

# SCDCCLD0319

## Promote healthy living for children and families



### Overview

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

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### Performance criteria

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

*You must be able to:*

- P1 work in partnership with **families** to help them understand the long- and short-term health implications of different **lifestyles** for adults
- P2 work in partnership with families to help them understand the long- and short-term health implications of different lifestyles for **children**
- P3 plan and use programmes and activities that demonstrate aspects of healthy living
- P4 provide families with information to raise awareness of **life-limiting health conditions**
- P5 provide children and families with information about the importance of good nutrition and hydration
- P6 provide children and families with information to raise awareness of healthy living options and facilitate change
- P7 promote the benefits of **healthy living** to children and families
- P8 raise awareness of healthy living choices during regular routines and activities with children and families
- P9 use opportunities to discuss healthy changes to lifestyle with individual children and their families
- P10 use **play** to help support children's understanding of what is meant by healthy living and lifestyle changes
- P11 work with children and families to assist **active participation** in their own health care

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

*You must be able to:*

- P12 assist families to identify realistic opportunities to change to their lifestyle
- P13 encourage families to plan and implement recognised healthy choices
- P14 acknowledge and encourage the efforts made by children and families to make changes to their lifestyle
- P15 assist families to recognise and monitor the benefits to their health and well-being of lifestyle changes
- P16 ensure families know where to get additional help and assistance, when required, to help them implement lifestyle changes
- P17 work with **others** to promote health and well-being for children and families
- P18 work with others to identify health inequalities for children and families
- P19 with others create an environment where families and children can

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P20 **communicate** openly about aspects of their health and well-being  
reflect on what children and families are saying when you are  
listening to their views on health and lifestyle

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

*You need to know and understand:*

#### Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience

and expertise

### Theory for practice

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

### Communication

*You need to know and understand:*

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### Personal and professional development

*You need to know and understand:*

- K28 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

### Safeguarding

*You need to know and understand:*

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

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*You need to know and understand:*

### Handling information

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

*You need to know and understand:*

### Specific to this NOS

- K38 the meaning of healthy lifestyles according to government guidelines and recommendations and what these are
- K39 how to source evidence based research and information, covering prevention of obesity through diet and exercise, effects of smoking and drug and alcohol abuse
- K40 the importance of a balanced diet for the health and wellbeing of children and their families
- K41 the importance of hydration for children and their families
- K42 the indications of malnutrition and dehydration in children and adults
- K43 how major life-limiting health conditions can be minimised or prevented by lifestyle changes
- K44 what is meant by realistic changes to lifestyle, and how these are dependent on the personal circumstances of the children and families involved
- K45 why healthy lifestyles are particularly important for children
- K46 use every day, and occasional routines and activities, to demonstrate healthy living and health promotion
- K47 how you can discuss healthy living with families and children in ways that encourage families to attempt change
- K48 how to access independent and unbiased information about health and healthy living
- K49 ways in which you can motivate and encourage families in their efforts to make changes
- K50 what additional help families might need to implement healthy changes and where this might be available locally
- K51 sources of reliable information about sexual health and how people can access support
- K52 sources of reliable information about mental health and how people can access support
- K53 your own support needs, whether you have a peripatetic or setting based role, how you might access support and from whom

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### Additional Information

#### Scope/range related to performance criteria

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

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

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

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

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

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

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

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

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

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

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

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

**Play** can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. **Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.



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### Scope/range relating to knowledge and understanding

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

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

**Factors that may affect the health, wellbeing and development** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

### Values

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

- To be treated as an individual

- To be treated equally and not be discriminated against

- To be respected

- To have privacy

- To be treated in a dignified way

- To be protected from danger and harm

- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

- To communicate using their preferred methods of communication and language

- To access information about themselves

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**Suite** Children's Care Learning and Development

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