

<b>Title:</b>	Supporting Children with Daily Health Needs
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	T/652/0174
<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 introduce learners to supporting children with basic health and care needs in a safe and respectful way.
<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 basic health and care tasks.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to know simple ways to help children.

The learner must:

- 1.1 Identify **care tasks** in children's healthcare.
- 1.2 State why these tasks are **important**.

2. Be able to understand how to support children's routines.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to learn basic support techniques for daily routines.

The learner must:

- 2.1 Identify ways to **support routine**.
- 2.2 Give examples of **promoting independence**.

### Scope of Training

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.

### Requirements

#### Care Tasks

#### Definition:

Care tasks are activities carried out by staff to meet the health, wellbeing, and daily needs of children.

#### Teaching must include:

Learners should be able to identify tasks such as:

- Helping with washing and dressing
- Feeding and hydration support
- Monitoring health – checking temperature, observing for illness
- Assisting with mobility – walking, using aids, repositioning
- Supporting emotional needs – reassurance, comfort, play
- Assisting with medication or treatments under supervision

Learners must identify at least three care tasks in children’s healthcare.

#### Teaching could include:

Picture cards of staff performing care tasks

Discussion: “Which tasks help keep children healthy and safe?”

Matching activity: task > purpose

#### Important

#### Definition:

Care tasks are important because they help children stay healthy, safe, and supported during healthcare.

#### Teaching must include:

	<p>Learners should state reasons such as:</p> <ul style="list-style-type: none"> <li>• Maintains physical health – nutrition, hygiene, mobility</li> <li>• Supports emotional wellbeing – reassurance, reducing anxiety</li> <li>• Promotes recovery and development – completing treatment or therapy tasks</li> <li>• Keeps children safe – preventing injury or illness</li> <li>• Encourages independence – helping children do what they can themselves</li> </ul> <p>Learners must state at least two reasons why care tasks are important.</p> <p><b>Teaching could include:</b></p> <p>Case studies: “What could happen if care tasks are not done?”</p> <p>Group discussion linking tasks to child wellbeing</p> <p>Short worksheet: match task &gt; reason</p>
<p><b>Support Routine</b></p>	<p><b>Definition:</b></p> <p>Supporting routine means helping children follow consistent daily schedules to promote health, comfort, and development.</p> <p><b>Teaching must include:</b></p> <p>Learners should be able to identify ways such as:</p> <ul style="list-style-type: none"> <li>• Helping children follow daily schedules for meals, sleep, and hygiene</li> <li>• Encouraging regular activity and exercise</li> <li>• Assisting with learning or therapy routines</li> <li>• Supporting children to understand what happens next (e.g., preparing for treatments)</li> </ul> <p>Learners must identify at least two ways to support routine.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play establishing a morning or bedtime routine</li> <li>• Visual timetables to discuss daily tasks</li> <li>• Discussion: “Why is routine important for children?”</li> </ul>
<p><b>Promoting Independence</b></p>	<p><b>Definition:</b></p> <p>Promoting independence means encouraging children to do tasks for themselves where possible, building confidence and skills.</p>

	<p><b>Teaching must include:</b></p> <p>Learners should give examples such as:</p> <ul style="list-style-type: none"><li>• Allowing children to wash and dress themselves with guidance</li><li>• Encouraging children to feed themselves when safe</li><li>• Letting children participate in decision-making about care or activities</li><li>• Supporting children to manage small tasks in play or therapy independently</li></ul> <p>Learners must give at least two examples of promoting independence.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"><li>• Role-play: letting a child perform a task with supervision</li><li>• Discussion: “How can we help children do more themselves safely?”</li><li>• Observation of scenarios showing children completing tasks independently</li></ul>
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