

## **H5LW 04 (SCDCCLD0319) — Promote Healthy Living for Children and Families**

### **Overview**

This standard identifies the requirements when promoting healthy living for children, young people and families. This includes working with families to help them identify healthy living options, access information on healthy living and make lifestyle changes. It requires you to work in partnership with others from the disciplines of health and education. It also requires you to work in partnership with voluntary and community organisations.

## Additional Information

### Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

**NOTE:** Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**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 and young person's right to participate in the activities and relationships of everyday life as independently as possible.

**Children** are those with whom you are working, except where otherwise stated.

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and who may or may not have legal responsibility.

**Healthy living** is adopting ways of life that help to maintain or bring about good health and extend life expectancy.

**Lifestyle** are the choices people make about how they live their lives.

**Life-limiting health conditions** are chronic illnesses, diseases and health conditions that shorten life expectancy.

**Others** are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

**Play** can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind.

**Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

## **Scope/range related to Knowledge and Understanding**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

### **Factors that may affect the health, wellbeing and development may include:**

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

## **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 20 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Enable children and families to identify their healthy living options

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Work in partnership with <b>families</b> to help them understand the long- and short-term health implications of different <b>lifestyles</b> for adults.	
2	Work in partnership with families to help them understand the long- and short-term health implications of different lifestyles for <b>children</b> .	
3	Plan and use programmes and activities that demonstrate aspects of healthy living.	
4	Provide families with information to raise awareness of <b>life-limiting health conditions</b> .	
5	Provide children and families with information about the importance of good nutrition and hydration.	
6	Provide children and families with information to raise awareness of healthy living options and facilitate change.	
7	Promote the benefits of <b>healthy living</b> to children and families.	
8	Raise awareness of healthy living choices during regular routines and activities with children and families.	
9	Use opportunities to discuss healthy changes to lifestyle with individual children and their families.	

### Enable children and families to identify their healthy living options (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Use <b>play</b> to help support children’s understanding of what is meant by healthy living and lifestyle changes.	
11	Work with children and families to assist <b>active participation</b> in their own health care.	

### Work with others to support children and families to implement healthy living

12	Assist families to identify realistic opportunities to change to their lifestyle.	
13	Encourage families to plan and implement recognised healthy choices.	
14	Acknowledge and encourage the efforts made by children and families to make changes to their lifestyle.	
15	Assist families to recognise and monitor the benefits to their health and wellbeing of lifestyle changes.	
16	Ensure families know where to get additional help and assistance, when required, to help them implement lifestyle changes.	
17	Work with <b>others</b> to promote health and wellbeing for children and families.	
18	Work with others to identify health inequalities for children and families.	
19	With others create an environment where families and children can <b>communicate</b> openly about aspects of their health and wellbeing.	
20	Reflect on what children and families are saying when you are listening to their views on health and lifestyle.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 53 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

### Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

28	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

## Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	The meaning of healthy lifestyles according to government guidelines and recommendations and what these are.	
39	How to source evidence based research and information, covering prevention of obesity through diet and exercise, effects of smoking and drug and alcohol abuse.	
40	The importance of a balanced diet for the health and wellbeing of children and their families.	
41	The importance of hydration for children and their families.	
42	The indications of malnutrition and dehydration in children and adults.	
43	How major life-limiting health conditions can be minimised or prevented by lifestyle changes.	
44	What is meant by realistic changes to lifestyle, and how these are dependent on the personal circumstances of the children and families involved.	
45	Why healthy lifestyles are particularly important for children.	
46	Use every day, and occasional routines and activities, to demonstrate healthy living and health promotion.	
47	How you can discuss healthy living with families and children in ways that encourage families to attempt change.	
48	How to access independent and unbiased information about health and healthy living.	
49	Ways in which you can motivate and encourage families in their efforts to make changes.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
50	What additional help families might need to implement healthy changes and where this might be available locally.	
51	Sources of reliable information about sexual health and how people can access support.	
52	Sources of reliable information about mental health and how people can access support.	
53	Your own support needs, whether you have a peripatetic or setting based role, how you might access support and from whom.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	