

Unit 28: Support Children and Young People to Have Positive Relationships

Unit code:	CYPOP 14
Unit reference number:	R/601/1369
QCF level:	3
Credit value:	3
Guided learning hours:	20

Unit summary

This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development's QCF Assessment Principles. Learning outcome 2 must be assessed in a real work situation.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of positive relationships for the development and wellbeing of children and young people**

Different relationships children and young people may have: relationships with peer group, family, other adults; horizontal relationships; vertical relationships; what is gained from different types of relationships

Importance of positive relationships for development and wellbeing: eg positive impact on self-esteem, ability to build trusting relationships, develop mutual respect, ensures good communication, ability to form and maintain positive relationships in the future, develop a strong support network

Possible effects of children having restricted or supervised contact in order to maintain relationships: negative impacts eg identity problems, difficulty forming and maintaining relationships, safety risks, emotional impact, self-esteem; positive impact eg supervised contact may help support identity problems, build relationships, enable children and young people to come to terms with their current situation

2 **Be able to support children and young people to make and maintain positive relationships**

How to support children or young people to maintain relationships: eg interact in ways that make children and young people feel welcome and valued

How to support children or young people to make new relationships: eg provide opportunities to take part in organised activities, support children and young people to develop agreements about how to behave, support children and young people to understand other people's feelings and points of view

Provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships: provide practical and emotional support within boundaries of own role eg support positive relationships with family and peers, build trust, encourage children to identify and discuss benefits of positive relationships, help children prepare for transitions, support children through transitions, encourage decision-making as appropriate

3 Understand how to support children and young people when there are relationship difficulties

Importance of encouraging children or young people to resolve conflict for themselves if possible: empowering children and young people to make good choices for themselves; learn how to deal with disagreements and develop conflict-solving strategies; enable children and young people to avoid violence

How to support a child or young person who is distressed by relationship difficulties: eg providing opportunities for children and young people to talk about their relationships, taking time to listen, importance of remaining objective, exploring possible solutions together

How to support a child or young person to end relationships that are making them unhappy: eg helping children and young people to recognise other options, recognising choices and consequences, investigate different solutions to the situation, exploring how to communicate feelings, making an action plan

Circumstances that would result in a relationship causing concern and the actions that should follow: the signs and symptoms that would indicate a possible problem eg changes in behaviour, poor attendance, unexplained injury; appropriate actions to be taken; record observations or discussions accurately and factually with time and date; reporting concerns to designated professionals

How to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships: offering appropriate support within boundaries of own role eg creating a culture among children and young people that allows them to talk about what is happening to them, encouraging children and young people to recognise there is a problem, taking a no-blame approach, remaining non-judgemental, discussing choices and consequences