

<b>Title:</b>	Communication and Relationships with Children
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	Y/652/0184
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand basic communication skills and positive relationships with children in social care settings.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to understand how children communicate.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise different ways children communicate.

The learner must:

- 1.1 Identify ways children may **communicate**.
- 1.2 State why understanding children's communication is important.

2. Be able to understand how adults communicate with children.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise effective ways for adults to communicate with children.

The learner must:

<p>2.1 Identify ways <b>adults</b> can communicate with children.</p> <p>2.2 State why it is important to <b>adapt</b> communication to a child's needs.</p>
<p>3. Be able to understand relationships with children.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what makes positive relationships with children.</p> <p>The learner must:</p> <p>3.1 Identify behaviours that help build <b>positive</b> relationships.</p> <p>3.2 Identify behaviours that may <b>damage</b> relationships.</p>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>
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<p><b>Requirements</b></p>	
<p><b>Communicate</b></p>	<p><b>Definition:</b></p> <p>Children communicate in different ways to express needs, feelings, and ideas, both verbally and non-verbally.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least four ways children communicate, such as:</p> <ul style="list-style-type: none"> <li>• Verbal communication – talking, asking questions, using words</li> <li>• Non-verbal communication – facial expressions, gestures, body language</li> <li>• Play – using toys, role-play, or creative activities to express thoughts or feelings</li> <li>• Behaviour – actions, routines, or responses indicating needs or emotions</li> </ul> <p><b>Teaching could include:</b></p>

	<ul style="list-style-type: none"> <li>• Case studies or video examples of different communication methods</li> <li>• Discussion on how age and stage of development affect communication</li> </ul>
<b>Adults</b>	<p><b>Definition:</b> Adults communicate with children using methods and techniques that are appropriate to the child’s age, understanding, and needs.</p> <p><b>Teaching must include:</b> Learners must identify at least two ways adults communicate, such as:</p> <ul style="list-style-type: none"> <li>• Verbal communication – clear, simple language, tone of voice</li> <li>• Non-verbal communication – gestures, eye contact, facial expressions</li> <li>• Visual supports – pictures, signs, or written prompts</li> <li>• Active listening – showing attention, responding appropriately</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play scenarios</li> <li>• Observation of adult-child communication in videos or case studies</li> </ul>
<b>Adapt</b>	<p><b>Definition:</b> Adapting communication ensures children understand information, feel included, and can express themselves effectively.</p> <p><b>Teaching must include:</b> Learners must state at least three reasons, such as:</p> <ul style="list-style-type: none"> <li>• Supports understanding and learning</li> <li>• Reduces misunderstandings and frustration</li> <li>• Promotes positive relationships and trust</li> <li>• Meets individual needs, including additional support or disabilities</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussion on adapting communication for children with additional needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Examples of good practice in inclusive communication</li> </ul>
<b>Positive</b>	<p><b>Definition:</b> Positive relationship behaviours are actions by adults that foster trust, respect, and effective communication with children.</p> <p><b>Teaching must include:</b> Learners must identify at least two behaviours, such as:</p> <ul style="list-style-type: none"> <li>• Listening and responding appropriately</li> <li>• Showing patience and empathy</li> <li>• Respecting children’s views and choices</li> <li>• Using positive reinforcement and encouragement</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Group discussion of scenarios demonstrating positive behaviours</li> <li>• Role-play exercises</li> </ul>
<b>Damage</b>	<p><b>Definition:</b> Negative behaviours are actions by adults that can harm trust, communication, and a child’s sense of safety.</p> <p><b>Teaching must include:</b> Learners must identify at least two behaviours, such as:</p> <ul style="list-style-type: none"> <li>• Ignoring or dismissing the child’s views</li> <li>• Speaking harshly or showing frustration</li> <li>• Failing to listen or respond appropriately</li> <li>• Being inconsistent or breaking promises</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing the impact of poor behaviours</li> <li>• Discussion on strategies to prevent relationship damage</li> </ul>