

Unit 001 – Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age)

Overview of Unit 001

In Unit 001, we looked at how **UK laws, national policies, and guidelines** support children's **well-being and development**. We also explored the importance of promoting **equality, diversity, and effective communication**.

Additionally, we discussed the **impact of change** on children and learned how to build **positive relationships** within **professional boundaries**.



LO1: Understand how legislation, national policies, guidance and frameworks support children's care, play, learning and development.

- Am I familiar with the **key legislation, guidelines, policies** and **Codes of Conduct** that govern practice in Wales?
- Can I think of examples about how they **safeguard** and **promote** children's well-being and development?
- Do I understand why these principles and legislations are **important** and how they could support in practice.

LO2: Understand how rights-based approaches relate to children's care, play, learning and development.

- Do I understand the meaning of a **rights-based approach**?
- Do I know how **legislation** and **national policies** support a **rights-based approach** and what this means **in practice**?
- Do I know what the term '**advocacy**' means and how this can **support** a **rights-based approach**?
- Do I know how children and their families/carers can be **supported** to make a **complaint** or **express a concern** about a service?

LO3: Understand how to promote equality, diversity, and inclusion.

- Do I know what is meant by the terms '**equality**', '**diversity**', '**inclusion**' and '**discrimination**'?
- Can I think of ways in which **child-centred approaches** promote these values?
- I understand how the **diverse backgrounds** of children and their families / carers are **valued in Wales**?
- Do I know how to **challenge practices** that don't support **equality** and **diversity**?

LO4: Understand how to use child-centred approaches.

- Do I know what the term '**child-centred approach**' means and why it's **important** when working with children and young people?
- Do I understand concepts like '**joint working**', '**voice, choice and control**', and '**activities and experiences**', and how they fit into **child-centred approaches**?
- Do I understand how it helps in **understanding** and **respecting** a **child's wishes, preferences** and **background**?
- Do I know why it is **vital** to treat every child with **dignity** and **respect**?
- Do I understand the importance of '**parental responsibility**', and how it guides **interactions** and **decisions** in supporting children?
- Do I know procedures in **establishing consent** from families and children when needed, and why this is **important**?

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LO5: Understand how positive risk-taking supports positive outcomes for children.

- Do I know what it means to **take risks** considering the **well-being of children** and why this is **important**?
- Do I understand how **children's rights** relate to making **choices and risks**, and why we should consider a child's **age** and **stage of development** when supporting risk-taking?
- Can I give examples on **actions** that should be taken to support children in **risk-taking**, considering the **environment** and **life experiences** that influence this?
- Can I explain what '**risk benefit assessment**' and '**positive outcomes**' means and how this relates to risks and choices in children's activities?

LO6: Understand well-being in the context of children's care, play, learning and development.

- Can I explain what the term '**well-being**' means and why it is **important**?
- Can I identify **factors** that **impact** the well-being of children and their families?
- Do I know what **role families, carers** and '**significant others**' play in supporting and enhancing a **child's well-being**?
- Can I give examples of **ways of working** that support **well-being** and **inclusion**?

LO7: Understand how to develop positive relationships in the context of 'professional boundaries'.

- Can I explain what '**relationship-centred working**' means in practice?
- Do I understand the significance of **forming positive relationships** with children, families, and professionals within defined **professional boundaries**?
- Can I identify practices that are **unacceptable** in **maintaining professional relationships**, and explain why they are considered **inappropriate**?

LO8: Understand the importance of effective communication in children's care, play, learning and development.

- Can I define '**effective communication**' and explain **why it is crucial** in children's care, play, learning, and development?
- Do I know the **essential skills required** for **effective communication** and how a child's **development stage** impacts these skills?
- Can I identify potential **barriers to communication** and suggest **ways to overcome** them?
- Can I **identify** the **communication needs, wishes** and **preferences** of a child and their family, and do I understand why this is **important**?
- Can I **recognise** and **respond** to the various ways children use **play** and **behaviour** to communicate?



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LO9: Understand the importance of Welsh language and culture for children's care, play, learning and development.

- Can I list **key legislations** and **national policies** that support the **Welsh language**?
- Do I know the **benefits** of being **bilingual** or **multilingual** in children's care, learning, and development?
- Can I explain why it's essential to **recognise** and **support** the **Welsh language** and **culture**?
- Do I know **how to support children** in **learning new languages**, including **Welsh**?
- How important is it to **encourage activities** that promote the **Welsh language** and **culture** in children's learning and development?

LO10: Know how positive approaches can be used to support positive behaviour of children.

- Can I explain what '**positive approaches**' and '**positive behaviour support**' mean?
- Do I understand the **root causes** that can influence **children's behaviour**?
- Can I discuss how to work with children and their families to **establish achievable goals** for encouraging positive behaviour?
- Do I know which **skills** and **techniques** are useful for supporting children's **positive behaviour**?

LO11: Understand how change and transitions impact upon children.

- Can I identify different types of **changes** and **transitions** that children may experience?
- Do I understand what **factors** can make these changes **easier** or **harder** for children?
- Can I describe how to help children **develop** the skills they need to **manage changes** and **transitions**?

LO12: Understand how own beliefs, values, and life experiences can affect attitude and behaviour towards children and their families/carers.

- Can I recognise how **my own beliefs** and **values** might **influence** my **behaviour** towards children and their families?
- Can I **reflect** on how my **behaviour** might affect children and their families or carers?

