WJEC Level 2 – Children's Care, Play, Learning & Development: Core

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 **wellbeing** 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.

- o Am I familiar with the **key legislation**, **guidelines**, **policies** and **Codes of Conduct** that govern practice in Wales?
- o Can I think of examples about how they safeguard and promote children's well-being and development?
- o 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.

- o Do I understand the meaning of a rights-based approach?
- o Do I know how **legislation** and **national policies** support a **rights-based approach** and what this means **in practice**?
- o 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.

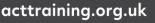
- o Do I know what is meant by the terms 'equality', 'diversity', 'inclusion' and 'discrimination'?
- o Can I think of ways in which **child-centred approaches** promote these values?
- o I understand how the diverse backgrounds of children and their families / carers are valued in Wales?
- o Do I know 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?
- o Do I understand how it helps in understanding and respecting a child's wishes, preferences and background?
- o Do I know why it is **vital** to treat every child with **dignity** and **respect**?
- o Do I understand the importance of 'parental responsibility', and how it guides interactions and decisions in supporting children?
- o 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.

- o Do I know what it means to take risks considering the well-being of children and why this is important?
- o 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?
- o 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?
- o 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.

- o 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?

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

- o Can I explain what **'relationship-centred working'** means in practice?
- o Do I understand the significance of forming positive relationships with children, families, and professionals within defined professional boundaries?
- o 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.

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

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

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

LO11: Understand how change and transitions impact upon children.

- o 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?
- o 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.

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







