



**Skills for Work**  
**Contemporary Families**

**HX1M 74 and HX1M 75**

**Support material**

**Updated September 2023**



# Acknowledgements

Copyright for this pack is held by the College Development Network (CDN) and the Scottish Qualifications Authority (SQA). However, teachers and lecturers have permission to use the pack and reproduce items from the pack, provided that this is to support teaching and learning processes and that no profit is made from such use. If reproduced in part, the source should be acknowledged.

CDN and SQA are grateful to the subject specialists in Scotland's Colleges and other agencies and industry bodies who have been involved in the writing of this and other support materials in the Skills for Work series.

Publication date: September 2023

Publication code: BA8601

© College Development Network and Scottish Qualifications Authority 2023

## Disclaimer

Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to learners is accurate and in accordance with the current SQA unit specification.

# Contents

<b>Introduction</b>	<b>4</b>
How to use this pack	4
National 4: Contemporary Families	5
National 5: Contemporary Families	5
Evidence requirements	6
<b>Delivery support section</b>	<b>7</b>
Advice on delivery and generating evidence	7
Experiential learning	7
Employability skills	8
Suggested topics	12
<b>Delivery notes</b>	<b>13</b>
Delivery notes topic 1: What is a family?	13
Delivery notes topic 2: roles and responsibilities of a family	15
Delivery notes topic 3: feeding and nutrition	26
Delivery notes topic 4: financial responsibilities	27
Delivery notes topic 5: parenting roles	31
Delivery notes topic 6: family support	40
<b>Learner support section</b>	<b>46</b>
Tutor note on learner activities	46
National 4: Contemporary Families	47
National 5: Contemporary Families	47
Learner notes: What is a family?	49
Learner notes: roles and responsibilities of a family	50
Learner notes: feeding and nutrition	56
Learner notes: financial responsibilities	57
Learner notes: parenting roles	60
Learner notes: family support	65
Learner activities	69
<b>Glossary</b>	<b>94</b>
<b>Resources</b>	<b>95</b>
<b>Useful texts, videos, and websites</b>	<b>96</b>
Texts	96
Videos	96
Websites	97
<b>Image acknowledgements</b>	<b>98</b>

# Introduction

These notes are provided to support teachers and lecturers presenting the National 4 Unit Contemporary Families (HX1M 74) and the National 5 Unit Contemporary Families (HX1M 75).

Further information regarding the Skills for Work: Early Learning and Childcare course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority  
Optima Building  
58 Robertson Street  
Glasgow  
G2 8DQ

[www.sqa.org.uk](http://www.sqa.org.uk)

[Early Learning and Childcare web pages](#)

## How to use this pack

This pack is intended as a guide and an aid to delivery of the units. It aims to provide centres with a flexible set of materials and activities that can be selected, adapted, and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

The pack is divided into the following sections:

### Introduction

Outcomes

### Delivery support section

Advice on delivery and generating evidence

Experiential learning

Employability skills

Suggested scheme of work — covering course topics

Delivery notes

### Learner support section

Learner notes

Learner activities

## **National 4: Contemporary Families**

### **Outcomes**

On successful completion of the unit, learners will be able to:

- 1 Investigate the term 'family'.
- 2 Investigate family skills and values required to meet the needs of children.
- 3 Review a demonstration of practical family skills.

## **National 5: Contemporary Families**

### **Outcomes**

On successful completion of the unit, learners will be able to:

- 1 Investigate the roles and responsibilities of families to raise children and young people.
- 2 Describe a range of influences on the parenting role within families which impact on children and young people.
- 3 Investigate the support available to families from professionals and organisations.

## Evidence requirements

### National 4: Contemporary Families

#### Outcome 1

Learners must identify a minimum of **two** different family types and describe how they support children.

#### Outcome 2

Learners must evidence a minimum of **three** family skills and values.

#### Outcome 3

Evidence of a minimum of **three** practical family skills are required, in addition to a review of the skills demonstrated.

### National 5: Contemporary Families

#### Outcome 1 (performance criteria a)

Learners must identify a minimum of **two** roles and responsibilities of the family reflected in a contemporary society.

#### Outcome 1 (performance criteria b & c)

Learners' evidence must cover a minimum of **three** ways they have demonstrated a range of practical roles and responsibilities required in a contemporary society. They must also identify and demonstrate a range of practical family skills and evaluate their own demonstration of these practical skills. The evaluation can be linked to their employability skills.

#### Outcome 2 (performance criteria a)

Learners' evidence must cover a minimum of **two** skills and **two** attributes needed for a parenting role.

#### Outcome 2 (performance criteria b, c & d)

Learners must describe a minimum of **two** influences and describe how these influences impact on children and young people.

#### Outcome 3

Learners' evidence must cover a minimum of **two** types of support offered.

# Delivery support section

## Advice on delivery and generating evidence

The National 4 Unit raises learners' awareness and understanding of the range of families in the modern society, and the range of skills and values required to meet the needs of children. It is important to recognise that some learners will have had different experiences of families; this could mean some areas will require sensitivity in discussion. It will benefit learners to undertake some practical activities to enhance their understanding. These learning experiences will enhance the learners' knowledge and understanding of the range of families, and skills and values involved in contemporary families.

These learning experiences will be supplemented by teaching and learning activities to establish appropriate skills and values relevant to the changing needs and age of children and young people.

The National 5 Unit is designed to give learners an awareness and understanding of the range of families in a contemporary society, and the skills required to support children and young people. Learners will develop practical skills within a range of family-focused tasks and engage in a variety of learning experiences, which will increase their knowledge and understanding of contemporary families. The delivery of this unit should develop awareness of the roles and responsibilities of families when caring for children and young people. Learners should have an awareness of the influences of different families and the impact these can have on children. Finally, they will have the opportunity to investigate the support available to families from different professionals and organisations.

Learners will have the opportunity to develop:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ evaluative skills
- ◆ confidence to set achievable goals, for example, on parenting roles within families with children and young people

## Experiential learning

Throughout the delivery of these units, learners will develop an awareness and understanding of the range of families in a contemporary society, and the skills required to support children and young people. Learners will develop practical skills within a range of family-focused tasks and engage in a variety of learning experiences, which will increase their knowledge and understanding of contemporary families. It is important to recognise it may be difficult for learners to gain first-hand experience through some of the discussion and content. However, learners should be given the opportunity to explore a range of different practices relating to modern families and, where possible, gain experience of participation in planning, preparing and evaluating activities. Planning and preparing for activities can involve videos and appropriate websites, and in some cases, visiting professionals. In these cases, learners should be encouraged to arrange these visits themselves. There should be a

varied ranged of experiences, discussion and research opportunities to allow learners to make links between theory and practice.

## Employability skills

In these units, learners will have the opportunity to develop the following skills:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ maintaining a tidy, organised and safe environment
- ◆ health and safety awareness and the concept of a risk-benefit approach
- ◆ understanding roles and responsibilities
- ◆ reviewing and evaluating their own skills development
- ◆ time management skills
- ◆ gathering, collating and evaluating information
- ◆ developing an action plan

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- ◆ communicating appropriately
- ◆ demonstrating a responsible attitude in all aspects of working with children and young people

## National 4 outcome 1

Teacher/lecturer-led activities should cover key aspects of knowledge and understanding about types of families in a contemporary society. This could include discussing and exploring what 'family' means and the range of family types seen in society. Learners should be given the opportunity to consider the 'patchwork of families' that care for children today. They could explore case studies which highlight a range of family types. Learners could work in groups, pairs or individually to describe the family types which they have identified.

Different types of families that learners could explore can include:

- ◆ nuclear or traditional family
- ◆ extended family
- ◆ reconstituted family
- ◆ lone-parent family
- ◆ same-sex family
- ◆ kinship carer family



## National 5 outcome 1

Learners should be aware of the roles and responsibilities of families (including the parental role) at different stages in children's lives. This should include how these roles and responsibilities change as children grow. Learners should be made aware that while the nature of the role changes, the responsibilities remain the same. These responsibilities can be linked to the care and wellbeing, and the learning and development of the child. Some of the responsibilities explored could include:

- ◆ security
- ◆ safety
- ◆ wellbeing
- ◆ financial aspects
- ◆ education

Learners should be given the opportunity to experience and record the responsibilities of parenthood and families; this could be in the form of case studies, group work, practical demonstrations or role play, and individual research. Different approaches can be used depending on the resources available in centres. Centres should introduce learners to the evaluative process, allowing them to look at their practical demonstrations in terms of what they have done well, what did not work as well, what they could do differently, and why.

## National 4 outcome 2

In this outcome, learners should have the opportunity to explore and discuss personal skills and values and how these can be related to the care, wellbeing, learning and development of children. Learners should understand the importance of a range of skills and values. It is important to ensure that learners are made aware that skills and values do not change, but that their application does, according to the age and needs of the child.

Category	Examples
<b>Qualities</b>	<ul style="list-style-type: none"> <li>◆ love</li> <li>◆ tolerance</li> <li>◆ patience</li> <li>◆ kindness</li> <li>◆ understanding</li> <li>◆ sensitivity</li> <li>◆ care</li> <li>◆ concern</li> <li>◆ consistency in approach</li> <li>◆ empathy</li> <li>◆ fairness</li> <li>◆ being a positive role model</li> </ul>
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>◆ listening</li> <li>◆ reviewing</li> <li>◆ body language</li> </ul>

	<ul style="list-style-type: none"> <li>◆ non-verbal communication</li> <li>◆ literacy skills</li> </ul>
<b>Caring skills</b>	<ul style="list-style-type: none"> <li>◆ self-confidence</li> <li>◆ ability to provide emotional security</li> <li>◆ nurturing</li> </ul>

Throughout this outcome, learners should explore and reflect on the range of practical skills needed when meeting the needs of children aged 0 to 12 years. Learners should be encouraged to consider what key skills and values a family may need and reflect on the ways that these can be used.

## National 5 outcome 2

Through a variety of approaches, including teacher/lecturer-led activities, discussion and presentation, learners should explore the various factors that affect families and the parenting role positively and negatively.

Learners could draw on their knowledge and experience gained in outcome 1. Some of the factors that influence families could include:

- ◆ Skills and attributes: learners should learn about the types of skills and attributes that are needed in the role as a parent or guardian.
- ◆ Culture: learners could examine how different cultural influences affect parenting and guardianship.
- ◆ Family structure: learners should learn about a variety of family structures, which make up the patchwork of families in society, and how these affect parenting. Family structures can include:
  - nuclear or traditional family
  - extended family
  - reconstituted family
  - lone-parent family
  - same-sex family
  - kinship carer family
- ◆ Personal experiences and circumstances: learners should develop understanding about how these terms can influence the approaches to parenting and family support, and influences on their roles and responsibilities. Learners should explore the current trends in families, including parenting styles, considering how these influence families as a unit and how parenting styles impact on children. This should be approached with sensitivity as learners may have experienced differing parenting styles.

## National 4 outcome 3

For this outcome, learners should participate in a range of practical activities to enhance their understanding of implementing practical skills. This could be achieved in a variety of ways, including having open discussions, information sessions from visiting professionals, and practical sessions on topics such as:

- ◆ feeding routines
- ◆ health and hygiene routines
- ◆ safety aspects, including safe and appropriate use of social media and appropriate screen time
- ◆ techniques to promote positive behaviour
- ◆ child communication and interactive skills
- ◆ adult communication and interactive skills
- ◆ providing learning opportunities
- ◆ providing learning opportunities through everyday routines

Learners should have the opportunity in a variety of contexts to demonstrate these practical skills in a range of selected activities.

### **National 5 outcome 3**

Learners should be given the opportunity to develop knowledge and understanding of the role and responsibilities of professionals and settings in supporting parents. Learners should reflect on the meaning and impact of 'support' and 'partnership' working; they should also be encouraged to consider the importance of effective partnerships. Learners should develop a good understanding of care, learning and development, and ways that working with parents can impact this for children, both positively and negatively.

A variety of approaches can be used to gather information for this outcome, including paired and group approaches; however, learners should acknowledge their roles in gathering evidence. Once they have gathered information, they should receive support to choose the best way to present their information. A variety of methods could be explored, for example, presentation, poster and portfolio.

Teaching/learning approaches throughout the unit should include practical experiences. This should include opportunities for reflection and self-evaluation, both on an individual and group work scenario as well as teacher-led activities. Learners should have access to a range of sources of information, including:

- ◆ the internet
- ◆ personal testimonies
- ◆ books, magazines and periodicals
- ◆ visiting service providers, for example, crèches, toy libraries, baby clinics, after-school clubs
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents, children

Learners should be encouraged to take responsibility for arranging outside speakers and visits by making phone calls, arranging hospitality and sending thank you letters.

Lecture style presentations should be kept to a minimum.

## Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes.

Topic	Content	Unit
<b>Topic 1</b>	Introduction to unit What is a family? What is a parent or carer?	N4 and N5
<b>Topic 2</b>	Roles and responsibility of a family — including: Children's needs Security needs Safety needs Wellbeing and health needs	N4 and N5
<b>Topic 3</b>	Feeding and nutrition: What a healthy diet looks like Food groups	N4 and N5
<b>Topic 4</b>	Financial responsibilities: How varying income and poverty affect families Cost involved in caring for children Parental role in children's education	N4 and N5
<b>Topic 5</b>	Parenting roles: Skills and attributes necessary to meet the needs of children How culture plays a role in shaping families Different family structures Experiences and circumstances influencing families and parenting	N4 and N5
<b>Topic 6</b>	Family support: Support available to families from professionals and organisations	N5

# Delivery notes

In this lesson, you will briefly introduce the unit and its aims to the learners.

## Delivery notes topic 1: What is a family?



### What is a parent or carer? — activity 1

You should take time to explain to learners that every child is different, emphasising that children have different personalities and temperaments, and they grow and develop at different rates. They may have different likes and dislikes, have special talents, as well as different family members. This means that every child is a unique individual. However, there are areas that are common to all children, for example, their needs.

### Definition of parent or carer

Ask learners to think about what a parent or carer is and to write their definition down.

A parent or carer is ...

After learners have individually recorded this information, ask them to share their thoughts in small groups. Groups can feed their discussion back to the class.

It is important to recognise that members of the group may have different experiences of being part of a family; this should be considered in group discussion.

### **Learning to be a parent or carer**

Ask learners to consider what they need to learn and know as a parent or carer. This should include some of the following:

- ◆ how children grow and develop
- ◆ what children need and how you can meet these needs
- ◆ what skills you need to learn
- ◆ knowing yourself and your personal qualities
- ◆ being confident in your ability to be a parent or carer

After learners have individually recorded this information, ask them to share their thoughts in small groups. Groups can feed their discussion back to the class.

### **What is a family? — activity 2**

Learners should work in small groups and consider the points below. They should make some notes and be ready to share their group's discussion with the class.

- 1 When you think about what a parent or carer is, what is a family?
- 2 What are some of the roles and responsibilities of being part of a family?
- 3 Think about your own family or some of the different types of families you know, are there any similarities or differences?
- 4 What are some of the responsibilities of being a family?

As a parent or carer, or part of a family, you are responsible for the children in your care in terms of:

- ◆ security
- ◆ safety
- ◆ wellbeing
- ◆ financial aspects
- ◆ education

## Delivery notes topic 2: roles and responsibilities of a family

### Children's needs — activity 1



It is the responsibility of parents to meet the needs of children in such a way that is appropriate for their age.

Take safety needs for example. At two years old, a child may try to poke their fingers in an electric socket; an eleven-year-old child will know it is dangerous, but they may not know it is dangerous to use a hairdryer with wet hands. This is why parents need to teach their children safety throughout childhood.

Section 1 of Part 1 of the *Children (Scotland) Act, 1995* states some of the main responsibilities which parents have towards their children:

- ◆ to safeguard and promote the child's health, development and welfare until the child reaches the age of sixteen
- ◆ to provide direction until the child reaches sixteen and guidance until the child reaches eighteen
- ◆ to maintain regular contact with the child until she is sixteen
- ◆ to act as a legal representative until the child is sixteen

These responsibilities are far-reaching and legally required until the child reaches sixteen to eighteen.

Children change as they grow and develop, but the basic parental responsibilities do not. What does change is the way parents should care for and protect their children. Here are some examples:

- ◆ When a baby is born, a parent or carer is responsible for the baby's cleanliness and hygiene on top of everything else, so they will prepare a bath, wash, clean, dry and dress them.

- ◆ When a child is two years old, their parents will still bath them, but the child may help by playing with toys provided by their parents in the bath. Parents will need to fill the bath, check it is the right temperature and stay with the child the entire time they are in the bath. Parents will help them get in and out of the bath, wash them and their hair, dry them, and dress them.
- ◆ When a child is four years old, the parents will still need to fill the bath, check the temperature, and stay with the child during the whole process, but by now the child should need less help. They should be able to help with washing and drying themselves, need less help getting in and out of the bath, and be able to put their pyjamas on.
- ◆ At seven years old, a child will need less supervision. They should be able to dress and undress themselves, climb in and out of the bath, and wash and dry themselves. At this age, parents may still need to check the water temperature, check that they are clean afterwards, and trim their nails.
- ◆ At eleven years old, a child will probably be able to run their own bath or shower and wash themselves. However, parents will need to make sure they actually have a bath or shower and are aware of the need to be clean and hygienic.

These examples highlight that the parental responsibility to ensure the child is washed and clean remains. What changes is what the parents do. The parental role changes gradually from doing everything for a baby to ensuring they can be independent as they grow up.

### What are needs?

Encourage learners to consider that we all have needs. Some of these are **basic** needs; if these needs are not met, we would find it difficult to live. Some examples are:

- ◆ shelter: somewhere to live
- ◆ food and water: to keep us alive
- ◆ warmth: to help our bodies work properly

We also have **psychological** needs; if these needs are not met, we will feel insecure and find relationships with others difficult. Examples include:

- ◆ receiving and giving love and affection
- ◆ feeling secure and safe
- ◆ feeling trusted
- ◆ feeling cared for
- ◆ feeling valued and liked by others

There are also **additional** needs, such as achieving your potential and feeling fulfilled.

Children also have these needs. Prompt learners to consider that children's needs are met in different ways, depending on their age. For example, babies need food and warmth, which adults in the parenting role provide them with. Obviously, a three-week-old baby has different needs to a twelve-year-old child; but for both, their needs are met by a caring adult.

Ask learners to give examples of how the following children's needs can be met.

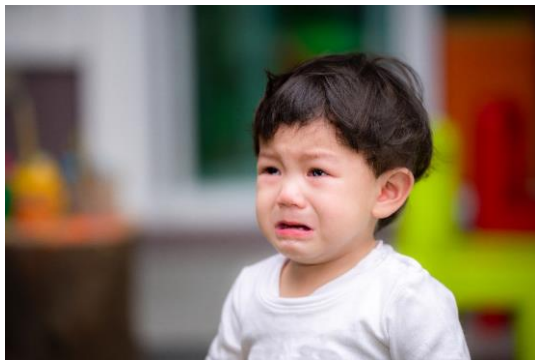


1 A four-week-old baby:



Situation	What the baby needs
Feeling cold	♦ a cuddle and warming up, perhaps with a blanket
Being hungry	♦
Being wet	♦

2 A two-year-old child:



Situation	What the child needs
Wanting to watch a cartoon on a digital device	♦
Playing in the kitchen	♦
Wanting to cuddle their favourite teddy	♦ feeling of security from their favourite toy

3 A six-year-old child:



Situation	What the child needs
Feeling hungry between meals	♦
Wanting to spend time online	♦ appropriate websites for the age ♦ appropriate screen time
Bringing reading books home	♦

4 An eight-year-old child:



Situation	What the child needs
Wanting to help with baking	♦
Falling out with best friend	♦ comforting ♦ guidance in understanding why this may have happened
Coming home from playing with a scraped knee	♦

5 A twelve-year-old child:



Situation	What the child needs
Going to a friend's house for a sleepover	♦ setting boundaries
Having an excellent test result	♦ praise
Having difficulty with maths	♦

### Changing responsibilities

Ask learners to consider how a parent or carer's responsibilities differ at different ages. For each of the following scenarios, learners should identify the parent or carer's responsibilities. They can do this individually or in small groups. A textbook on development may be useful.

- 1 A hungry child
  - (a) A baby is crying because he is hungry.
  - (b) A six-year-old is hungry and wants his tea.
  - (c) An eleven-year-old is also hungry.
- 2 Shopping
  - (a) Going to the shops with a three-month-old
  - (b) Going to the shops with a two-year-old
  - (c) Going to the shops with a four-year-old
  - (d) Going to the shops with a six-year-old
  - (e) Going to the shops with a ten-year-old
- 3 Swimming session
  - (a) Going to the swimming pool with a six-month-old
  - (b) Going to the swimming pool with a three-year-old
  - (c) Going to the swimming pool with a five-year-old
  - (d) Going to the swimming pool with an eight-year-old
  - (e) Going to the swimming pool with a twelve-year-old

## Security — activity 2

For a child to feel secure and valued, the process of attachment and promoting self-esteem are important aspects of the roles and responsibilities of a parent and family. This helps children to grow and become confident to learn, make friends, make decisions, try new skills and behave in a socially acceptable way.



A child who feels loved and cared for will also be able to return love and affection, and they will trust their family and other carers. Children need to feel loved despite of their behaviour and circumstances, such as misbehaving or having an accident. This is known as unconditional love.

Secure children are more able to cope with changes in their lives, such as:

- ◆ going to a child minder, entering an early learning setting or starting school
- ◆ parents splitting up
- ◆ moving house
- ◆ changes in the family, for example, a baby being born, remarriage or a family bereavement

Consistent and regular care from the family and parents or carers is vital in times of transition; it ensures a continued sense of security. With family support, children can learn to accept and cope with change. This makes the change a passing phase in their lives rather than something that has a lasting impact on their whole lives.

Ask learners to consider how children and babies develop a sense of security, describing four ways a parent or carer can help their child feel secure.

## Safety — activity 3

Encourage learners to explore the role of adults in keeping children safe. Keeping children safe is a very important aspect of caring for children. Children are dependent on adults for their care and protection against many aspects of daily life, such as injury, infection and harm. Children at different ages have different vulnerabilities.

Babies are vulnerable because they are:

- ◆ dependent on their parents or carers
- ◆ prone to hazards at various stages of development; for example, a baby under one may explore everything with their mouth
- ◆ unaware of danger
- ◆ small and weak
- ◆ naturally curious, putting them at risk of injury, especially as they become more mobile

Older children may also be vulnerable because they may:

- ◆ rebel against their parents or carers and put themselves at risk, for example, trying alcohol or drugs
- ◆ be unaware of the danger in some situations, for example, accessing social media and the internet
- ◆ face pressure from their friends to do certain things or behave in certain ways (known as peer pressure)
- ◆ think risk-taking behaviour makes them more acceptable to peer groups

Ask learners to answer the following questions:

- 1 Are more children injured in the home or outside the home, for example, in road accidents?
- 2 Why do young children get themselves into dangerous situations?
- 3 Why might an older child find themselves in a dangerous situation?
- 4 Find out two safety features for each of the following:
  - (a) a cot
  - (b) a sand pit
  - (c) a computer
- 5 How would you keep your home safe for your children aged three and seven?

## Creating a safe environment

Encourage learners to consider the role of families in creating a safe environment. Families are responsible for their children's safety. Children need supervision. Many things are hazardous to unsupervised children, and young children can be unpredictable.

It is impossible to remove every hazard from the environment and make everywhere completely safe — you would end up with a bare house. Children need a stimulating environment that they can explore safely. Families should make sure that the surroundings and any equipment are clean, hygienic and in good condition.

Older children need supervision too. They need opportunities to develop a sense of responsibility for themselves and learn how to keep themselves safe.

Part of the responsibility of a parent or carer is to make sure children are aware of potential risks. Children should be encouraged to think about risks. For example, when they climb a tree, they should be aware of the danger of falling, but similarly, they may be encouraged to think about how to get down safely.

### **Hazards likely to cause injury**

Learners should be given the opportunity to explore potential hazards to children and young people. Hazards are usually created when something is treated or used in the wrong way. For example, a button or a marble will only become a hazard if a young child tries to swallow it. This highlights the need for appropriate supervision depending on the age of the child.



It is often the situation combined with the child's age that results in hazards which can lead to accidents. Some examples of potential hazards likely to cause injury include:

- ◆ objects on the floor
- ◆ stairs
- ◆ wet or slippery floor
- ◆ cleaning fluids
- ◆ windows or glass objects
- ◆ high chairs
- ◆ medicines
- ◆ pets
- ◆ sharp corners on furniture
- ◆ fires
- ◆ hot fluids
- ◆ loose rugs
- ◆ irons
- ◆ the sun

## **Hazards to health**

Children may come across many hazards to health, which may cause allergies, illness, and ill health. These include:

- ◆ bacteria
- ◆ viruses
- ◆ fungi
- ◆ pollutants

Poor hygiene, such as not washing your hands after using the toilet, can spread infections, putting the whole family at risk.

## **Wellbeing and health — activity 4**

Encourage learners to consider the importance of wellbeing in children and young people, along with the importance of taking into account the holistic nature of children's needs. This area of responsibility includes meeting the basic needs of children, that is:

- ◆ being responsive to children's needs
- ◆ ensuring good diet and nutrition
- ◆ ensuring good health and the cleanliness of the skin, hands, feet, nails, hair, mouth, teeth, clothing, equipment and surroundings
- ◆ providing warmth and protection with suitable clothing, bedding and heating
- ◆ ensuring access to fresh air and sunlight
- ◆ ensuring sufficient rest and sleep
- ◆ providing unconditional love and affection
- ◆ providing protection from injury and infection
- ◆ providing physical and emotional security

## **Health needs of babies and children**

Encourage learners to consider the importance of meeting the health needs of babies and children, as they have health needs just as adults do. It is the adults who should make sure that these needs are met.

Human babies are dependent on their carer to meet all their needs: to care, protect, feed, love, keep clean, provide stimulation and help them grow and develop in as healthy a way as possible.

Encourage learners to consider how different cultures may meet babies' needs in different ways. For example, some carers carry babies on their backs using slings or wraps while they go about their day, as it gives them more freedom in movement, especially if they have multiple children to care for.

As children grow, their health needs remain the same, but these needs are met in different ways according to their age. For example, babies cannot feed themselves, but six-year-old children can, and eleven-year-old children can prepare a simple meal.

Health needs include:

- 1 safety, free from harm, accident and disease
- 2 love and affection
- 3 freedom to explore their surroundings
- 4 play
- 5 communication
- 6 sleep and rest
- 7 exercise
- 8 nutrition
- 9 praise and encouragement
- 10 hygiene
- 11 warmth

The needs above are not listed in any order, and none is more important than the other in the all-round development of children. However, some of these needs are vital to life; for instance, a baby will not die if they do not receive love and affection (but they will not develop as they should) but they will die if they are not fed.

## **Antenatal and postnatal care**

### **Antenatal care**

Learners need to consider the importance of antenatal care for the mother and the developing baby. A midwife usually provides this care, either in a hospital environment or in the community. The pre-birth stage is now recognised as an equally important part of a child's development, and effective antenatal care is crucial for this.

Antenatal care involves supporting the mother to make sure she follows a healthy lifestyle. This includes supporting the mother to make the right choices, such as:

- ◆ a balanced diet
- ◆ dental check ups
- ◆ sufficient rest and sleep
- ◆ no smoking, no drugs (unless prescribed), no alcohol
- ◆ avoiding stress
- ◆ fresh air and exercise
- ◆ antenatal course (can be provided by the [National Childbirth Trust](#))
- ◆ medical antenatal care
- ◆ signposting to groups such as Baby, Bump and Beyond

All these points are important to ensure the foetus has the best possible start in life and the mother is as healthy as possible both during pregnancy and once the baby is born.

### **Postnatal care**

Care after the baby is born is known as postnatal care. The introduction of Baby Boxes in Scotland highlighted the importance of giving every baby the best start possible. Research what is included in a Baby Box at [NHS inform](#), 'Ready Steady Baby!'. The [NHS](#) also offers



breast feeding help and support for expectant and new mothers. A range of national resources and groups in a variety of languages are available to support mothers.

Postnatal care should include:

- ◆ ensuring the bonding process is taking root and welcoming the baby into the family
- ◆ establishing the baby's feeding pattern, including support for breast feeding
- ◆ a postnatal check carried out at six weeks after birth to ensure the mother has recovered from pregnancy and the birth
- ◆ being aware of the possibility of postnatal depression, usually caused by a hormonal imbalance — can have long-term implications for the mother if undiagnosed
- ◆ regular exercise to strengthen and tighten the pelvic floor muscles
- ◆ a balanced diet



Ask learners to answer the following using either a text book or with the help of internet research:

- 1 What is antenatal care and why is it important?
- 2 What is postnatal care and why is it important?
- 3 When should you start cleaning children's teeth?
- 4 How much sleep would these children need?
  - (a) a newborn baby
  - (b) a six-year-old child
- 5 Describe two suitable forms of exercise for these children.
  - (a) a four-year-old child
  - (b) an eleven-year-old child

## Delivery notes topic 3: feeding and nutrition

## Healthy diet — activity 1

Learners should be encouraged to explore what a healthy diet is and why it is so important for developing children.

At different ages and stages of development and growth, children need certain nutrients (foods). However, the way in which they obtain these nutrients differs very much.

Ask learners to describe how children at the following ages should be fed:

- 1 three weeks old
- 2 four months old
- 3 eighteen months old
- 4 five years old
- 5 eight years old
- 6 ten years old

Newborn babies get all their nutrients from either breast feeding or bottle feeding. This supports them until they are ready to be weaned onto solid foods, getting their nutritional needs met from various forms of nutrition. These nutrients are found in **food groups**.



## Food groups — activity 2

Learners should give examples of what foods are in each food group. Websites such as the British Nutrition Foundation may be helpful.

There are four main food groups:

- ◆ bread, other cereals and potatoes
- ◆ fruit and vegetables
- ◆ milk and dairy foods
- ◆ meat, fish and alternatives

and some

- ◆ food high in fat and sugar

## Delivery notes topic 4: financial responsibilities

### Impact of poverty — activity 1

Part of the responsibility of a parent is to make sure they can support and meet the needs of the children in their care, for example, provide a place to live, buy food and pay bills.

Families have varying incomes: some may earn more money, some may rely on benefits, and some may be a mixture of both. This can affect family life and the children.

Prompt learners to consider this: What effect can this have on family life and the children?

### Poverty

In Britain, unlike the rest of Europe and the United States, there is no such thing as an official poverty line. So how can we define relative poverty?

In Giddens's *Sociology*, relative poverty is defined as: 'A minimum standard of living on socially established criteria and not just the criteria of survival and acceptance'.

It means that poverty can be gauged not just on the lack of the material necessities for life, but also on whether you can play a full part in society. If you are excluded from full participation in society because of lack of resources, then this social isolation may be a result of relative poverty.

According to the Child Action Poverty Group (CAPG), there are 4.3 million children living in poverty in the UK. That is the same as 9 out of 30 children in a classroom.

49% of children in lone-parent families live in poverty. These families are at higher risk of poverty as there is usually only one person earning money. Lack of maintenance payments and childcare costs may compound the effect of poverty in lone-parent families. Children from marginalised ethnic groups are more likely to live in poverty.

A family may still live in poverty even if someone in the family is employed. 75% of children living in poverty are from a home where at least one person is working (CAPG 2021).

Relative poverty can have huge impact on people on fixed incomes because they are in a situation that is difficult to change.

### Fixed incomes

The following groups of people can be classed as being on fixed incomes:

- ◆ unemployed people
- ◆ people receiving benefits, for example, Carer's Allowance or Disability Living Allowance
- ◆ single parents
- ◆ people with disability or health-related issues
- ◆ pensioners
- ◆ low-paid workers or workers on zero-hours contracts

Being unable to change their financial income can impact a person's choices and make them feel a lack of control over their life direction.

Poverty and unemployment are deeply integrated. The impact they have on children's health and life chances is now widely recognised.

On top of the difficulties and lack of choices, much stigma is attached to living in poverty. Many economists, social commentators, and media outlets such as newspapers and TV current affairs programmes often blame the victim of circumstances for the situation they find themselves in. There is a long history of this attitude towards people in poverty in the UK, which informs the benefit system for people on fixed incomes to this day.

Ask learners to consider the lack of some everyday things that would make them feel relatively worse off than they are now.

For example, it might be:

- ◆ not having a phone or access to a digital device
- ◆ no holiday this year
- ◆ an empty fridge

## **How much does it cost? — activity 2**

The cost of parenting is said to be £20,000 per child, which is a lot of money; though, of course savings can be made by passing on clothes and equipment.

Learners should have the opportunity to explore some of the more expensive spendings parents may have to make. In groups, ask learners to research the cost of the items or activities below:

- 1 buying a pram
- 2 buying complete sets of school uniform for twins aged five
- 3 taking three children aged three, seven and twelve to a theme park on a bus
- 4 paying for swimming lessons for two children, aged eight and ten, for twelve weeks

## **Education — activity 3**

Education is not just about making sure children attend school. It is much wider, in fact, since children are educated at home as well as school. Therefore, a parent or carer and the family are seen as a child's first educator and responsible for the child's learning.

Ask learners to list four ways that a parent can help their child with a school project at home.

## How children learn

Children learn in different ways, including:

- ◆ exploring, for example, exploring kitchen cupboards
- ◆ experimenting, for example, playing in the bath
- ◆ watching and imitating others
- ◆ listening to and talking with others
- ◆ being shown how to do things



Children can do these activities in various ways; learning is fun and part of a child's everyday life. Play is a crucial part of learning for children and they should have lots of opportunity to do this, both at home and in early learning and childcare settings. The link between home and different settings should always be encouraged.

Parents or carers and families can provide learning opportunities and encourage development in children in many ways, including:

- ◆ making them feel special and loved
- ◆ being responsive to their needs
- ◆ praising their efforts
- ◆ encouraging their natural curiosity by providing opportunities and materials, such as digital devices, pictures, toys and games
- ◆ pointing out interesting details, colours, shapes, smells, and animals; taking them on outings
- ◆ showing and demonstrating how to use toys and equipment, how things work, giving help when needed, talking about different activities
- ◆ giving them repetitive tasks and toys to practise skills
- ◆ engaging them in more difficult activities, not to push but to extend their ability and understanding
- ◆ stimulating their hearing by singing, rhymes and clapping

- ◆ providing sand, water, clay, building blocks and ‘feely’ toys to encourage tactile exploration
- ◆ using activities to encourage smell and taste, for example, baking
- ◆ helping them to explore their own home, then further afield in places such as play parks as they get older and as it becomes safe to do so
- ◆ encouraging experimentation and finding out what things can do, for example, some toys float in the bath and some do not
- ◆ talking to other children and adults
- ◆ playing pretend games such as dressing up
- ◆ making sure they are healthy enough to play and learn, not tired or hungry
- ◆ knowing when to help and when to stand back
- ◆ giving them encouragement and not criticising if they fail

Above all, learning should be fun and safe. Children do sometimes become frustrated, so if a particular toy is causing frustration, either help them to achieve the desired result or remove the toy temporarily. Of course, child minders, early learning settings and schools are also important learning environments, and parents should be as active as possible in their children’s education. They can do this by:

- ◆ helping at school
- ◆ being interested in their children’s education
- ◆ attending parent’s evenings
- ◆ praising the children for their efforts
- ◆ asking about their children’s day
- ◆ supporting their children’s learning, for example, going on a trip to a local farm to see where milk comes from

Education in Scotland has a focus on children’s health and wellbeing — this is now seen as an important part in a setting’s role in supporting children’s progress through school. This includes an awareness of:

- ◆ mental, emotional, social and physical wellbeing
- ◆ planning for choices and changes
- ◆ physical education
- ◆ physical activity and sport
- ◆ food and health
- ◆ substance misuse
- ◆ relationships, sexual health and parenthood

### **Education and digital access**

Discuss with learners the importance of parents or carers helping children with their homework. Ask learners to work in a group to consider how a parent or carer may be able to help their children with a homework activity if they have little to no digital or internet access. What options are open to them?

## Delivery notes topic 5: parenting roles

### Skills and attributes of a parent — activity 1



A parent or carer can serve as a positive role model for the children in many ways, giving them positive experiences and helping them to cope with challenging circumstances. What children experience can have a direct impact on their holistic development.

Below are many of the skills, values and attributes considered important to being a parent or carer. The values/attributes row has been completed. Ask learners to add more to the first three rows.

Aspects	Examples
Qualities	<ul style="list-style-type: none"><li>♦ love</li><li>♦ tolerance</li><li>♦ patience</li><li>♦ kindness</li><li>♦ understanding</li><li>♦ sensitivity</li><li>♦ care</li><li>♦ concern</li><li>♦ consistency in approach</li><li>♦ empathy</li><li>♦ fairness</li><li>♦ being a positive role model</li></ul>

Communication skills	<ul style="list-style-type: none"> <li>◆ listening</li> <li>◆ reviewing</li> <li>◆ body language</li> <li>◆ literacy skills</li> </ul>
Caring skills	<ul style="list-style-type: none"> <li>◆ self-confidence</li> <li>◆ ability to provide emotional security</li> <li>◆ nurturing</li> </ul>
Values/attributes	<ul style="list-style-type: none"> <li>◆ morals</li> <li>◆ compassion</li> <li>◆ fairness</li> <li>◆ honesty</li> <li>◆ structure</li> <li>◆ stability</li> <li>◆ respect</li> <li>◆ acceptance</li> <li>◆ politeness</li> <li>◆ courage</li> <li>◆ generosity</li> <li>◆ academic support</li> <li>◆ encouragement</li> <li>◆ responsibility</li> <li>◆ perseverance</li> <li>◆ self-control</li> <li>◆ integrity</li> <li>◆ trustworthiness</li> <li>◆ ethical values</li> <li>◆ influence</li> <li>◆ culture</li> <li>◆ beliefs</li> <li>◆ habits and traditions</li> </ul>

When you consider the responsibility, skills and attributes of a parent or carer, it is easy to feel overwhelmed. For example, imagine a seven-year-old child has come home from school with a new book and has to read the first chapter for the next day. The adult is responsible in listening to what the child has to do, check that they understand the task, make time to support them and give them positive feedback.



Ask learners to work in small groups to make a list of the skills, qualities and attributes that are necessary to support a child or young person. They should be ready to share their list with the class.

Ask learners to consider the skills, qualities, values and attributes discussed earlier, and give examples of these for the following scenarios:

- 1 A three-year-old child starting at a new early year setting is upset and not wanting their parents to leave. What are some skills and attributes needed to support the child in this time of transition?
- 2 What skills and attributes are necessary to support a five-year-old learning to ride their bike without stabilisers?
- 3 A nine-year-old child does not understand why they cannot watch a particular program on television. How would you explain this to the child and what skills and attributes would you need for this?
- 4 What skills and attributes are necessary to promote positive behaviour in a child of any age?

## **Culture and families — activity 2**

Scotland is a culturally diverse nation, with many different cultures influencing society today. The Scottish Government places a high importance on culture, with a Culture Strategy in Scotland in place.

Culture is difficult to define. There is no short answer or simple definition to what culture is. It commonly refers to a set of ideas or thoughts (known as a concept). These concepts or sets of ideas describe culture as a way of life, for example:

- ◆ beliefs
- ◆ language
- ◆ dress
- ◆ food and diet
- ◆ music
- ◆ manners

So, there are many aspects to 'being Scottish'. Scotland has its own Gaelic language, a clan system, a distinct national dress and a world-renowned export in whisky. But as a multicultural country, we have elements from many different cultures that influence families.

Religion can be part of our culture and heritage, and some things on the above list are certainly set or defined by religion, such as food and diet. A Jewish family, for example, would not eat pork or seafood, and their food must be 'kosher' (complying with traditional Jewish law). Muslim families also follow strict dietary guidelines: all meat must be 'halal'

(butchered in a way that complies with Islamic law) and they do not eat or drink anything 'haram' (forbidden by Islamic law), such as alcohol.

Some cultures believe that a crying baby should be ignored, while others believe that the baby should be picked up immediately. Until recent times, Scottish culture demanded that children should be 'seen and not heard'. With the development and acknowledgement of children's rights, this now seems an obscure practice. Belting children with leather 'taws' in educational institutions was commonplace, but it is now correctly viewed as child abuse. Until corporal punishment was banned in the 1980s, it was viewed as a tool of discipline in the classroom. We now have legislation to protect children from being hit by anyone.

There are people living in Scotland whose origins are from different countries around the world. Different ethnic groups may have different cultures, religions, customs and traditions; these are often handed down through generations within families. As non-judgemental and caring individuals, we should respect cultures different from our own.

### **Cultural practices**

Ask learners to identify some of the cultural traditions from the following family groups. Prompt them to use the internet or books to help them in their research.

- 1 African-Caribbean families
- 2 Hindu families
- 3 Irish families
- 4 Muslim families
- 5 Pakistani families
- 6 Scottish families
- 7 Sikh families

Ask learners to research which cultures or religions might follow each of the practices listed below:

- 1 Some children follow strict dress codes, impacting on their ability to participate in gym and sports.
- 2 Some boys are not expected to help with household chores, but girls are.
- 3 Food is prepared following strict rules.
- 4 Some foods are prohibited.
- 5 Children are discouraged from making eye contact with adults.

### Family structures — activity 3

Ask learners to work on their own to find a description of the following family types. They may want to include a picture of each family type. For example, a nuclear family may be made up of a mother, a father and children. Ask learners to draw on their personal experience with different family types.

- ◆ nuclear or traditional family
- ◆ extended family
- ◆ reconstituted family
- ◆ kinship care
- ◆ lone-parent family
- ◆ adopted family
- ◆ same-sex family
- ◆ travelling family



### Advantages and disadvantages of family structures

Ask learners to work in small groups to explain some of the advantages and disadvantages of the family structures below. They should make some notes to compare their responses with the rest of the class.

- 1 nuclear family
- 2 reconstituted family
- 3 lone-parent family

#### Nuclear family

A **nuclear family** comprises parents and the children they are responsible for. It is a smaller family unit than extended families. There is no extended family group and no other family members living with or near them.

Nuclear families are sometimes described as ‘the modern family’. Most people now have fewer than three children. This form of family grew in the 60s when many people moved around the country for employment. At the time, industry in Britain grew and whole towns were built to provide housing for the new factories that were built outside towns and cities.

Glenrothes, Cumbernauld, East Kilbride, Irvine and Livingston are examples of these new towns.

Here are some advantages of nuclear families:

- ◆ Nuclear families may be more mobile, that is, they have more freedom to move around the country for better job opportunities, pay and working conditions. With fewer children, they may have a better lifestyle with fewer financial burdens compared to larger families.
- ◆ They may have more freedom to follow their own wishes and make decisions without consulting extended family members, so they can focus on their own lives and children.
- ◆ Financially and socially, they can focus on their children as their priorities. This can mean children are given a great deal of encouragement and attention.
- ◆ They may have more living space.

Here are some disadvantages of nuclear families:

- ◆ In times of crisis, there may be no support network; for example, no extended family members will be available to collect the children if the parents are delayed at work. A lot of strain may be put upon the other parent in the family if one parent experiences illness or unemployment.
- ◆ Tensions and arguments have nowhere to go, and there may be no one to turn to outside the family group.
- ◆ Not having family nearby may result in feelings of isolation.
- ◆ If they have to depend on others, they may feel resentful that their independence is threatened.
- ◆ When children are the main focus of their parents' attention, this can put a lot of pressure on the children.

### **Reconstituted family**

Not all families fit neatly into conventional family structures. **Reconstituted families** are hard to define. In a reconstituted family, two adults form a new family; one or both of them may have children from other relationships and they may then have children together, so the family can comprise a mix of parents, step-parents, step-children, half-brothers and half-sisters, remarriages and children born outside the marriage.

In terms of disadvantages, there may be difficulties such as jealousy, lack of space, and lack of money (due to child support payments). Children may experience difficulties related to having different fathers, mothers, and grandparents, such as being treated differently by family members.

In terms of advantages, positive changes may include financial benefits, the company from an 'instant family', two interested adults who get along better with each other, and an improvement in living space and lifestyle.

### **Lone-parent family**

**Lone-parent families** comprise one adult living with a child or children. This may be because of divorce, separation, death, or choice. Whatever the reason, there are some factors common to the role.

The lone parent has the sole responsibility to take care of the children, whether it is to bath them, put them to bed, read stories to them, or prepare for the next day.

There are some disadvantages, such as:

- ◆ There is no one else in a parenting role in the family to share the joy and troubles of family life with on a day-to-day basis.
- ◆ If the family lives far away from other family members, there may be no support for childcare or illness.
- ◆ The lone parent may be lonely; for example, they may become socially isolated.
- ◆ Dividing time between children may be very difficult; for example, one child may need to be at Brownies at the same time as the other needs to be at swimming lessons.
- ◆ Lack of money may be a big issue and some families may live in poverty.
- ◆ It is hard work as the lone parent is responsible for all the decision-making and physical work.

There are advantages too:

- ◆ Lone parents can make decisions without asking anyone else.
- ◆ Lone parents can find great delight in the achievements of their children and pleasure in knowing they are responsible for their children's upbringing.
- ◆ Being independent and standing on your own two feet is a great achievement.
- ◆ Many lone parents have no other adults to distract them from putting all their energy into the care of their children.

### **Family structures and income**

Ask learners to consider the following scenarios and answer the questions:

- 1 When the sole income of a lone-parent family is £74.70 per week, how can they afford to buy a pram and a cot? What options could they try?
- 2 Consider a nuclear family with two adults and two children aged eight and thirteen. How can they afford to buy a bike for the younger child and a gaming console for the older child for Christmas? Most of the family income is spent on household bills, leaving them with £200 per month for clothes, gifts, holidays and emergency expenses (for example, the heating breaking down).

## **Experience and circumstances influencing families and parenting — activity 4**

Experience and circumstances can influence a family and how they see parenting. This can be a person's own experience as a child, for example, their parents' parenting style and how they were brought up.

There are generally four types of parenting styles:

- ◆ authoritative
- ◆ authoritarian
- ◆ permissive
- ◆ neglectful

Ask learners to work in small groups to find a description of each of the parenting styles.

Ask learners to make a poster describing how different parenting styles can have an impact on the children and young people in a family. They should include examples of the effect this influence may have on children and young people.

Many other circumstances can affect family life and the children, such as:

- ◆ the loss (bereavement) of a parent, grandparent, brother, sister or pet
- ◆ separation or divorce of parents
- ◆ parent remarrying
- ◆ the birth of a baby or an adoption
- ◆ long-term illness
- ◆ starting school or nursery
- ◆ unemployment
- ◆ domestic violence

Children can be affected in many ways; often their behaviour is affected, but their progress at school can be affected too, as can their health and overall development. Common effects can include:

- ◆ feeling insecure, becoming 'clingy'
- ◆ unable to sleep
- ◆ not feeling hungry
- ◆ easily irritated
- ◆ unable to learn
- ◆ wanting their comforter more often
- ◆ starting to wet the bed or their pants
- ◆ arguing or fighting with friends, brothers or sisters

These effects may result from losing confidence, as well as affected self-esteem and sense of security. It is easy to underestimate children's sensitivity to situations and changes in life.

Part of a parent's and family's role is to try and re-establish the children's sense of security through meeting their needs consistently, and so making these behaviours passing phases rather than permanent features.

This can be done with patience, calmness, continued reassurance and understanding. Above all, parents or carers should not underestimate the length of time it may take for some children to accept changes in their lives.

## Delivery notes topic 6: family support

### Types of support — activity 1

Many types of support are available for families, provided by a range of professionals, organisations, and wider family support.

Family support can come in many forms: it may come from parents, grandparents, aunts, uncles, brothers, and sisters; it may also come from the wider family, such as great-aunts, great-uncles and great-grandparents.

Some families may have many members and some may have few. Prompt learners to recall the family structures discussed earlier; for example, lone-parent families may be small, made up of one parent and some children, while reconstituted families may be large, made up of parents, siblings, step-parents, step-siblings, and possibly a few sets of grandparents.

During times of difficulty, sadness and worry, it is important to have someone to talk things over with who can give advice and support. This is called moral support. At times, we need this kind of help from someone who will not criticise or judge, but care for us and accept us as we are. This can be a family member or a friend who understands the problem.

### Wider community support



Community support comes in many forms; it can be provided by the government, local authority, voluntary organisations, or private organisations. Some types of support offered are:

- ◆ healthcare, which can include health visitors, school nurses, doctors, family planning professionals, and dentists
  - Primary healthcare is the first point of contact for families with the NHS.
  - Primary care services may make a referral to an associated service, such as physiotherapists and occupational therapists.



- ◆ education services, which can include early years settings, schools (primary and secondary), and targeted support for children and young people to overcome barriers to education (for example, access to mainstream schooling, support for children with English as a second language, time off from school due to short-term or long-term illnesses)
- ◆ leisure, which can include sports and play areas, such as local swimming pools and community playing fields
- ◆ resources, which can include transport and access to facilities such as local libraries
  - This is particularly relevant for families that live in rural areas with limited access to public transport.
- ◆ social services, which can include social workers undertaking assessments in relation to childcare, mental health, and criminal justice
  - Services can be arranged depending on individual needs, such as home care, hospital treatments, and liaising with discharge from hospital.
- ◆ financial support from the government in the form of different benefits, including income support, working families tax credit, and child benefit
  - Voluntary organisations such as [Citizen Advice Scotland](#) and Welfare Rights services provide financial advice. This can be particularly useful for families in specific circumstances, such as a family with a disabled parent or child.
- ◆ other support from voluntary organisations (the third sector), including services for young carers, support for children with learning disabilities, and voluntary early years settings

Local authority services provide much of the support discussed above, especially in relation to housing, education, transport, planning, fire and public safety, social care, libraries, and waste management.

Let's look in more depth at the support available to children, young people, and their families.

## Education

Children and young people have access to education in many different areas in the following settings:

- ◆ early learning and childcare settings provided by the local authority, private organisations and voluntary organisations, including:
  - nurseries
  - playgroups
  - after-school groups
  - child minders
- ◆ primary and secondary schools
- ◆ after-school clubs
- ◆ outdoor nurseries and outdoor education centres for outdoor learning

Working in their allocated groups, learners could investigate how many different types of provision there are in their area, thinking about cost, ages they cater for, and hours open and available.

Ask learners to work on their own to find their nearest outdoor nursery and carry out some research on it. They should keep a note of the following:

- ◆ details about the setting
- ◆ some of the benefits for the children who attend (consider the care, and learning and development opportunities)
  - For example, outdoor play and learning helps build children's self-esteem, uses up energy and promotes good sleep. It also promotes problem-solving skills, builds stamina and allows children to enjoy being outdoors.
- ◆ identify the professionals involved

### **Community learning and development**

Community learning and development covers a broad range of provision, including youth work, community-based learning, family learning, and community development. This type of learning promotes personal development and active citizenship; it allows people of all ages to make positive changes in their lives and in the local community.

Ask learners to identify their local community centre and give some examples of the different opportunities or classes it offers. Learners should keep a note of the source of information.

### **Social services**

Social services offer support to families and people who find it challenging to care for themselves or family members in times of crisis. Some of the difficulties they face may be related to:

- ◆ disability
- ◆ illness or ill health
- ◆ drug or alcohol
- ◆ domestic violence
- ◆ caring responsibilities
- ◆ parenting support
- ◆ child protection

Family issues can impact on children and families in many ways. Children may show some of the following changes:

- ◆ having difficulty at school (for example, unable to learn, skipping school)
- ◆ behaviour problems
- ◆ delayed development
- ◆ signs of lack of care
- ◆ ill health

Social services provide advice and support for parents and children. To enhance support, they also work with partner agencies, such as health professionals, education professionals, and the police. They liaise closely with other agencies to protect children from harm or injury.

Social service professionals include:

- ◆ social workers
- ◆ social work assistants
- ◆ home carers
- ◆ family support workers
- ◆ foster carers

Part of the wider responsibilities of social services include:

- ◆ probation work
- ◆ after prison care
- ◆ assessing people who want to foster and adopt children
- ◆ writing court reports

### **Types of professionals**

Many professionals work with and support children and families. These can include:

- ◆ early years practitioners
- ◆ general practitioners (GPs)
- ◆ health visitors
- ◆ teachers
- ◆ social workers
- ◆ classroom assistants (including bilingual classroom assistants)
- ◆ young carer support workers
- ◆ speech and language therapists
- ◆ psychologists
- ◆ play workers
- ◆ youth workers
- ◆ sports coaches

Allocate each learner a type of professional. Ask them to investigate the allocated type of professional and explain their role and responsibility when working with children. Learners should consider how these professionals meet the care, learning and development needs of the children and young people. They can make a poster to display their findings.

### **Organisations that support children and young people and their families**

There are many organisations that support children and young people, many of which are classed as voluntary or third sector organisations. These include:

- ◆ Barnardo's Scotland
- ◆ Enquire
- ◆ Children in Scotland

- ◆ Carers and Young Carers Centres
- ◆ Quarriers family support
- ◆ Who cares: Scotland
- ◆ Family Wellbeing Service
- ◆ National Autistic Society
- ◆ Enable Scotland
- ◆ Children 1st
- ◆ Together
- ◆ Parenting across Scotland
- ◆ National Society for the Prevention of Cruelty to Children Scotland (NSPCC Scotland)

Working with a partner, learners should choose one of the organisations listed above and investigate the support and services they offer children, young people and families. Learners can decide how they are going to share their information (for example, a poster, leaflet or presentation slides).

### **Partnership working**

Effective support of children, young people and their families sometimes requires partnership working. This refers to different professionals from different services and organisations working together to meet the care, learning and development needs of the children and families they support.

Let's look at partnership working further; ask learners to read the case studies below and answer the questions.

#### **Case study 1**

Ella is a seven-year-old girl who attends her local primary school. She has recently become withdrawn at school, unwilling to participate in class and playground activities. After spending some time with Ella, her teacher found out that Ella is helping to care for her younger brother, who has recently been diagnosed with autism. Ella's teacher has spoken to her mother, who is happy with the teacher contacting the family social worker to discuss this further. Ella, her mother, her teacher, and the family social worker have a meeting to discuss how they can best support Ella. The social worker will make a referral to the local young carers organisation to see what support they could offer Ella.

This case study shows the effectiveness of partnership working. The partners in this case study are Ella, her mother, her teacher, the social worker and the young carers organisation. It is important to remember that children should be at the centre of any discussion: their needs and choices should be respected.

**Question:** What impact may this support have on Ella's care, learning and development?

#### **Case study 2**

Karim moved to the UK with his family earlier this year. He has recently started in Primary 5 and cannot speak English.

**Question:** What professionals and organisations could work together to support the care, learning and development of Karim and help his family?

**Case study 3**

Angela is four-year-old girl who is selective mute when she is at nursery but speaks when at home. Her parents are concerned and have spoken to the lead practitioner in the nursery about this.

**Question:** Which professional would the practitioner refer Angela to and how would it benefit her? What impact may the support offered have on her care, learning and development?

# Learner support section

## Tutor note on learner activities

This section includes both learner notes and activities. It is not mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered, and used in whatever way suits individual centres and their particular situation — for example, as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases, they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

**This section should not be issued as a pack of learner notes in its entirety.**

## National 4: Contemporary Families

### Outcome 1

Investigate the term 'family'.

#### Performance criteria

- (a) Identify a range of family types reflected in a modern day society.
- (b) Describe the role of the family in supporting children.

### Outcome 2

Investigate family skills and values required to meet the needs of children.

#### Performance criteria

- (a) Describe a range of family skills required to meet the needs of children.
- (b) Describe a range of family values required to meet the needs of children.

### Outcome 3

Review a demonstration of practical family skills.

#### Performance criteria

- (a) Demonstrate practical family skills in a range of ways relating to children.
- (b) Review the demonstrated practical family skills.

## National 5: Contemporary Families

### Outcome 1

Investigate the roles and responsibilities of families to raise children and young people.

#### Performance criteria

- (a) Describe the roles and responsibilities of families to raise children and young people.
- (b) Demonstrate the practical roles and responsibilities of families.
- (c) Evaluate the demonstration of practical roles and responsibilities.

### Outcome 2

Describe a range of influences on the parenting role within families which impact on children and young people.

#### Performance criteria

- (a) Describe the personal skills and attributes needed for the parenting role within a family.

- (b) Describe the cultural factors which can influence families and the parenting role.
- (c) Describe the different family structures which can influence the parenting role.
- (d) Describe personal experiences and circumstances which can influence families and the parenting role.

### **Outcome 3**

Investigate the support available to families from professionals and organisations.

#### **Performance criteria**

- (a) Describe the types of support offered by professionals and organisations working in partnership with families.
- (b) Explain the impact the identified support can have on the child or young person's care, learning, and development.



## **Learner notes: What is a family?**

### **What is a parent or carer?**

Every child is different. Children have different personalities and temperaments, and they grow and develop at different rates. They may have different likes and dislikes, have special talents, as well as different family members. This means that every child is a unique individual. However, there are areas that are common to all children, for example, their needs.

### **Learning to be a parent or carer**

There are many things to learn and know as a parent or carer. This should include some of the following:

- ◆ how children grow and develop
- ◆ what children need and how you can meet these needs
- ◆ what skills you need to learn
- ◆ knowing yourself and your personal qualities
- ◆ being confident in your ability to be a parent or carer

### **What is a family?**

As a parent or carer, or part of a family, you are responsible for the children in your care in terms of:

- ◆ security
- ◆ safety
- ◆ wellbeing
- ◆ financial aspects
- ◆ education

## Learner notes: roles and responsibilities of a family

### Children's needs

It is the responsibility of parents to meet the needs of children in such a way that is appropriate for their age.

Take safety needs for example. At two years old, a child may try to poke their fingers in an electric socket; an eleven-year-old child will know it is dangerous, but they may not know it is dangerous to use a hairdryer with wet hands. This is why parents need to teach their children safety throughout childhood.

Section 1 of Part 1 of the *Children (Scotland) Act, 1995* states some of the main responsibilities which parents have towards their children:

- ◆ to safeguard and promote the child's health, development and welfare until the child reaches the age of sixteen
- ◆ to provide direction until the child reaches sixteen and guidance until the child reaches eighteen
- ◆ to maintain regular contact with the child until she is sixteen
- ◆ to act as a legal representative until the child is sixteen

These responsibilities are far-reaching and legally required until the child reaches sixteen to eighteen.

Children change as they grow and develop, but the basic parental responsibilities do not. What does change is the way parents should care for and protect their children. Here are some examples:

- ◆ When a baby is born, a parent or carer is responsible for the baby's cleanliness and hygiene on top of everything else, so they will prepare a bath, wash, clean, dry and dress them.
- ◆ When a child is two years old, their parents will still bath them, but the child may help by playing with toys provided by their parents in the bath. Parents will need to fill the bath, check it is the right temperature and stay with the child the entire time they are in the bath. Parents will help them get in and out of the bath, wash them and their hair, dry them, and dress them.
- ◆ When a child is four years old, the parents will still need to fill the bath, check the temperature, and stay with the child during the whole process, but by now the child should need less help. They should be able to help with washing and drying themselves, need less help getting in and out of the bath, and be able to put their pyjamas on.
- ◆ At seven years old, a child will need less supervision. They should be able to dress and undress themselves, climb in and out of the bath, and wash and dry themselves. At this age, parents may still need to check the water temperature, check that they are clean afterwards, and trim their nails.
- ◆ At eleven years old, a child will probably be able to run their own bath or shower and wash themselves. However, parents will need to make sure they actually have a bath or shower and are aware of the need to be clean and hygienic.

These examples highlight that the parental responsibility to ensure the child is washed and clean remains. What changes is what the parents do. The parental role changes gradually from doing everything for a baby to ensuring they can be independent as they grow up.

### What are needs?

We all have needs. Some of these are **basic** needs; if these needs are not met, we would find it difficult to live. Some examples are:

- ◆ shelter: somewhere to live
- ◆ food and water: to keep us alive
- ◆ warmth: to help our bodies work properly

We also have **psychological** needs; if these needs are not met, we will feel insecure and find relationships with others difficult. Examples include:

- ◆ receiving and giving love and affection
- ◆ feeling secure and safe
- ◆ feeling trusted
- ◆ feeling cared for
- ◆ feeling valued and liked by others

There are also **additional** needs, such as achieving your potential and feeling fulfilled.

Children also have these needs. Consider that children's needs are met in different ways, depending on their age. For example, babies need food and warmth, which adults in the parenting role provide them with. Obviously, a three-week-old baby has different needs to a twelve-year-old child; but for both, their needs are met by a caring adult.

### Security

For a child to feel secure and valued, the process of attachment and promoting self-esteem are important aspects of the roles and responsibilities of a parent and family. This helps children to grow and become confident to learn, make friends, make decisions, try new skills and behave in a socially acceptable way.

A child who feels loved and cared for will also be able to return love and affection, and they will trust their family and other carers. Children need to feel loved despite of their behaviour and circumstances, such as misbehaving or having an accident. This is known as unconditional love.

Secure children are more able to cope with changes in their lives, such as:

- ◆ going to a child minder, entering an early learning setting or starting school
- ◆ parents splitting up
- ◆ moving house

- ◆ changes in the family, for example, a baby being born, remarriage or a family bereavement

Consistent and regular care from the family and parents or carers is vital in times of transition; it ensures a continued sense of security. With family support, children can learn to accept and cope with change. This makes the change a passing phase in their lives rather than something that has a lasting impact on their whole lives.

## **Safety**

Keeping children safe is a very important aspect of caring for children. Children are dependent on adults for their care and protection against many aspects of daily life, such as injury, infection and harm. Children at different ages have different vulnerabilities.

Babies are vulnerable because they are:

- ◆ dependent on their parents or carers
- ◆ prone to hazards at various stages of development; for example, a baby under one may explore everything with their mouth
- ◆ unaware of danger
- ◆ small and weak
- ◆ naturally curious, putting them at risk of injury, especially as they become more mobile

Older children may also be vulnerable because they may:

- ◆ rebel against their parents or carers and put themselves at risk, for example, trying alcohol or drugs
- ◆ be unaware of the danger in some situations, for example, accessing social media and the internet
- ◆ face pressure from their friends to do certain things or behave in certain ways (known as peer pressure)
- ◆ think risk-taking behaviour makes them more acceptable to peer groups

## **Creating a safe environment**

Families are responsible for their children's safety. Children need supervision. Many things are hazardous to unsupervised children, and young children can be unpredictable.

It is impossible to remove every hazard from the environment and make everywhere completely safe — you would end up with a bare house. Children need a stimulating environment that they can explore safely. Families should make sure that the surroundings and any equipment are clean, hygienic and in good condition.

Older children need supervision too. They need opportunities to develop a sense of responsibility for themselves and learn how to keep themselves safe.

Part of the responsibility of a parent or carer is to make sure children are aware of potential risks. Children should be encouraged to think about risks. For example, when they climb a tree, they should be aware of the danger of falling, but similarly, they may be encouraged to think about how to get down safely.

### **Hazards likely to cause injury**

There are many potential hazards to children and young people. Hazards are usually created when something is treated or used in the wrong way. For example, a button or a marble will only become a hazard if a young child tries to swallow it. This highlights the need for appropriate supervision depending on the age of the child.

It is often the situation combined with the child's age that results in hazards which can lead to accidents. Some examples of potential hazards likely to cause injury include:

- ◆ objects on the floor
- ◆ stairs
- ◆ wet or slippery floor
- ◆ cleaning fluids
- ◆ windows or glass objects
- ◆ high chairs
- ◆ medicines
- ◆ pets
- ◆ sharp corners on furniture
- ◆ fires
- ◆ hot fluids
- ◆ loose rugs
- ◆ irons
- ◆ the sun

### **Hazards to health**

Children may come across many hazards to health, which may cause allergies, illness, and ill health. These include:

- ◆ bacteria
- ◆ viruses
- ◆ fungi
- ◆ pollutants

Poor hygiene, such as not washing your hands after using the toilet, can spread infections, putting the whole family at risk.

## Wellbeing and health

Wellbeing in children and young people is important, and you have to take into account that their needs are holistic. This area of responsibility includes meeting the basic needs of children, that is:

- ◆ being responsive to children's needs
- ◆ ensuring good diet and nutrition
- ◆ ensuring good health and the cleanliness of the skin, hands, feet, nails, hair, mouth, teeth, clothing, equipment and surroundings
- ◆ providing warmth and protection with suitable clothing, bedding and heating
- ◆ ensuring access to fresh air and sunlight
- ◆ ensuring sufficient rest and sleep
- ◆ providing unconditional love and affection
- ◆ providing protection from injury and infection
- ◆ providing physical and emotional security

## Health needs of babies and children

Babies and children have health needs just as adults do. It is the adults who should make sure that these needs are met.

Human babies are dependent on their carer to meet all their needs: to care, protect, feed, love, keep clean, provide stimulation, and help them grow and develop in as healthy a way as possible.

Different cultures may meet babies' needs in different ways. For example, some carers carry babies on their backs using slings or wraps while they go about their day, as it gives them more freedom in movement, especially if they have multiple children to care for.

As children grow, their health needs remain the same, but these needs are met in different ways according to their age. For example, babies cannot feed themselves, but six-year-old children can, and eleven-year-old children can prepare simple meals.

Health needs include:

- 1 safety, free from harm, accident and disease
- 2 love and affection
- 3 freedom to explore their surroundings
- 4 play
- 5 communication
- 6 sleep and rest
- 7 exercise
- 8 nutrition
- 9 praise and encouragement
- 10 hygiene
- 11 warmth

The needs above are not listed in any order, and none is more important than the other in the all-round development of children. However, some of these needs are vital to life; for instance, a baby will not die if they do not receive love and affection (but they will not develop as they should) but they will die if they are not fed.

## **Antenatal and postnatal care**

### **Antenatal care**

Antenatal care is important for the mother and the developing baby. A midwife usually provides this care, either in a hospital environment or in the community. The pre-birth stage is now recognised as an equally important part of a child's development, and effective antenatal care is crucial for this.

Antenatal care involves supporting a mother to make sure she follows a healthy lifestyle. This includes supporting the mother to make the right choices, such as:

- ◆ a balanced diet
- ◆ dental check ups
- ◆ sufficient rest and sleep
- ◆ no smoking, no drugs (unless prescribed), no alcohol
- ◆ avoiding stress
- ◆ fresh air and exercise
- ◆ antenatal course (can be provided by the [National Childbirth Trust](#))
- ◆ medical antenatal care
- ◆ signposting to groups such as Baby, Bump and Beyond

All these points are important to ensure the foetus has the best possible start in life and the mother is as healthy as possible both during pregnancy and once the baby is born.

### **Postnatal care**

Care after the baby is born is known as postnatal care. The introduction of Baby Boxes in Scotland highlighted the importance of giving every baby the best start possible. Research what is included in a Baby Box at [NHS inform](#), 'Ready Steady Baby!'. The [NHS](#) also offers breast feeding help and support for expectant and new mothers. A range of national resources and groups in a variety of languages are available to support mothers.

Postnatal care should include:

- ◆ ensuring the bonding process is taking root and welcoming the baby into the family
- ◆ establishing the baby's feeding pattern, including support for breast feeding
- ◆ a postnatal check carried out at six weeks after birth to ensure the mother has recovered from pregnancy and the birth
- ◆ being aware of the possibility of postnatal depression, usually caused by a hormonal imbalance — can have long-term implications for the mother if undiagnosed
- ◆ regular exercise to strengthen and tighten the pelvic floor muscles
- ◆ a balanced diet

## Learner notes: feeding and nutrition

### Healthy diet

A healthy diet is important for developing children. At different ages and stages of development and growth, children need certain nutrients (foods). However, the way in which they obtain these nutrients differs very much.

Newborn babies get all their nutrients from either breast feeding or bottle feeding. This supports them until they are ready to be weaned onto solid foods, getting their nutritional needs met from various forms of nutrition. These nutrients are found in **food groups**.

### Food groups

There are four main food groups:

- ◆ bread, other cereals and potatoes
- ◆ fruit and vegetables
- ◆ milk and dairy foods
- ◆ meat, fish and alternatives

and **some**

- ◆ food high in fat and sugar



## Learner notes: financial responsibilities

### Impact of poverty

Part of the responsibility of a parent is to make sure they can support and meet the needs of the children in their care, for example, provide a place to live, buy food and pay bills.

Families have varying incomes: some may earn more money, some may rely on benefits, and some may be a mixture of both. This can affect family life and the children.

### Poverty

In Britain, unlike the rest of Europe and the United States, there is no such thing as an official poverty line. So how can we define relative poverty?

In Giddens's *Sociology*, relative poverty is defined as: 'A minimum standard of living on socially established criteria and not just the criteria of survival and acceptance'.

It means that poverty can be gauged not just on the lack of the material necessities for life, but also on whether you can play a full part in society. If you are excluded from full participation in society because of lack of resources, then this social isolation may be a result of relative poverty.

According to the Child Action Poverty Group (CAPG), there are 4.3 million children living in poverty in the UK. That is the same as 9 out of 30 children in a classroom.

49% of children living in lone-parent families live in poverty. These families are at higher risk of poverty as there is usually only one person earning money. Lack of maintenance payments and childcare costs may compound the effect of poverty in lone-parent families. Children from marginalised ethnic groups are more likely to live in poverty.

A family may still live in poverty even if someone in the family is employed. 75% of children living in poverty are from a home where at least one person is working (CAPG 2021).

Relative poverty can have huge impact on people on fixed incomes because they are in a situation that is difficult to change.

### Fixed incomes

The following groups of people can be classed as being on a fixed incomes:

- ◆ unemployed people
- ◆ people receiving benefits, for example, Carer's Allowance or Disability Living Allowance
- ◆ single parents
- ◆ people with disability or health-related issues
- ◆ pensioners
- ◆ low-paid workers or workers on zero-hours contracts

Being unable to change their financial income can impact a person's choices and make them feel a lack of control over their life direction.

Poverty and unemployment are deeply integrated. The impact they have on children's health and life chances is now widely recognised.

On top of the difficulties and lack of choices, much stigma is attached to living in poverty. Many economists, social commentators, and media outlets such as newspapers and TV current affairs programmes often blame the victim of circumstances for the situation they find themselves in. There is a long history of this attitude towards people in poverty in the UK, which informs the benefit system for people on fixed incomes to this day.

## **How much does it cost?**

The cost of parenting is said to be £20,000 per child, which is a lot of money; though, of course savings can be made by passing on clothes and equipment.

## **Education**

Education is not just about making sure children attend school. It is much wider, in fact, since children are educated at home as well as school. Therefore, a parent or carer and the family are seen as a child's first educator and responsible for the child's learning.

## **How children learn**

Children learn in different ways, including:

- ◆ exploring, for example, exploring kitchen cupboards
- ◆ experimenting, for example, playing in the bath
- ◆ watching and imitating others
- ◆ listening to and talking with others
- ◆ being shown how to do things

Children can do these activities in various ways; learning is fun and part of a child's everyday life. Play is a crucial part of learning for children and they should have lots of opportunity to do this, both at home and in early learning and childcare settings. The link between home and different settings should always be encouraged.

Parents or carers and families can provide learning opportunities and encourage development in children in many ways, including:

- ◆ making them feel special and loved
- ◆ being responsive to their needs
- ◆ praising their efforts
- ◆ encouraging their natural curiosity by providing opportunities and materials, such as digital devices, pictures, toys and games
- ◆ pointing out interesting details, colours, shapes, smells, and animals; taking them on outings

- ◆ showing and demonstrating how to use toys and equipment, how things work, giving help when needed, talking about different activities
- ◆ giving them repetitive tasks and toys to practise skills
- ◆ engaging them in more difficult activities, not to push but to extend their ability and understanding
- ◆ stimulating their hearing by singing, rhymes and clapping
- ◆ providing sand, water, clay, building blocks and 'feely' toys to encourage tactile exploration
- ◆ using activities to encourage smell and taste, for example, baking
- ◆ helping them to explore their own home, then further afield in places such as play parks as they get older and as it becomes safe to do so
- ◆ encouraging experimentation and finding out what things can do, for example, some toys float in the bath and some do not
- ◆ talking to other children and adults
- ◆ playing pretend games such as dressing up
- ◆ making sure they are healthy enough to play and learn, not tired or hungry
- ◆ knowing when to help and when to stand back
- ◆ giving them encouragement and not criticising if they fail

Above all, learning should be fun and safe. Children do sometimes become frustrated, so if a particular toy is causing frustration, either help them to achieve the desired result or remove the toy temporarily. Of course, child minders, early learning settings and schools are also important learning environments, and parents should be as active as possible in their children's education. They can do this by:

- ◆ helping at school
- ◆ being interested in their children's education
- ◆ attending parent's evenings
- ◆ praising the children for their efforts
- ◆ asking about their children's day
- ◆ supporting their children's learning, for example, going on a trip to a local farm to see where milk comes from

Education in Scotland has a focus on children's health and wellbeing — this is now seen as an important part in a setting's role in supporting children's progress through school. This includes an awareness of:

- ◆ mental, emotional, social and physical wellbeing
- ◆ planning for choices and changes
- ◆ physical education
- ◆ physical activity and sport
- ◆ food and health
- ◆ substance misuse
- ◆ relationships, sexual health and parenthood

## Learner notes: parenting roles

### Skills and attributes of a parent

A parent or carer can serve as a positive role model for the children in many ways, giving them positive experiences and helping them to cope with challenging circumstances. What children experience can have a direct impact on their holistic development.

When you consider the responsibility, skills and attributes of a parent or carer, it is easy to feel overwhelmed. For example, imagine a seven-year-old child has come home from school with a new book and has to read the first chapter for the next day. The adult is responsible in listening to what the child has to do, check that they understand the task, make time to support them and give them positive feedback.

### Culture and families

Scotland is a culturally diverse nation, with many different cultures influencing society today. The Scottish Government places a high importance on culture, with a Culture Strategy in Scotland in place.

Culture is difficult to define. There is no short answer or simple definition to what culture is. It commonly refers to a set of ideas or thoughts (known as a concept). These concepts or sets of ideas describe culture as a way of life, for example:

- ◆ beliefs
- ◆ language
- ◆ dress
- ◆ food and diet
- ◆ music
- ◆ manners

So, there are many aspects to 'being Scottish'. Scotland has its own Gaelic language, a clan system, a distinct national dress and a world-renowned export in whisky. But as a multicultural country, we have elements from many different cultures that influence families.

Religion can be part of our culture and heritage, and some things on the above list are certainly set or defined by religion, such as food and diet. A Jewish family, for example, would not eat pork or seafood, and their food must be 'kosher' (complying with traditional Jewish law). Muslim families also follow strict dietary guidelines: all meat must be 'halal' (butchered in a way that complies with Islamic law) and they do not eat or drink anything 'haram' (forbidden by Islamic law), such as alcohol.

Some cultures believe that a crying baby should be ignored, while others believe that the baby should be picked up immediately. Until recent times, Scottish culture demanded that children should be 'seen and not heard'. With the development and acknowledgement of children's rights, this now seems an obscure practice. Belting children with leather 'taws' in educational institutions was commonplace, but it is now correctly viewed as child abuse.

Until corporal punishment was banned in the 1980s, it was viewed as a tool of discipline in the classroom. We now have legislation to protect children from being hit by anyone.

There are people living in Scotland whose origins are from different countries around the world. Different ethnic groups may have different cultures, religions, customs and traditions; these are often handed down through generations within families. As non-judgemental and caring individuals, we should respect cultures different from our own.

## Family structures

There are many family types:

- ◆ nuclear or traditional family
- ◆ extended family
- ◆ reconstituted family
- ◆ kinship care
- ◆ lone-parent family
- ◆ adopted family
- ◆ same-sex family
- ◆ travelling family

## Advantages and disadvantages of family structures

### Nuclear family

A **nuclear family** comprises parents and the children they are responsible for. It is a smaller family unit than extended families. There is no extended family group and no other family members living with or near them.

Nuclear families are sometimes described as ‘the modern family’. Most people now have fewer than three children. This form of family grew in the 60s when many people moved around the country for employment. At the time, industry in Britain grew and whole towns were built to provide housing for the new factories that were built outside towns and cities. Glenrothes, Cumbernauld, East Kilbride, Irvine and Livingston are examples of these new towns.

Here are some advantages of nuclear families:

- ◆ Nuclear families may be more mobile, that is, they have more freedom to move around the country for better job opportunities, pay and working conditions. With fewer children, they may have a better lifestyle with fewer financial burdens compared to larger families.
- ◆ They may have more freedom to follow their own wishes and make decisions without consulting extended family members, so they can focus on their own lives and children.
- ◆ Financially and socially, they can focus on their children as their priorities. This can mean children are given a great deal of encouragement and attention.
- ◆ They may have more living space.

Here are some disadvantages of nuclear families:

- ◆ In times of crisis, there may be no support network; for example, no extended family members will be available to collect the children if the parents are delayed at work. A lot of strain may be put upon the other parent in the family if one parent experiences illness or unemployment.
- ◆ Tensions and arguments have nowhere to go, and there may be no one to turn to outside the family group.
- ◆ Not having family nearby may result in feelings of isolation.
- ◆ If they have to depend on others, they may feel resentful that their independence is threatened.
- ◆ When children are the main focus of their parents' attention, this can put a lot of pressure on the children.

### **Reconstituted family**

Not all families fit neatly into conventional family structures. **Reconstituted families** are hard to define. In a reconstituted family, two adults form a new family; one or both of them may have children from other relationships and they may then have children together, so the family can comprise a mix of parents, step-parents, step-children, half-brothers and half-sisters, remarriages and children born outside the marriage.

In terms of disadvantages, there may be difficulties such as jealousy, lack of space, and lack of money (due to child support payments). Children may experience difficulties related to having different fathers, mothers, and grandparents, such as being treated differently by family members.

In terms of advantages, positive changes may include financial benefits, the company from an 'instant family', two interested adults who get along better with each other, and an improvement in living space and lifestyle.

### **Lone-parent family**

**Lone-parent families** comprise one adult living with a child or children. This may be because of divorce, separation, death, or choice. Whatever the reason, there are some factors common to the role.

The lone parent has the sole responsibility to take care of the children, whether it is to bath them, put them to bed, read stories to them, or prepare for the next day.

There are some disadvantages, such as:

- ◆ There is no one else in a parenting role in the family to share the joy and troubles of family life with on a day-to-day basis.
- ◆ If the family lives far away from other family members, there may be no support for childcare or illness.
- ◆ The lone parent may be lonely; for example, they may become socially isolated.

- ◆ Dividing time between children may be very difficult; for example, one child may need to be at Brownies at the same time as the other needs to be at swimming lessons.
- ◆ Lack of money may be a big issue and some families may live in poverty.
- ◆ It is hard work as the lone parent is responsible for all the decision-making and physical work.

There are advantages too:

- ◆ Lone parents can make decisions without asking anyone else.
- ◆ Lone parents can find great delight in the achievements of their children and pleasure in knowing they are responsible for their children's upbringing.
- ◆ Being independent and standing on your own two feet is a great achievement.
- ◆ Many lone parents have no other adults to distract them from putting all their energy into the care of their children.

## **Experience and circumstances that influence families and parenting**

Experience and circumstances can influence a family and how they see parenting. This can be a person's own experience as a child, for example, their parents' parenting style and how they were brought up.

There are generally four types of parenting styles:

- ◆ authoritative
- ◆ authoritarian
- ◆ permissive
- ◆ neglectful

Many other circumstances can affect family life and the children, such as:

- ◆ the loss (bereavement) of a parent, grandparent, brother, sister or pet
- ◆ separation or divorce of parents
- ◆ parent remarrying
- ◆ the birth of a baby or an adoption
- ◆ long-term illness
- ◆ starting school or nursery
- ◆ unemployment
- ◆ domestic violence

Children can be affected in many ways; often their behaviour is affected, but their progress at school can be affected too, as can their health and overall development. Common effects can include:

- ◆ feeling insecure, becoming 'clingy'

- ◆ unable to sleep
- ◆ not feeling hungry
- ◆ easily irritated
- ◆ unable to learn
- ◆ wanting their comforter more often
- ◆ starting to wet the bed or their pants
- ◆ arguing or fighting with friends, brothers or sisters

These effects may result from losing confidence, as well as affected self-esteem and sense of security. It is easy to underestimate children's sensitivity to situations and changes in life. Part of a parent's and family's role is to try and re-establish the children's sense of security through meeting their needs consistently, and so making these behaviours passing phases rather than permanent features.

This can be done with patience, calmness, continued reassurance and understanding. Above all, parents or carers should not underestimate the length of time it may take for some children to accept changes in their lives.



## Learner notes: family support

### Types of support

Many types of support are available for families, provided by a range of professionals, organisations, and wider family support.

Family support can come in many forms: it may come from parents, grandparents, aunts, uncles, brothers, and sisters; it may also come from the wider family, such as great-aunts, great-uncles and great-grandparents.

Some families may have many members and some may have few. Think about the family structures discussed earlier; for example, lone-parent families may be small, made up of one parent and some children, while reconstituted families may be large, made up of parents, siblings, step-parents, step-siblings, and possibly a few sets of grandparents.

During times of difficulty, sadness and worry, it is important to have someone to talk things over with who can give advice and support. This is called moral support. At times, we need this kind of help from someone who will not criticise or judge, but care for us and accept us as we are. This can be a family member or a friend who understands the problem.

### Wider community support

Community support comes in many forms; it can be provided by the government, local authority, voluntary organisations, or private organisations. Some types of support offered are:

- ◆ healthcare, which can include health visitors, school nurses, doctors, family planning professionals, and dentists
  - Primary healthcare is the first point of contact for families with the NHS.
  - Primary care services may make a referral to an associated service, such as physiotherapists and occupational therapists.
- ◆ education services, which can include early years settings, schools (primary and secondary), and targeted support for children and young people to overcome barriers to education (for example, access to mainstream schooling, support for children with English as a second language, time off from school due to short-term or long-term illnesses)
- ◆ leisure, which can include sports and play areas, such as local swimming pools and community playing fields
- ◆ resources, which can include transport and access to facilities such as local libraries
  - This is particularly relevant for families that live in rural areas with limited access to public transport.
- ◆ social services, which can include social workers undertaking assessments in relation to childcare, mental health, and criminal justice
  - Services can be arranged depending on individual needs, such as home care, hospital treatments, and liaising with discharge from hospital.
- ◆ financial support from the government in the form of different benefits, including income support, working families tax credit, and child benefit

- Voluntary organisations such as [Citizen Advice Scotland](#) and Welfare Rights services provide financial advice. This can be particularly useful for families in specific circumstances, such as a family with a disabled parent or child.
- ◆ other support from voluntary organisations (the third sector), including services for young carers, support for children with learning disabilities, and voluntary early years settings

Local authority services provide much of the support discussed above, especially in relation to housing, education, transport, planning, fire and public safety, social care, libraries, and waste management.

Let's look in more depth at the support available to children, young people, and their families.

## **Education**

Children and young people have access to education in many different areas in the following settings:

- ◆ early learning and childcare settings provided by the local authority, private organisations and voluntary organisations, including:
  - nurseries
  - playgroups
  - after-school groups
  - child minders
- ◆ primary and secondary schools
- ◆ after-school clubs
- ◆ outdoor nurseries and outdoor education centres for outdoor learning

## **Community learning and development**

Community learning and development covers a broad range of provision, including youth work, community-based learning, family learning, and community development. This type of learning promotes personal development and active citizenship; it allows people of all ages to make positive changes in their lives and in the local community.

## **Social services**

Social services offer support to families and people who find it challenging to care for themselves or family members in times of crisis. Some of the difficulties they face may be related to:

- ◆ disability
- ◆ illness or ill health
- ◆ drug or alcohol
- ◆ domestic violence
- ◆ caring responsibilities
- ◆ parenting support

- ◆ child protection

Family issues can impact on children and families in many ways. Children may show some of the following changes:

- ◆ having difficulty at school (for example, unable to learn, skipping school)
- ◆ behaviour problems
- ◆ delayed development
- ◆ signs of lack of care
- ◆ ill health

Social services provide advice and support for parents and children. To enhance support, they also work with partner agencies, such as health professionals, education professionals, and the police. They liaise closely with other agencies to protect children from harm or injury.

Social service professionals include:

- ◆ social workers
- ◆ social work assistants
- ◆ home carers
- ◆ family support workers
- ◆ foster carers

Part of the wider responsibilities of social services include:

- ◆ probation work
- ◆ after prison care
- ◆ assessing people who want to foster and adopt children
- ◆ writing court reports

### **Types of professionals**

Many professionals work with and support children and families. These can include:

- ◆ early years practitioners
- ◆ general practitioners (GPs)
- ◆ health visitors
- ◆ teachers
- ◆ social workers
- ◆ classroom assistants (including bilingual classroom assistants)
- ◆ young carer support workers
- ◆ speech and language therapists
- ◆ psychologists
- ◆ play workers

- ◆ youth workers
- ◆ sports coaches

### **Organisations that support children, young people and their families**

There are many organisations that support children and young people, many of which are classed as voluntary or third sector organisations. These include:

- ◆ Barnardo's Scotland
- ◆ Enquire
- ◆ Children in Scotland
- ◆ Carers and Young Carers Centres
- ◆ Quarriers family support
- ◆ Who cares: Scotland
- ◆ Family Wellbeing Service
- ◆ National Autistic Society
- ◆ Enable Scotland
- ◆ Children 1st
- ◆ Together
- ◆ Parenting across Scotland
- ◆ National Society for the Prevention of Cruelty to Children Scotland (NSPCC Scotland)

### **Partnership working**

Effective support of children, young people and their families sometimes requires partnership working. This refers to different professionals from different services and organisations working together to meet the care, learning and development needs of the children and families they support.

## Learner activities

### Learner activities topic 1: What is a family?

#### What is a parent or carer? — activity 1

##### Definition of parent or carer

What is a parent or carer? Write your definition below.

A parent or carer is ...

Share your thoughts in small groups and be ready to share the group's discussion with the class. It is important to recognise that members of the group may have different experiences of being part of a family.

##### Learning to be a parent or carer

What do you need to learn and know as a parent or carer?

1.

2.

3.

4.

Share your thoughts in small groups and be ready to share the group's discussion with the class.

## What is a family? — activity 2

Working in small groups, consider the points below. You should make some notes and be ready to share your group's discussion with the class.

- 1 When you think about what a parent or carer is, what is a family?
- 2 What are some of the roles and responsibilities of being part of a family?
- 3 Think about your own family or some of the different types of families you know, are there any similarities or differences?
- 4 What are some of the responsibilities of being a family?

## Learner activities topic 2: roles and responsibilities of a family

### Children's needs — activity 1

#### What are needs?

Give examples of how the following children's needs can be met.

- 1 A four-week-old baby:



Situation	What the baby needs
Feeling cold	♦ a cuddle and warming up, perhaps with a blanket
Being hungry	♦
Being wet	♦

2 A two-year-old child:



Situation	What the child needs
Wanting to watch a cartoon on a digital device	♦
Playing in the kitchen	♦
Wanting to cuddle his favourite teddy	♦ feeling of security from their favourite toy



3 A six-year-old child:



Situation	What the child needs
Feeling hungry between meals	♦
Wanting to spend time online	<ul style="list-style-type: none"> <li>♦ appropriate websites for the age</li> <li>♦ appropriate screen time</li> </ul>
Bringing reading books home	♦

4 An eight-year-old child:



Situation	What the child needs
Wanting to help with baking	♦
Falling out with best friend	<ul style="list-style-type: none"> <li>♦ comforting</li> <li>♦ guidance in understanding why this may have happened</li> </ul>
Coming home from playing with a scraped knee	♦

5 A twelve-year-old child:



Situation	What the child needs
Going to a friend's house for a sleepover	♦ setting boundaries
Having an excellent test result	♦ praise
Having difficulty with maths	♦

### **Changing responsibilities**

How does a parent or carer's responsibilities differ at different ages? For each of the following scenarios, identify the parent or carer's responsibilities. You can do this individually or in small groups. A textbook on development may be useful.

**1 A hungry child**

(a) A baby is crying because he is hungry.

(b) A six-year-old is hungry and wants his tea.

(c) An eleven-year-old is also hungry.

**2 Shopping**

(a) Going to the shops with a three-month-old

(b) Going to the shops with a two-year-old

(c) Going to the shops with a four-year-old

(d) Going to the shops with a six-year-old

(e) Going to the shops with a ten-year-old

3 Swimming session

(a) Going to the swimming pool with a six-month-old

(b) Going to the swimming pool with a three-year-old

(c) Going to the swimming pool with a five-year-old

(d) Going to the swimming pool with an eight-year-old

(e) Going to the swimming pool with a twelve-year-old

**Security — activity 2**

Consider how children and babies develop a sense of security and describe four ways a parent or carer can help their child feel secure.

1.

2.

3.

4.

### **Safety — activity 3**

Answer the following questions:

- 1 Are more children injured in the home or outside the home, for example, in road accidents?
- 2 Why do young children get themselves into dangerous situations?
- 3 Why might an older child find themselves in a dangerous situation?
- 4 Find out two safety features for each of the following:
  - (a) a cot
  - (b) a sand pit
  - (c) a computer
- 5 How would you keep your home safe for your children aged three and seven?

### **Wellbeing and health — activity 4**

Using either a text book or with the help of internet research, answer the following:

- 1 What is antenatal care and why is it important?
  
  
  
  
  
  
  
  
  
  
- 2 What is postnatal care and why is it important?
  
  
  
  
  
  
  
  
  
  
- 3 When should you start cleaning children's teeth?
  
  
  
  
  
  
  
  
  
  
- 4 How much sleep would these children need?
  - (a) a newborn baby
  
  
  
  
  
  
  
  
  
  
  - (b) a six-year-old child
  
  
  
  
  
  
  
  
  
  
- 5 Describe two suitable forms of exercise for these children.
  - (a) a four-year-old child
  
  
  
  
  
  
  
  
  
  
  - (b) an eleven-year-old child

## **Learner activities topic 3: feeding and nutrition**

### **Healthy diet — activity 1**

At different ages, children will eat or be fed in different ways. Describe how children at the following ages should be fed:

1 three weeks old

2 four months old

3 eighteen months old

4 five years old

5 eight years old

6 ten years old



### **Food groups — activity 2**

Give examples of what foods are in each food group. You may find websites such as the [British Nutrition Foundation](#) helpful.

There are four main food groups:

- ◆ bread, other cereals and potatoes
  
  
  
  
  
  
  
  
  
  
- ◆ fruit and vegetables
  
  
  
  
  
  
  
  
  
  
- ◆ milk and dairy foods
  
  
  
  
  
  
  
  
  
  
- ◆ meat, fish and alternatives

and **some**

- ◆ food high in fat and sugar

## **Learner activities topic 4: financial responsibilities**

### **Impact of poverty — activity 1**

What effect can varying incomes have on family life and the children?

#### **Fixed incomes**

List some everyday things without which you would feel relatively worse off than you are now.

### **How much does it cost? — activity 2**

Look into some of the more expensive spendings parents may have to make. In groups, research the cost of the items or activities below:

- 1 buying a pram
- 2 buying complete sets of school uniform for twins aged five
- 3 taking three children aged three, seven and twelve to a theme park on a bus
- 4 paying for swimming lessons for two children, aged eight and ten, for twelve weeks

### **Education — activity 3**

List four ways that a parent can help their child with a school project at home.

1.

2.

3.

4.

### Education and digital access

Often, children are given homework that a parent or carer is expected to help them with, which often involves internet research. Working in your group, consider how a parent or carer may be able to help their children with a homework activity if they have little to no digital or internet access. Make a list of options that are open to the parent or carer.

## Learner activities topic 5: parenting roles

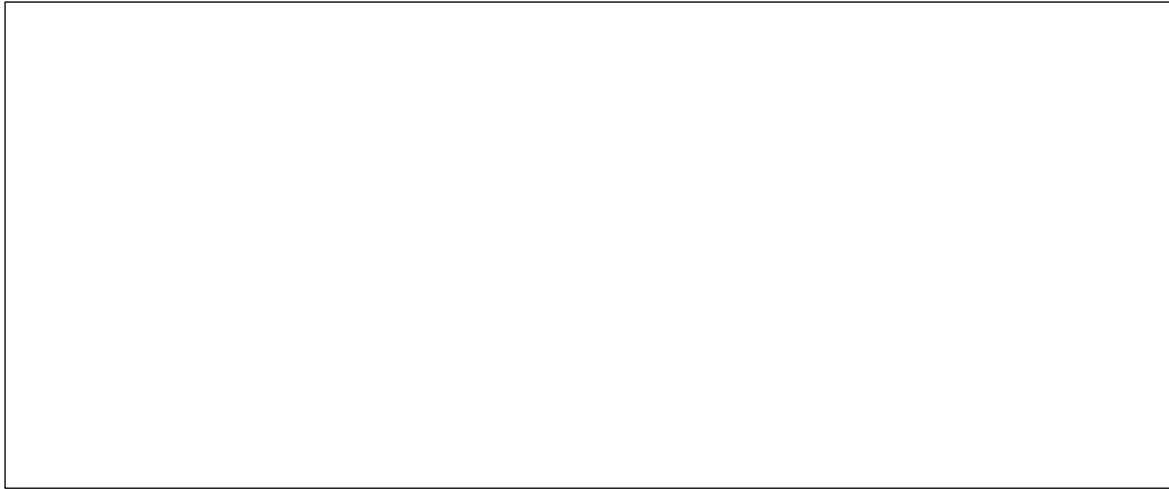
### Skills and attributes of a parent — activity 1

Below are many of the skills, values and attributes considered important to being a parent or carer. The values/attributes row has been completed for you. Can you think of any others that should be added to the first three rows?

Aspects	Examples
Qualities	<ul style="list-style-type: none"> <li>♦ love</li> <li>♦ tolerance</li> <li>♦ patience</li> <li>♦ kindness</li> <li>♦ understanding</li> <li>♦ sensitivity</li> <li>♦ care</li> <li>♦ concern</li> <li>♦ consistency in approach</li> <li>♦ empathy</li> <li>♦ fairness</li> <li>♦ being a positive role model</li> </ul>

Communication skills	<ul style="list-style-type: none"> <li>◆ listening</li> <li>◆ reviewing</li> <li>◆ body language</li> <li>◆ literacy skills</li> </ul>
Caring skills	<ul style="list-style-type: none"> <li>◆ self-confidence</li> <li>◆ ability to provide emotional security</li> <li>◆ nurturing</li> </ul>
Values/attributes	<ul style="list-style-type: none"> <li>◆ morals</li> <li>◆ compassion</li> <li>◆ fairness</li> <li>◆ honesty</li> <li>◆ structure</li> <li>◆ stability</li> <li>◆ respect</li> <li>◆ acceptance</li> <li>◆ politeness</li> <li>◆ courage</li> <li>◆ generosity</li> <li>◆ academic support</li> <li>◆ encouragement</li> <li>◆ responsibility</li> <li>◆ perseverance</li> <li>◆ self-control</li> <li>◆ integrity</li> <li>◆ trustworthiness</li> <li>◆ ethical values</li> <li>◆ influence</li> <li>◆ culture</li> <li>◆ beliefs</li> <li>◆ habits and traditions</li> </ul>

Working in your allocated groups, make a list of the skills, qualities and attributes that are necessary to support a child or young person. Be ready to share your list with the class.



Consider the skills, qualities, values and attributes discussed earlier. Can you give examples of these for the following scenarios?

- 1 A three-year-old child starting at a new early year setting is upset and not wanting their parents to leave. What are some skills and attributes needed to support the child in this time of transition?
- 2 What skills and attributes are necessary to support a five-year-old learning to ride their bike without stabilisers?
- 3 A nine-year-old child does not understand why they cannot watch a particular program on television. How would you explain this to the child and what skills and attributes would you need for this?
- 4 What skills and attributes are necessary to promote positive behaviour in a child of any age?

## **Culture and families — activity 2**

### **Cultural practices**

Can you identify some of the cultural traditions from the following family groups? Use the internet or books to help you in your research.

1 African-Caribbean families

2 Hindu families

3 Irish families

4 Muslim families

5 Pakistani families

6 Scottish families

7 Sikh families

Research which cultures or religions might follow each of the practices listed below:

- 1 Some children follow strict dress codes, impacting on their ability to participate in gym and sports.
- 2 Some boys are not expected to help with household chores, but girls are.
- 3 Food is prepared following strict rules.
- 4 Some foods are prohibited.
- 5 Children are discouraged from making eye contact with adults.

### **Family structures — activity 3**

Find a description of the following family types. You may want to include a picture of each family type. Draw on your personal experience with different family types.

♦ nuclear or traditional family

♦ extended family

♦ reconstituted family

- ◆ kinship care
- ◆ lone-parent family
- ◆ adopted family
- ◆ same-sex family
- ◆ travelling family



### **Advantages and disadvantages of family structures**

Working in small groups, can you explain some of the advantages and disadvantages of the family structures below? Make some notes to compare your responses with the rest of the class.

1 nuclear family

2 reconstituted family

3 lone-parent family

### **Family structures and income**

Consider the following scenarios and answer the questions:

- 1 When the sole income of a lone-parent family is £74.70 per week, how can they afford to buy a pram and a cot? What options could they try?
  
- 2 Consider a nuclear family with two adults and two children aged eight and thirteen. How can they afford to buy a bike for the younger child and a gaming console for the older child for Christmas? Most of the family income is spent on household bills, leaving them with £200 per month for clothes, gifts, holidays and emergency expenses (for example, the heating breaking down).

### **Experience and circumstances influencing families and parenting — activity 4**

Work in small groups to find a description of each of the four parenting styles below.

- ◆ authoritative
  
- ◆ authoritarian
  
- ◆ permissive
  
- ◆ neglectful

Make a poster describing how different parenting styles can have an impact on the children and young people in a family. Include examples of the effect this influence may have on children and young people.

### **Learner activities topic 6: family support**

#### **Types of support — activity 1**

##### **Education**

Working in your allocated groups, investigate how many different types of provision there are in your area, thinking about cost, ages they cater for, and hours open and available

Working on your own, find your nearest outdoor nursery and carry out some research on it. Keep a note of the following:

- ◆ details about the setting
- ◆ some of the benefits for the children who attend (consider the care, and learning and development opportunities)
  - For example, outdoor play and learning helps build children's self-esteem, uses up energy and promotes good sleep. It also promotes problem-solving skills, builds stamina and allows children to enjoy being outdoors.
- ◆ identify the professionals involved

### **Community learning and development**

Identify your local community centre and give some examples of the different opportunities or classes it offers. Keep a note of the source of information.

### **Types of professionals**

Many professionals work with and support children and families. These can include:

- ◆ early years practitioners
- ◆ general practitioners (GPs)
- ◆ health visitors
- ◆ teachers
- ◆ social workers
- ◆ classroom assistants (including bilingual classroom assistants)
- ◆ young carer support workers
- ◆ speech and language therapists
- ◆ psychologists
- ◆ play workers
- ◆ youth workers
- ◆ sports coaches

Investigate your allocated type of professional and explain their role and responsibility when working with children. You should consider how these professionals meet the care, learning and development needs of the children and young people. Make a poster to display your findings.

### **Organisations that support children, young people and their families**

There are many organisations that support children and young people, many of which are classed as voluntary or third sector organisations. These include:

- ◆ Barnardo's Scotland
- ◆ Enquire
- ◆ Children in Scotland
- ◆ Carers and Young Carers Centres
- ◆ Quarriers family support
- ◆ Who cares: Scotland
- ◆ Family Wellbeing Service
- ◆ National Autistic Society
- ◆ Enable Scotland
- ◆ Children 1st
- ◆ Together
- ◆ Parenting across Scotland
- ◆ National Society for the Prevention of Cruelty to Children Scotland (NSPCC Scotland)

Working with a partner, choose one of the organisations listed above and investigate the support and services they offer children, young people and families. Decide how you are going to share your information (for example, a poster, leaflet or presentation slides).

## **Partnership working**

Read the case studies below and answer the questions.

### **Case study 1**

Ella is a seven-year-old girl who attends her local primary school. She has recently become withdrawn at school, unwilling to participate in class and playground activities. After spending some time with Ella, her teacher found out that Ella is helping to care for her younger brother, who has recently been diagnosed with autism. Ella's teacher has spoken to her mother, who is happy with the teacher contacting the family social worker to discuss this further. Ella, her mother, her teacher, and the family social worker have a meeting to discuss how they can best support Ella. The social worker will make a referral to the local young carers organisation to see what support they could offer Ella.

This case study shows the effectiveness of partnership working. The partners in this case study are Ella, her mother, her teacher, the social worker and the young carers organisation. It is important to remember that children should be at the centre of any discussion: their needs and choices should be respected.

**Question:** What impact may this support have on Ella's care, learning and development?

### **Case study 2**

Karim moved to the UK with his family earlier this year. He has recently started in Primary 5 and cannot speak English.

**Question:** What professionals and organisations could work together to support the care, learning and development of Karim and help his family?

### **Case study 3**

Angela is four-year-old girl who is selective mute when she is at nursery but speaks when at home. Her parents are concerned and have spoken to the lead practitioner in the nursery about this.

**Question:** Which professional would the practitioner refer Angela to and how would it benefit her? What impact may the support offered have on her care, learning and development?

# Glossary

<b>Antenatal care</b>	Care given to mother before the birth of her baby.
<b>Areas of development</b>	Physical, social, emotional, language and cognitive.
<b>Attachment</b>	Relationship with primary carer.
<b>Care</b>	To help, comfort.
<b>Co-operative</b>	Working together.
<b>Culture</b>	A system of values and beliefs.
<b>Enhance</b>	To improve, benefit.
<b>Extended narrative</b>	A longer, more complicated story with more words; more description.
<b>Fine motor skills</b>	Co-ordination and manipulative skills of fingers and grasps.
<b>Language enrichment</b>	Enhancing language skills through plenty of opportunity to hear and practise new words.
<b>Perseverance</b>	To keep on trying.
<b>Postnatal care</b>	Care given to mother after the birth of her baby.
<b>Psychological needs</b>	Need for love and affection.
<b>Respect</b>	To treat with esteem.
<b>Simple narrative</b>	A simple story; easy to understand.
<b>Wellbeing</b>	To be contented, happy, healthy physically and psychologically.

# Resources

## Resources required for workshop/practical sessions

Materials/equipment	Source/supplier
Baby equipment	Local charity shops

# Useful texts, videos, and websites

## Texts

Berthoud, R. & Gershuny, J. (2000) *Seven Years in the Lives of British Families*, 1st ed., The Policy Press Bristol

Bruce, T. & Meggitt, C. (2003) *Child Care and Education*, 5th ed., Hodder and Stoughton

Dryden, Forbes, Mukherji, Pound (2007) *Essential Early Years*, Hodder Arnold

O'Hagan & Smith (1999) *Early Years Child Care and Education*, 2nd ed., Balliere Tindall

Keenan, Evans & Crowley (2016) *An introduction to Child Development*, 3rd ed., Sage

Dare, A. & O'Donovan, M. (1998) *A Practical Guide to Working with Babies*, 2nd ed., Stanley Thornes Ltd.

Brain & Martin (1989) *Child Care and Health*, 3rd ed., Stanley Thornes

Livingstone, T. (2005) *Child of our Time*, Baktam Press

Whalley, M. (2001) *Working with Parents*, 1st ed., Hodder and Stoughton

Lindon, J. (2002) *Understanding World Religions in Early Years Practice*, 1st ed., Hodder and Stoughton

Zeedyk, S. (2016) *Sabre Tooth Tigers and Teddy Bears*, Connected Baby

Yelland, N. (Ed) (2010) *Contemporary Perspectives on Early Childhood Education*, McGraw Hill

## Videos

*The Family Series, The Changing Family and Parenting*  
Focal Point Audio Visual  
Tel: 023 9266 5249

*Baby It's You*  
Beckmann Visual Publishing Release  
Tel: 016 2481 6585

*My Little Sister*  
Siren Film and Video Ltd  
Tel: 019 1232 7900

*Child of Our Time*  
BBC



## Websites

National Childbirth Trust

[www.nct.org.uk](http://www.nct.org.uk)

NHS Inform

[www.nhsinform.scot/](http://www.nhsinform.scot/)

Nursery World

[www.nurseryworld.co.uk](http://www.nurseryworld.co.uk)

Parenting Club

[www.parentingclub.com](http://www.parentingclub.com)

UNICEF

[www.unicef.org.uk](http://www.unicef.org.uk)

Children & Young People's Commissioner Scotland

[www.cypcs.org.uk](http://www.cypcs.org.uk)

NHS Inform: Ready Steady Baby!

[www.nhsinform.scot/ready-steady-baby](http://www.nhsinform.scot/ready-steady-baby)

Ushare: Childcare and Development

[www.ushare.education](http://www.ushare.education)

Care Inspectorate

<http://www.careinspectorate.com>

Early Years Scotland

<https://earlyyearsscotland.org/>

Education Scotland

<https://education.gov.scot>

Scottish Book Trust: Book Bug

<http://www.scottishbooktrust.com/bookbug>

Scottish Social Services Council

<https://www.sssc.uk.com/>

# Image acknowledgements

All images in the text are sourced from Shutterstock.

- Page 13 – Shutterstock ID: 1022619958 – an adult playing with a baby
- Page 15 – Shutterstock ID: 1810287442 – children of varying ages standing together in a group
- Page 17 – Shutterstock ID: 1966656502 – a four-week-old baby crying
- Page 17 – Shutterstock ID: 1595220607 – a two-year-old child crying
- Page 18 – Shutterstock ID: 17477761 – a six-year-old child looking fed up
- Page 18 – Shutterstock ID: 571692439 – an eight-year-old child looking disappointed
- Page 19 – Shutterstock ID: 64939750 – a twelve-year-old child
- Page 20 – Shutterstock ID: 1077765305 – an adult and a child reading a book together
- Page 22 – Shutterstock ID: 331352855 – an unsupervised toddler touching cleaning products under a kitchen sink
- Page 25 – Shutterstock ID: 1066824548 – a mother breastfeeding her baby
- Page 25 – Shutterstock ID: 1152717200 – a father bottle feeding his baby
- Page 26 – Shutterstock ID: 54369673 – a plate showing all the different food groups
- Page 29 – Shutterstock ID: 127810610 – an adult and child chatting
- Page 31 – Shutterstock ID: 1515641399 – a same-sex couple holding up a baby
- Page 35 – Shutterstock ID: 123381394 – a couple posing with their adopted children
- Page 35 – Shutterstock ID: 411224575 – a same-sex couple having dinner with their child
- Page 40 – Shutterstock ID: 1641184876 – a group of health professionals