# Unit 4222-391 Promote the Well-being and Resilience of Children and Young People (SCMP 2)

**Level:** **3**
**Credit value:** **4**
**UAN:** **F/600/9780**

**Unit aim**

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of promoting positive well-being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

**Guided learning hours**

It is recommended that 30 hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to:

- HSC NOS Units 34 and 313
- CCLD NOS Units 307 and 308
- Professional Practice in residential child care
- Standards: 1.5, 2.2, 2.3 and 4.3
- Training Support and Development Standards for Foster Care: 3.3 and 5.2

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

Learning outcomes 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

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Assessment Criteria

## Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

The learner can:

1. explain the **factors that influence the well-being** of children and young people
2. explain the importance of resilience for children and young people
3. analyse effective ways of promoting well being and resilience in the work setting
4. describe ways of working with carers to promote well being and resilience in children and young people.

## Outcome 2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding

The learner can:

1. explain why social and emotional identity are important to the well being and resilience of children and young people
2. explain how to support children and young people to identify with their own self image and identity
3. demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
4. demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
5. explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people.

## Outcome 3 Be able to provide children and young people with a positive outlook on their lives

The learner can:

1. demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
2. explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
3. support and encourage children and young people to respond positively to challenges and disappointments
4. demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
5. support children and young people to reflect on the impact of their own actions and behaviour.

## Outcome 4 Be able to respond to the health needs of children and young people

The learner can:

1. support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
2. encourage children and young people to make positive choices about all of their **health needs**
3. assess any risks or **concerns** to the health and well being of children and young people and take appropriate action
4. explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well being
5. record concerns about a child or young person's health or well being following recognised procedures.

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## Additional guidance

**Factors that influence well-being** may include:

- Attachment
- Relationships
- Emotional security
- Health
- Self esteem
- Diet
- Exercise
- Rest and sleep
- Prompt medical/dental attention when needed
- Preventive health programmes

**Ways to encourage social and emotional identity** may include:

- Positive role models
- Cultural/ethnic networks
- Life story work

**Health needs** may include:

- Physical
- Mental
- Sexual

**Concerns** may include:

- Illness
- Injury
- Use of illegal substances
- Emotional distress
- Poor lifestyle choices
- Bullying (either as victim or perpetrator)
- Exploitative behaviour (either as victim or perpetrator)
- Harm or abuse
- Changes in behaviour

**Relevant people** may include:

- Carers
- Social worker
- Lead professional
- Residential workers

See the assessment section of this handbook (*Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.