for speech, language and communication development delays and disorders |  |  |  |
| How multi agency teams work together to support speech, language and communication development |  |  |  |
| How play and activities are used to support the development of speech, language and communication |  |  |  |

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| **4.5b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Take account of the speech and language communication needs of children |  |  |  |

**4.6 Additional support needs**

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

| **4.6a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| The types of **additional support needs** that children may have |  |  |  |
| The principles of inclusion for children with additional support needs |  |  |  |
| 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**

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| **4.7a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| **Areas pertinent to health well-being** for children and young people and the range of agencies providing information and advice |  |  |  |

**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 for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Legislation and national guidance related to the administration of medication |  |  |  |
| The roles and responsibilities of those involved in: prescribing, dispensing and supporting the use of medication |  |  |  |
| Where responsibility lies for the use of ‘over the counter’ remedies and supplements in social care settings |  |  |  |
| Links between misadministration of medication and safeguarding |  |  |  |

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| **4.8b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| You are aware of what you can and cannot do in relation to the administration and use of medication at this stage of your training in the context of your role |  |  |  |
| Follow your workplace policies and procedures in support of the administration and use of medication |  |  |  |

**4.9 Personal care**

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

| **4.9a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| The importance of supporting **personal care routines** for children and young people |  |  |  |
| 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 |  |  |  |
| 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 |  |  |  |

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| **4.9b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Support personal care routines that meet the individual needs of children and young people |  |  |  |
| 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 |  |  |  |
| Follow policies and procedures for infection prevention and control when supporting children and young people with personal care routines |  |  |  |

**4.10 Nutrition and hydration**

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

| **4.10a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
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| What is meant by the terms ‘nutrition’ and ‘hydration’ |  |  |  |
| The principles of a balanced diet and good hydration and government recommendations for a balanced diet and hydration |  |  |  |
| National and local initiatives that support nutrition and hydration |  |  |  |
| The importance of a balanced diet for optimum health, development and growth of children and young people |  |  |  |
| **Factors that can affect nutrition and hydration** |  |  |  |

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| **4.10b Additional AWIFHSC Learning Outcomes:****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| Take account of any specific nutrition and hydration requirements for the children and young people that you support |  |  |  |
| Provide support for a balanced diet and good hydration |  |  |  |