

GCSE



# WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

## Guidance for Teaching: Unit 3

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.  
Ready for the world.



## Contents

Introduction .....	3
Aims of the Guidance for Teaching .....	3
Additional ways that WJEC can offer support:.....	3
Qualification Structure.....	4
Assessment .....	5
Summary of Assessment .....	5
Overview of Unit 3.....	6
Unit 3 Assessment objectives and weightings .....	6
Unit 3 Teacher Guidance .....	7
Learning Experiences .....	45
Opportunities for embedding elements of the Curriculum for Wales .....	48
Glossary for Unit 3 .....	70

## Introduction

WJEC GCSE Health and Social Care, and Childcare has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in summer 2028, using grades A\* to G.

### Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Health and Social Care, and Childcare and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

### Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Assessment Feedback Package.

## Qualification Structure

WJEC GCSE Health and Social Care, and Childcare consists of three units. The qualification is unitised and does not contain tiering. Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the two other units are presented. Therefore, the order does not imply a prescribed teaching order.

	<b>Unit title</b>	<b>Type of Assessment</b>	<b>Weighting</b>
<b>Unit 1</b>	Health and Social Care, and Childcare in Wales in the 21 <sup>st</sup> Century	Written examination: 1 hour 30 minutes	40%
<b>Unit 2</b>	Adult Health and Social Care	Non-examination assessment: 12 hours	30%
<b>Unit 3</b>	Childcare	Non-examination assessment: 12 hours	30%

## Assessment

### Summary of Assessment

#### **Unit 3: Childcare**

**Non-examination assessment: 12 hours**

**30% of qualification**

**60 marks**

Set by WJEC, marked by the Centre and moderated by WJEC.  
The assessment brief, which will include a case study and several tasks, will be available via the WJEC Portal.

## Overview of Unit 3

### Childcare

(30% of the qualification)

The purpose of this unit is to gain knowledge and understanding of:

- life stages, expected milestones, and physical, intellectual, language, emotional, and social (PILES) development
- key conditions and illnesses of children
- how professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes.

This unit will focus on:

- life stages, expected milestones, and PILES
- play and play work
- types of care and intervention to meet children's needs and achieve positive outcomes
- how professionals work to meet children's needs
- health promotion and early intervention in childcare
- key conditions and illnesses in children.

#### In this unit, learners will develop knowledge, skills and understanding in:

3.1	Life stages, expected milestones, and physical, intellectual, language, emotional and social (PILES) development
3.2	Common conditions and illnesses of children
3.3	How professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes

### Unit 3 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of concepts, values and issues in health and social care, and childcare.	0%
AO2	Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.	17.5%
AO3	Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions.	12.5%

## Unit 3 Teacher Guidance

3.1 Life stages, expected milestones, and physical, intellectual, language, emotional and social (PILES) development	
Content Amplification	Teacher Guidance
<p><b>3.1.1</b> Life stages and expected milestones</p> <p>Learners should know that children go through the following life stages:</p> <ul style="list-style-type: none"> <li>• infancy 0-2 years</li> <li>• childhood 3-12 years</li> <li>• adolescence 13-19 years.</li> </ul> <p>Learners should know that each life stage includes expected developmental milestones.</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the three main life stages from birth to young adulthood: infancy, childhood and adolescence.</li> <li>• Describe the typical age ranges for each life stage.</li> <li>• Recognise key developmental milestones associated with each stage (physical, emotional, social and cognitive).</li> </ul> <p>Learners should know that children go through the following life stages:</p> <ul style="list-style-type: none"> <li>• Infancy (0–2): Rapid physical growth, first words, bonding with caregivers.</li> <li>• Childhood (3–12): Language development, learning to read/write, forming friendships.</li> <li>• Adolescence (13–19): Puberty, identity formation, increased independence.</li> </ul> <p>Learners should understand that human development takes place in distinct life stages, each with expected developmental milestones that act as general indicators of growth. These milestones include physical, cognitive, emotional and social changes that usually occur within a certain age range. For example, during infancy, a child may begin to walk and speak simple words, while adolescence often involves developing a sense of identity and greater emotional awareness.</p> <p>Although most people follow a broadly similar pattern of development, it is important to recognise that individuals may reach milestones at different times, influenced by factors such as genetics, environment and culture. Teaching this concept helps learners appreciate the predictable yet varied nature of human growth throughout life.</p>

		<p>Example activity 1: Guess the stage</p> <ul style="list-style-type: none"> <li>• Show pictures or descriptions of behaviours (e.g., learning to walk, starting school, going through puberty).</li> <li>• Ask learners to guess the life stage.</li> <li>• Briefly introduce the three life stages: Infancy (0–2), Childhood (3–12), Adolescence (13–19).</li> </ul> <p>Example activity 2: Life stages timeline</p> <p>To consolidate understanding of when key developmental events typically occur. Give learners a mixed set of milestone cards (e.g., starts walking, makes best friends, goes through puberty, says first word). In pairs or small groups, learners sort and stick the cards into the correct life stage on a blank timeline worksheet. Groups can share their answers and reasoning with the class.</p> <p>Reflection Questions:</p> <p>Identify the stage when a child usually learns to speak in full sentences.          Identify three emotional changes in adolescence.          Explain why it is important to understand developmental milestones.</p> <p>Extension task:</p> <p>Research and write a short paragraph on how understanding developmental milestones helps early years practitioners and/or teachers improve the way they work.</p>
--	--	---

**3.1.2**  
Physical  
development  
and expected  
milestones

Learners should understand the physical development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years including:

- gross motor skills
- fine motor skills
- movement and co-ordination
- body growth and strength.

Learners should be able to:

- Identify and describe physical development milestones at different life stages: infancy, childhood, and adolescence.
- Differentiate between gross motor skills and fine motor skills.
- Understand how movement and co-ordination improve over time.
- Recognise the role of body growth and strength in physical development.

Teachers should support learners in understanding that physical development involves the improvement of both fine and gross motor skills, which are essential for movement, co-ordination and bodily control.

Learners should be guided to focus on gross motor development, recognising how physical strength and stamina are built through large muscle movements such as running, jumping and climbing. It's important to emphasise the role of active play in promoting muscle growth, stamina and overall physical wellbeing.

Additionally, learners need to explore the development of fine motor skills, which involve smaller, more precise movements like drawing, writing and handling small objects. These skills are critical for tasks requiring co-ordination and control.

Teachers should also highlight how movement and co-ordination can be nurtured in young children through everyday self-care activities, such as dressing, feeding and hygiene routines, to promote independence and physical confidence.

Example activity: Expected milestones – Discussion

Show three images: a baby (1 year), a child (8 years), a teen (16 years). Ask learners: What physical skills can a child do at each age? What movements or strengths are they likely to have?

Record ideas under the headings Infancy, Childhood, and Adolescence.

		<p>Explain and provide examples of how each physical skill develops over the three life stages:</p> <p>Infancy (0–2 years)</p> <ul style="list-style-type: none"> <li>• Gross motor: Lifts head, rolls over, crawls, walks</li> <li>• Fine motor: Grasps objects, picks up small items, points</li> <li>• Movement &amp; co-ordination: Starts wobbly, improves over time</li> <li>• Growth &amp; strength: Rapid weight/height gain, developing muscles</li> </ul> <p>Childhood (3–12 years)</p> <ul style="list-style-type: none"> <li>• Gross motor: Runs, jumps, climbs, rides a bike</li> <li>• Fine motor: Uses cutlery, writes, ties shoelaces</li> <li>• Movement &amp; co-ordination: More precise control</li> <li>• Growth &amp; strength: Steady growth, increased muscle tone</li> </ul> <p>Adolescence (13–19 years)</p> <ul style="list-style-type: none"> <li>• Gross motor: More power, speed, endurance</li> <li>• Fine motor: Refined hand-eye co-ordination (e.g., using tools, art)</li> <li>• Movement &amp; co-ordination: Near adult-level ability</li> <li>• Growth &amp; strength: Puberty-related growth spurts, muscle development</li> </ul> <p>Reflection Questions:</p> <p>Describe the difference between gross and fine motor skills. Provide examples. Outline how coordination changes from infancy to adolescence. Explain why understanding growth and strength is important in child development.</p> <p>Extension task:</p> <p>Learners could write a summary of how a child of a specific age (e.g., 4, 10 or 16) might show physical development in each of the four areas: gross motor, fine motor, co-ordination and strength.</p>
--	--	---

<p><b>3.1.3</b> Intellectual development and expected milestones</p>	<p>Learners should understand intellectual development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years including:</p> <ul style="list-style-type: none"> <li>● cognitive development</li> <li>● problem solving</li> <li>● creative thinking</li> <li>● mental capacity and mental development.</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● Identify key intellectual milestones during infancy (0–2), childhood (3–12), and adolescence (13–19).</li> <li>● Describe how cognitive development, problem-solving, creative thinking, mental development and mental capacity progress over time.</li> <li>● Understand how intellectual development supports learning, communication and independence.</li> <li>● Recognise that development occurs in stages but varies between individuals.</li> </ul> <p>Teachers should guide learners to understand the importance of intellectual development in helping individuals think, learn and problem-solve. Intellectual development includes cognitive growth, memory, creativity and the development of thinking and reasoning skills.</p> <p>Learners could explore how problem-solving skills support children in making decisions, solving puzzles and thinking critically. Teachers should also encourage learners to consider how creative thinking is developed by fostering imagination, innovation and exploration.</p> <p>In addition, learners should develop an understanding of language development, including how children acquire communication skills—from early vocabulary to more complex verbal and non-verbal interactions.</p> <p>It is important that learners understand receptive language skills, such as listening and interpreting spoken language. This includes awareness of bilingualism, multilingualism and the use of communication aids, such as British Sign Language (BSL) and Makaton.</p> <p>Teachers should also support learners in recognising the importance of enhancing children’s vocabulary. Providing rich language experiences and engaging in meaningful conversations helps promote expressive language development, enabling children to clearly express their thoughts, ideas and emotions.</p>
--	--	---

		<p>Example activity:</p> <p>Divide learners into three small groups. Assign each group a life stage:</p> <ul style="list-style-type: none"> <li>• Infancy (0–2 years)</li> <li>• Childhood (3–12 years)</li> <li>• Adolescence (13–19 years)</li> </ul> <p>Provide each group with intellectual development milestone cards.</p> <p>Learners can sort the examples provided into the following categories and discuss their reasoning of choice with the class:</p> <ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Problem solving</li> <li>• Creative thinking</li> <li>• Mental capacity/mental development</li> </ul> <p>Reflection questions:</p> <p>How does a child’s thinking become more advanced as they grow older?          Why is creativity important in learning?          What supports the development of problem-solving skills?</p> <p>Extension task:</p> <p>Create a case study of a child at one life stage, describing their intellectual abilities and milestones.</p>
<p><b>3.1.4</b>          Language development and expected milestones</p>	<p>Learners should understand language development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years including:</p> <ul style="list-style-type: none"> <li>• receptive language</li> <li>• vocabulary development</li> <li>• expressive language.</li> </ul>	<p>Learners need to be able to:</p> <ul style="list-style-type: none"> <li>• Define and differentiate receptive language, expressive language and vocabulary development.</li> <li>• Identify typical language development milestones during infancy (0–2), childhood (3–12) and adolescence (13–19).</li> <li>• Understand how language supports communication, learning and social development.</li> </ul>

- Recognise that children develop language at different rates, but in similar patterns.

Teachers should guide learners to explore how language development involves acquiring a range of communication skills, beginning with basic vocabulary and progressing to more advanced verbal and non-verbal communication. They will need to understand how children develop the ability to interpret spoken language through receptive language skills, which may include experiences of bilingualism, multilingualism, and the use of communication aids such as British Sign Language (BSL) and Makaton.

Learners should also understand the importance of supporting vocabulary development, as expanding a child’s vocabulary enhances their overall language comprehension. Additionally, the focus will include the development of expressive language—the ability to communicate thoughts, ideas and emotions non-verbally and verbally. This includes engaging children in meaningful conversations and providing opportunities for rich and varied vocabulary exposure.

Example activity: Language development table

Learners can complete a table identifying examples of each intellectual skill at each life stage, for example:

<b>Life stage</b>	<b>Receptive language</b>	<b>Vocabulary development</b>	<b>Expressive language</b>
<b>Infancy</b>			
<b>Childhood</b>			
<b>Adolescence</b>			

		<p>Reflection questions:</p> <p>Ask each learner to write down and share one new thing they learned about language development.</p> <p>Describe how receptive language and vocabulary changes from infancy to adolescence.</p> <p>Outline the difference between receptive and expressive language in child development.</p> <p>Extension task:</p> <p>Research how language development may be affected by bilingualism or special educational needs (e.g., speech delay, autism).</p>
--	--	---

**3.1.5**  
Emotional  
development  
and expected  
milestones

Learners should understand emotional development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years including:

- self-awareness
- empathy
- emotional regulation
- emotional development
- theory of development including John Bowlby's attachment theory and behaviours.

Learners should be able to:

- Identify key emotional development milestones during infancy (0–2), childhood (3–12) and adolescence (13–19).
- Understand how self-awareness, empathy and emotional regulation evolve with age.
- Explain the importance of emotional development in forming healthy relationships and managing emotions.

Introduce John Bowlby's attachment theory, including the role of caregivers and early bonding in emotional wellbeing. Teachers should guide learners to understand emotional development as the process of recognising, understanding and managing emotions, both in themselves and in others. They will explore the development of self-awareness, including how children begin to identify and make sense of their own emotional responses.

Teachers will need to guide learners to examine the concept of empathy—the ability to recognise, understand and respond to the emotions of others—as a key aspect of emotional growth. An essential focus will be on emotional regulation, which involves managing emotions appropriately, responding to emotional experiences in a healthy way, coping with stress and maintaining positive relationships.

Additionally, learners will study how children form attachments and emotional bonds with their primary caregivers. They will explore theoretical perspectives, including John Bowlby's attachment theory, to develop their understanding of how early attachments influence emotional wellbeing, and how secure emotional bonds lay the foundation for healthy emotional development and relationships throughout life.

Example activity 1: Milestone sorting

Divide learners into small groups. Give each group a set of emotional development milestones for the three life stages. Examples:

		<p>Infancy (0–2 years):</p> <ul style="list-style-type: none"> <li>• Shows separation anxiety</li> <li>• Smiles at familiar faces</li> <li>• Develops trust with primary caregivers</li> <li>• Begins to recognise own feelings (basic self-awareness)</li> </ul> <p>Childhood (3–12 years):</p> <ul style="list-style-type: none"> <li>• Understands others' feelings (empathy)</li> <li>• Begins to manage emotions (emotional regulation)</li> <li>• Seeks comfort from trusted adults</li> <li>• Expresses a wider range of emotions verbally</li> </ul> <p>Adolescence (13–19 years):</p> <ul style="list-style-type: none"> <li>• Develops a sense of identity</li> <li>• Demonstrates empathy in complex situations</li> <li>• Manages emotions independently</li> </ul> <p>Builds emotional resilience and peer relationships. Learners can place the cards under the headings:</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Empathy</li> <li>• Emotional regulation</li> <li>• General emotional development</li> </ul> <p>Groups can then present their set of emotional development milestones and justify the placement under the four headings: Self-awareness, empathy, emotional regulation, and general emotional development.</p> <p>Example activity 2: Bowlby's attachment theory</p> <p>Explain John Bowlby's theory:</p> <ul style="list-style-type: none"> <li>• Children form an attachment to a primary caregiver.</li> <li>• Secure attachments lead to emotional stability.</li> <li>• Lack of attachment can lead to anxiety, difficulty forming relationships.</li> </ul>
--	--	---

		<p>Discuss attachment behaviours such as crying when separated, seeking comfort, and clinging to or following caregiver. Use a short case study or video to help learners connect theory to real-world scenarios.</p> <p>Reflection questions:</p> <p>Explain why early attachments are important for emotional wellbeing. Discuss how teenagers/adolescents show emotional regulation.</p> <p>Extension activity:</p> <p>Completion of an emotional development chart. Learners can complete a table identifying examples of each emotional regulation skill at each life stage (see the example table above for 3.1.4 language development).</p>
<p><b>3.1.6</b> Social development and expected milestones</p>	<p>Learners should understand social development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years including:</p> <ul style="list-style-type: none"> <li>● social skills</li> <li>● peer relationships</li> <li>● cultural awareness</li> <li>● behaviour development</li> <li>● theory of development including Albert Bandura’s, Bobo doll experiment.</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● Identify social development milestones during infancy (0–2), childhood (3–12), and adolescence (13–19).</li> <li>● Understand how social skills, peer relationships, behaviour and cultural awareness evolve across the life stages.</li> <li>● Explore how Bandura’s Social Learning Theory, including the Bobo Doll experiment, explains the development of social behaviours.</li> <li>● Recognise the importance of role modelling, positive reinforcement and observational learning in shaping social development.</li> </ul> <p>Learners should develop an understanding of how social development focuses on the ability to build and maintain relationships, follow social norms and demonstrate positive behaviour patterns. This includes learning how children begin to understand behavioural expectations and how they develop the ability to interact and cooperate with others in group settings.</p> <p>Learners will explore how positive behaviour is supported and encouraged through strategies such as:</p> <ul style="list-style-type: none"> <li>● positive reinforcement</li> </ul>

- target setting
- reward systems
- consistent role modelling.

To deepen understanding, learners will examine Albert Bandura's social learning theory, which emphasises the importance of observational learning. Learners will consider how children imitate behaviours observed in others, particularly adults and peers and how role modelling and positive reinforcement can shape and support the development of pro-social behaviours and attitudes.

In addition, learners will study key social skills essential for development, such as, communication, cooperation and conflict resolution. They will also investigate how children form healthy peer relationships by interacting with others in positive and reciprocal ways, contributing to a sense of belonging and identity.

Teachers will need to focus learners on the importance of cultural awareness, recognising the diversity of backgrounds and beliefs, and understanding how social behaviours are influenced by cultural context. This includes developing a respectful understanding of differences, and how these shape children's social learning and personal identity.

#### Example activity 1: Social milestone timeline

Divide the class into 3 groups and assign each group one life stage:

- Infancy (0–2 years)
- Childhood (3–12 years)
- Adolescence (13–19 years)

Provide each group with social development milestone cards to sort and place in the following categories:

- Social skills
- Peer relationships
- Cultural awareness

		<ul style="list-style-type: none"> <li>• Behaviour development</li> </ul> <p>Examples by Life Stage:</p> <p>Infancy (0–2):</p> <ul style="list-style-type: none"> <li>• Smiles and responds to others</li> <li>• Begins parallel play</li> <li>• Shows preference for familiar people</li> <li>• Mimics facial expressions and gestures</li> </ul> <p>Childhood (3–12):</p> <ul style="list-style-type: none"> <li>• Learns to share and take turns</li> <li>• Forms friendships</li> <li>• Begins to understand social norms and fairness</li> <li>• Engages in cooperative play</li> </ul> <p>Adolescence (13–19):</p> <ul style="list-style-type: none"> <li>• Seeks peer approval and identity</li> <li>• Understands complex social rules and cultural differences</li> <li>• Manages peer pressure and group dynamics</li> <li>• Challenges authority while forming moral values</li> </ul> <p>Groups present their findings and justify placement of at least one milestone in each category.</p> <p>Example activity 2: Exploring Bandura’s Social Learning Theory</p> <p>Provide learners with a short video clip or summary of Bandura’s Bobo Doll Experiment. Discuss key takeaways:</p> <ul style="list-style-type: none"> <li>• Children learn behaviour by observing others.</li> <li>• Behaviour is imitated, especially when it’s rewarded.</li> <li>• Role models influence children’s actions and attitudes.</li> </ul> <p>Ask learners: How does this theory apply to everyday behaviour in children?</p>
--	--	--

		<p>What does it tell us about the importance of positive role modelling?</p> <p>Reflection questions:</p> <p>Explain how Bandura's theory explains how children learn social behaviour. Analyse how positive behaviour can be supported in children.</p> <p>Extension task:</p> <p>Create a poster showing how children learn behaviour through observation, including examples of positive and negative role models</p>
--	--	--

### 3.2 Common conditions and illnesses of children

Content Amplification		Teacher Guidance
<p><b>3.2.1</b> Common childhood illnesses</p>	<p>Learners should be able to recognise the following common childhood illnesses and should understand the appropriate care and timely intervention, symptoms, causes, and treatment for each illness:</p> <ul style="list-style-type: none"> <li>• respiratory infections: asthma, pneumonia, croup and whooping cough</li> <li>• bacterial infections: meningitis, conjunctivitis, ear infections and tonsillitis</li> <li>• viral infections: chicken pox, measles, mumps, and hand, foot and mouth disease</li> <li>• gastrointestinal infections: bacterial gastroenteritis, viral gastroenteritis, food intolerances, and norovirus.</li> </ul> <p>Learners should understand the role of Public Health Wales in infection control in childcare settings, including exclusion periods for infection control, notifiable diseases and reporting requirements.</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Identify symptoms, causes and treatments of common childhood illnesses.</li> <li>• Distinguish between respiratory, bacterial, viral and gastrointestinal infections.</li> <li>• Understand appropriate care and the importance of timely intervention.</li> <li>• Explain the role of Public Health Wales in infection control.</li> <li>• Recognise exclusion periods, notifiable diseases and reporting requirements in childcare settings.</li> </ul> <p>Teachers should ensure that learners develop a clear understanding of common childhood illnesses and conditions. These should range from mild, short-term illnesses to more serious or chronic conditions. Teachers should provide opportunities for learners to explore common viral infections, emphasising how these are usually treated with supportive care such as hydration, rest and fever control. Teachers should also explain how viral infections can sometimes lead to secondary bacterial infections.</p> <p>Teachers should guide learners in recognising the importance of appropriate care and timely intervention. This includes teaching learners how to identify symptoms, understand potential causes and become familiar with different treatment options. Teachers should stress the importance of knowing when to seek medical advice and how early intervention can improve outcomes.</p> <p>Teachers should introduce learners to the role of Public Health Wales, helping them understand how this organisation promotes health, reduces health inequalities, prevents illness and provides public health advice.</p>

		<p>Teachers should explain the role of Public Health Wales in monitoring and reporting outbreaks, setting exclusion periods, providing advice on infection control in nurseries/schools, and sharing examples of notifiable diseases and reporting procedures to support understanding.</p> <p>Teachers should focus on the respiratory system, including the nose, throat, sinuses, voice box (larynx), airways and lungs. Learners should be supported in identifying common respiratory infections in children and understanding their signs, symptoms and treatments. This should include mild illnesses such as colds, as well as more serious conditions like pneumonia and croup.</p> <p>Teachers should also cover common bacterial infections seen in childhood, supporting learners in identifying their signs, symptoms and treatment approaches. Conditions to be included are meningitis, conjunctivitis, tonsillitis and ear infections, which can affect both the inner and outer ear.</p> <p>Teachers should ensure that learners understand the signs, symptoms and treatment of common viral infections such as chickenpox, measles, mumps and hand, foot and mouth disease. Learners should also be made aware that while these illnesses are often mild, they can lead to serious complications even with appropriate care.</p> <p>In addition, teachers should explore common gastrointestinal illnesses with learners, including bacterial and viral gastroenteritis, food intolerances and norovirus. Learners should be able to recognise how these conditions affect children and how they are managed.</p> <p>Example activity 1: Illness identification</p> <ul style="list-style-type: none"><li>• Learners can introduce each illness category with two to three examples and an explanation for each of the following areas:<ul style="list-style-type: none"><li>• Symptoms (e.g., rash, fever, cough, vomiting)</li></ul></li></ul>
--	--	---

		<ul style="list-style-type: none"> <li>● Causes (viral, bacterial, allergens, etc.)</li> <li>● Treatment (rest, fluids, antibiotics, hospitalisation where needed)</li> <li>● Appropriate care (monitoring, hygiene, isolation)</li> </ul> <p>Respiratory Infections</p> <ul style="list-style-type: none"> <li>● Asthma – wheezing, tight chest, inhalers needed</li> <li>● Pneumonia – chest pain, fever, cough, may need antibiotics</li> <li>● Croup – barking cough, worse at night</li> <li>● Whooping cough – persistent coughing fits, very contagious</li> </ul> <p>Bacterial Infections</p> <ul style="list-style-type: none"> <li>● Meningitis – high fever, stiff neck, medical emergency</li> <li>● Conjunctivitis – red, sticky eyes</li> <li>● Ear infections – ear pain, irritability</li> <li>● Tonsillitis – sore throat, swollen tonsils</li> </ul> <p>Viral Infections</p> <ul style="list-style-type: none"> <li>● Chickenpox – itchy blisters</li> <li>● Measles – high fever, rash, cough</li> <li>● Mumps – swollen cheeks/jaw</li> <li>● Hand, foot and mouth – sores in mouth, rash on hands and feet</li> </ul> <p>Gastrointestinal Infections</p> <ul style="list-style-type: none"> <li>● Bacterial gastroenteritis – food poisoning, diarrhoea</li> <li>● Viral gastroenteritis (norovirus) – vomiting, stomach cramps</li> <li>● Food intolerances – reaction to dairy/gluten etc.</li> </ul> <p>Example activity 2: Illness match-up and response plan</p> <p>To help learners apply knowledge of symptoms and interventions in real-world scenarios, provide groups with illness cards (name and symptoms) and a treatment and care sheet with likely causes, treatment approaches, exclusion periods, and whether it's notifiable or not.</p> <p>Learners can match the illness to the correct response information.</p>
--	--	--

		<p>Each group then shares a short summary of one illness, explaining how it spreads, what action a childcare provider should take and when it must be reported.</p> <p>Reflection questions:</p> <p>Identify the childhood illness that is characterised by a barking cough and affects breathing.</p> <p>State the exclusion period for chickenpox.</p> <p>Explain why meningitis considered a medical emergency.</p> <p>Identify a notifiable disease that must be reported to Public Health Wales.</p> <p>Extension task:</p> <p>Case Study Task – Learners to be provided a childcare setting scenario (e.g., a child with fever and rash). They will need to identify the illness, provide an outline of symptoms, a care plan and exclusion period, and decide if it is notifiable and explain how to report the illness, infection or disease to meet the Public Health Wales requirements.</p>
<p><b>3.2.2</b> Growth and developmental concerns</p>	<p>Learners should be aware of growth and developmental concerns, including:</p> <ul style="list-style-type: none"> <li>• delayed development and growth concerns: failure to thrive, prenatal and perinatal factors, genetic, hereditary disorders and environmental factors, including organic and non-organic failures</li> <li>• development disorders: autism spectrum disorder (ASD), including, symptoms and treatment, and the difficulties with social interaction. Attention deficit hyperactivity disorder (ADHD), including, symptoms and treatment including, impulsive behaviours</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe delayed development and growth concerns in children, including causes and impacts.</li> <li>• Understand key developmental disorders, such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), including symptoms and treatment.</li> <li>• Recognise the role of early intervention and the use of individual development plans (IDPs) for children with intellectual disabilities and learning disorders.</li> </ul>

- intellectual disabilities and learning disorders: early intervention, adaptive behaviour support and guidance and individual development plans (IDPs).

As part of their learning, learners should develop an understanding of delayed development and the importance of recognising when a child does not reach expected developmental milestones in one or more areas, such as motor skills, speech and language, or social and cognitive abilities. It is important to explore how some delays may be linked to genetic or hereditary conditions, including Down syndrome and Fragile X syndrome. Learners should also be introduced to growth concerns that may arise due to prenatal factors, such as maternal drug use and malnutrition, as well as perinatal factors like prematurity or complications during birth, including:

#### Delayed Development and Growth Concerns

- Failure to Thrive
  - Symptoms: Poor weight gain, slow growth, lack of physical milestones (e.g., walking, talking).
  - Causes: Organic (medical conditions) vs. Non-organic (social/environmental factors).
  - Interventions: Medical assessment, nutritional support, caregiver education, emotional support.
- Prenatal and Perinatal Factors
  - Prenatal: Alcohol or drug exposure during pregnancy, maternal health issues.
  - Perinatal: Complications during birth (e.g., lack of oxygen).
  - Impacts: Delays in cognitive, motor and social development.
- Genetic and Hereditary Disorders
  - Examples: Down Syndrome, Fragile X Syndrome.
  - Symptoms: Intellectual disabilities, delays in speech and motor skills.
  - Treatment: Early intervention, tailored therapies, support systems.
- Environmental Factors
  - Poor socioeconomic conditions, lack of stimulation, neglect or abuse.
  - Consequences: Delayed speech, social skills, and cognitive skills.

The concept of 'failure to thrive' (FTT) should be explained, referring to when a child does not gain weight or grow at the expected rate based on their age and sex.

Learners should become familiar with developmental disorders, including autism spectrum disorder (ASD), which may present as difficulties with communication, repetitive behaviours or intense focused interests, and attention deficit hyperactivity disorder (ADHD), characterised by inattention, impulsivity and hyperactivity that can affect learning and behaviour, including:

#### Developmental Disorders

- Autism Spectrum Disorder (ASD)
  - Symptoms: Difficulty with social interactions, repetitive behaviours, sensory sensitivities.
  - Treatment: Early diagnosis, behavioural therapies, speech and occupational therapy.
  - Challenges: Navigating social situations, establishing friendships, adapting to change.
- Attention Deficit Hyperactivity Disorder (ADHD)
  - Symptoms: Impulsivity, hyperactivity, difficulty focusing.
  - Treatment: Behavioural therapy, medication (e.g., stimulants like Ritalin), parent training, classroom adjustments.
  - Challenges: Impulsive behaviour, difficulty maintaining attention, trouble with impulse control.

Additionally, learners should explore intellectual disabilities and learning disorders, with an emphasis on the value of early intervention to support communication, motor skills, social development and learning. The role and purpose of Individual Development Plans (IDPs) should be discussed as tools to support personalised learning based on individual pace and style.

		<p>Learners should also understand the significance of behavioural therapies in teaching adaptive skills for daily living, and be aware of the wider network of supportive services and specialised healthcare professionals who work to help individuals with developmental challenges to lead fulfilling lives, including:</p> <ul style="list-style-type: none"> <li>• Intellectual Disabilities and Learning Disorders <ul style="list-style-type: none"> <li>• Symptoms: Difficulty with reasoning, problem-solving and adaptive skills.</li> <li>• Early Intervention: Speech therapy, occupational therapy, social skills training.</li> <li>• Individual Development Plans (IDPs): Tailored plans to support each child's unique learning needs.</li> </ul> </li> <li>• Learning Disorders <ul style="list-style-type: none"> <li>• Examples: Dyslexia, dyscalculia.</li> <li>• Symptoms: Difficulty with reading, writing or mathematics.</li> <li>• Treatment: Specialised tutoring, assistive technology, individualised accommodations.</li> </ul> </li> </ul> <p>Example activity 1: Possible causes of delayed development in children</p> <ul style="list-style-type: none"> <li>• Explain the terms growth concerns and developmental delays and introduce the main categories to be discussed: <ul style="list-style-type: none"> <li>• Delayed development and growth concerns</li> <li>• Developmental disorders (ASD, ADHD)</li> <li>• Intellectual disabilities and learning disorders</li> </ul> </li> <li>• Create an opportunity for a think, pair, share activity by asking learners what they think could cause or increase delayed development or growth in children (e.g., environmental factors, genetic conditions, lack of proper nutrition). Allow learners to make notes and then share ideas with a partner. Each pair can write their ideas on the whiteboard. Selected pairs can share their ideas with the whole class for an opportunity to discuss as a whole class.</li> </ul> <p>Example activity 2: Case study and intervention plan</p>
--	--	--

		<p>Begin with dividing the class into small groups. Provide each group with a case study of a child exhibiting growth or developmental concerns (e.g., a child with failure to thrive, a child showing signs of ADHD or a child with learning disabilities). Each group to identify the concern (e.g., ASD, ADHD, failure to thrive). Groups to discuss symptoms, causes and appropriate treatments or interventions. Each group can design an intervention plan, focusing on early intervention, adaptive behaviour support and the potential use of an IDP. Each group can present their findings to the class.</p> <p>Reflection questions:</p> <p>Recap on the different categories of developmental concerns. Describe why early intervention is crucial for children with developmental delays. Explain how IDPs help children with intellectual disabilities and learning disorders. Discuss the role that caregivers and educators play in supporting children with developmental disorders.</p> <p>Extension task:</p> <p>Learner’s research one of the developmental disorders (e.g., ASD, ADHD) in more detail and create a presentation or poster that includes the key symptoms, the treatment methods, the role of early intervention and IDPs, and any personal experiences (as appropriate).</p>
<p><b>3.2.3</b> Health promotion, early intervention, and types of care</p>	<p>Learners should understand the role of health promotion and early intervention, including:</p> <ul style="list-style-type: none"> <li>health care education and promotion: prevention and control of diseases in Wales and the UK including raising awareness and hygiene</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>Explain the importance of health education and promotion in preventing and controlling disease.</li> <li>Identify the purpose and benefits of routine immunisation and vaccination programmes.</li> <li>Recognise the role of early symptom detection and appropriate care in improving health outcomes.</li> </ul>

<ul style="list-style-type: none"> <li>immunisation and vaccination: routine immunisation and vaccination programmes recommended by Public Health Wales (PHW) to prevent many childhood illnesses</li> <li>prevention, diagnosis, treatment and care management: recognising symptoms early, supportive care, seeking medical attention.</li> </ul> <p>Learners should understand types of care and intervention to meet children’s needs to achieve positive outcomes, including:</p> <ul style="list-style-type: none"> <li>routine health care: regular medical check-ups, vaccinations and treatments for health care for illnesses and injuries</li> <li>nutrition and diet: providing a balanced nutritional diet, suitability for age, supportive for health and positive health and wellbeing</li> <li>sleep and rest: including meeting physical care needs and appropriate environments and routines</li> <li>early intervention programmes: including parenting skills programmes, family support programmes and social services.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different types of care and intervention that support children’s physical and emotional wellbeing.</li> <li>Understand how routine healthcare, nutrition, sleep and early intervention contribute to positive developmental outcomes.</li> </ul> <p>Learners should understand the importance of health education and promotion in preventing many common illnesses, as this forms a key part of public health efforts in Wales. Emphasis should be placed on promoting good hygiene practices, such as regular handwashing using NHS-recommended techniques, maintaining personal cleanliness, avoiding contact with unwell individuals and staying up to date with vaccinations. These measures are effective in reducing the spread of infections, including:</p> <ul style="list-style-type: none"> <li>Health promotion and early intervention <ul style="list-style-type: none"> <li>Health care education and promotion: Discuss how public health campaigns in Wales and the UK raise awareness (e.g. importance of handwashing, illness prevention in early years settings).</li> <li>Immunisation and vaccination: Explore routine childhood vaccinations (MMR, flu, whooping cough) recommended by Public Health Wales.</li> <li>Prevention, diagnosis, treatment and care: Focus on recognising early symptoms (e.g. fever, rashes), seeking timely medical help, and the importance of supportive care (hydration, rest, comfort).</li> </ul> </li> </ul> <p>Learners should also become familiar with the routine immunisations recommended by the NHS, which help prevent a range of childhood illnesses and viral infections, including measles, mumps, rubella (MMR), whooping cough (pertussis), chickenpox and seasonal flu. It is important for learners to understand the value of recognising symptoms early, knowing when to seek medical advice, and following preventative strategies such as vaccination to reduce health risks. They should also appreciate that most common childhood illnesses in Wales, and the UK, are typically managed with supportive care—this includes ensuring adequate hydration, rest and pain relief.</p>
---	---

		<p>Teaching learners when professional medical help is required is essential for improving outcomes for children and preventing complications. This knowledge empowers individuals to take proactive steps in safeguarding child health and promoting wellbeing in both home and early years settings. The types of care and intervention include:</p> <ul style="list-style-type: none"><li>• Routine healthcare: The importance of check-ups, immunisations, dental visits, and treatment of illness or injury.</li><li>• Nutrition and diet: Discuss age-appropriate balanced diets, how food supports development and immunity.</li><li>• Sleep and rest: Explore sleep needs by age group, bedtime routines and healthy sleep environments.</li><li>• Early intervention programmes: Introduce support services like parenting classes, social care and early help strategies.</li></ul> <p>Example activity: Healthy child scenario workshop</p> <p>Divide learners into small groups. Give each group a different child case scenario (e.g. a toddler with a fever, a child with poor diet and sleep, a baby missing vaccinations or a family needing parenting support). Each group needs to identify the key health concern(s) and suggest appropriate care or intervention (e.g. visit GP, refer to dietician, introduce bedtime routine), and explain how their intervention promotes positive outcomes. Each group can present their scenario and recommendations to the class for discussion and provide feedback.</p> <p>Reflection questions:</p> <p>Recap on the purpose and benefits of routine immunisation. Ask each learner to write down and share one new thing they learned about care and intervention.</p>
--	--	---

		<p>Extension task:</p> <p>Create a mini health campaign targeting parents/carers or research a public health programme in Wales and present findings.</p>
<p><b>3.2.4</b> Healthy Child Wales Programme (HCWP)</p>	<p>Learners should know the purposes of the Healthy Child Wales Programme (HCWP):</p> <ul style="list-style-type: none"> <li>• universal and targeted services: universal health service for all children, support from pregnancy to seven years, targeted interventions for specific health or social needs</li> <li>• health checks and assessments: key stage health assessments during child development, routine screenings</li> <li>• support for parents and carers: support including breastfeeding, nutrition, sleep and healthcare and wellbeing information.</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the purpose and structure of the Healthy Child Wales Programme (HCWP).</li> <li>• Distinguish between universal and targeted services offered through the programme.</li> <li>• Identify the key health checks and routine assessments that take place at various stages of child development.</li> <li>• Explain the types of support and information provided to parents and carers through the programme.</li> </ul> <p>Learners should be introduced to the Healthy Child Wales Programme (HCWP) as a key public health initiative that delivers both universal and targeted services from pregnancy through to a child's seventh year. It is important that learners understand the programme's role in promoting the health and wellbeing of all children in Wales, ensuring they are given the best possible start in life. The programme provides a range of support, including routine health monitoring and more specialised services for families who may need additional help, including:</p> <ul style="list-style-type: none"> <li>• An overview of HCWP as a public health programme in Wales.</li> <li>• Universal services: available to all families from pregnancy to age seven.</li> <li>• Targeted services: additional support for families or children with specific health or social needs.</li> </ul> <p>Learners should become familiar with the key developmental health checks delivered at different stages of a child's early life. This includes physical examinations, screening for newborns, physical and growth assessments for infants; and vision and hearing checks for children during the pre-school years, including:</p> <ul style="list-style-type: none"> <li>• the newborn physical examination</li> </ul>

- bloodspot screening
- hearing screening
- infant growth and development assessments
- pre-school vision and hearing checks
- Child Measurement Programme in school
- importance of early identification and intervention.

In addition, learners should be aware of the developmental assessments carried out by trained professionals in schools, particularly as part of the Child Measurement Programme. It is also essential for learners to recognise the valuable support and information provided to parents and carers through the HCWP. HCWP provides health advice and emotional support, including:

- breastfeeding guidance
- weaning and healthy eating
- sleep routines
- emotional wellbeing for parents
- access to health and community services.

Support for parents and carers including guidance on breastfeeding, managing sleep difficulties, introducing solid foods (weaning), preparing healthy meals, and promoting emotional wellbeing in early parenthood help to prevent future health issues. Teachers should encourage learners to explore how this multi-faceted support contributes to improved outcomes for both children and families.

Example activity: Create a parent information pack

To apply knowledge of HCWP by designing an informative and supportive resource for new parents. In pairs or small groups, learners will create a fictional 'Welcome Pack' which could be given to parents by a health visitor as part of the HCWP.

		<p>The pack should include:</p> <ul style="list-style-type: none"><li>• a summary of the HCWP and what it offers</li><li>• a timeline of key developmental checks and screenings (0–7 years)</li><li>• helpful advice for parents on topics such as breastfeeding, sleep routines and healthy eating</li><li>• contact information or signposting to community or online support services.</li></ul> <p>Each group could present their pack to the class, explaining the key features they chose to include and why.</p> <p>Reflection questions:</p> <p>Identify why early support is important for child and family health. Provide a review of each group's parent information pack for understanding and clarity</p> <p>Extension activity:</p> <p>Research a real HCWP leaflet or booklet and evaluate its effectiveness or invite a health visitor or early years professional to speak about their role.</p>
--	--	---

3.3 How professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes	
Content Amplification	Teacher Guidance
<p><b>3.3.1</b> Service provision to achieve positive outcomes</p> <p>Learners should understand that childcare refers to the provision of care and early education for young children, typically from birth to school age, including before/after school care and that it is provided through a range of private and statutory services.</p> <p>Learners should be aware of access to service provision in the mediums of both Welsh and English, including:</p> <ul style="list-style-type: none"> <li>types of childcare settings and play services: services managed by local authorities, community organisations, and schools including: Cylch Meithrin, Cylch Ti a Fi</li> <li>access to childcare and play services in Wales: accessing services for children to experience diverse, enriching accessible play areas and opportunities, including positive health and wellbeing outcomes and barriers to accessing services</li> <li>principles of inclusion: diversity and equity, promoting fair access to childcare services and ensuring that all children have opportunities for participation.</li> </ul> <p>Learners should understand the importance of safeguarding when working in the childcare sector and understand what is meant by the term ‘children and young people at risk of harm’, including:</p> <ul style="list-style-type: none"> <li>All Wales Safeguarding Procedures 2019 and the role of the safeguarding process; identifying concerns and the duty to report these concerns.</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>Understand what childcare entails and the types of services available from birth to school age, including before and after school care.</li> <li>Recognise the availability of childcare services in both Welsh and English, including key settings such as Cylch Meithrin and Cylch Ti a Fi.</li> <li>Appreciate the importance of inclusive, accessible childcare and the barriers some families may face in accessing these services.</li> <li>Understand the core principles of safeguarding, including the All Wales Safeguarding Procedures (2019), and the duty to identify and report concerns for children and young people at risk of harm.</li> </ul> <p>Learners should develop an understanding of the various types of play and childcare services available and how these support children’s development, wellbeing and enjoyment. Teachers should guide learners to recognise the broad range of provisions, including those managed by local authorities such as day nurseries, pre-schools, after-school clubs, holiday schemes and inclusive services that support children with additional learning needs.</p> <p>Learners should also explore community-managed services like playgroups, respite care and local childcare providers, as well as school-managed services including breakfast clubs, after-school clubs and specialist programmes for children with additional needs. Each of these services plays a vital role in supporting children’s growth and learning, while also assisting families and carers in providing safe, nurturing environments.</p> <p>Learners should understand the benefits of play services such as playgroups, outdoor play spaces, parks, inclusive play services and</p>

sports-based activities. Teachers should emphasise how engaging in play promotes physical, social, emotional and cognitive development, contributing to children's long-term health and wellbeing. It is important that learners also recognise potential barriers that may prevent children and their families from accessing these services, such as financial constraints, lack of local provision, communication difficulties, health or mobility issues, transport challenges, time pressures, cultural factors and a lack of accessible facilities. Learners should consider strategies for overcoming these barriers, including free or subsidised services and targeted support, to ensure all children have equal opportunities to benefit from play.

The principles of inclusion, diversity and equity should be highlighted to learners, with a focus on creating play environments where every child, regardless of background, ability or circumstance, feels valued, respected and able to participate fully. Teachers should encourage learners to understand good inclusive practice, including ensuring play areas are accessible to children with disabilities through wheelchair-friendly equipment and sensory play options. Learners should also be made aware of local authority commitments in Wales to provide inclusive play spaces that meet the needs of disadvantaged and vulnerable children.

Through this guidance, learners will appreciate how inclusive and accessible play services contribute to positive health and wellbeing outcomes. Play supports children's physical health, mental resilience, emotional wellbeing and social skills, all of which are essential for healthy development. Teachers should encourage learners to see how promoting fair access to play services helps every child to thrive in a supportive and enriching environment.

Example activity: Childcare and safeguarding scenarios

To help learners apply their knowledge of childcare services, access issues, inclusion and safeguarding responsibilities. To complete the

		<p>activity divide learners into small groups. Each group receives a scenario describing a family’s childcare needs or a safeguarding concern, such as:</p> <ul style="list-style-type: none"> <li>• a Welsh-speaking family looking for playgroup support for their toddler</li> <li>• a child showing signs of neglect at nursery</li> <li>• a family struggling to access childcare due to transport and financial barriers.</li> </ul> <p>Each group to discuss and identify which childcare services/settings would best meet the family’s needs (including language and inclusion considerations). The potential barriers the family might face accessing these services and how safeguarding concerns should be identified and reported, referencing the All Wales Safeguarding Procedures (2019). Each group can present their findings to the class for further discussion.</p> <p>Reflection questions:</p> <p>Q&amp;A to check understanding of safeguarding responsibilities.</p> <p>Extension activity:</p> <p>Provide a short, written reflection on the importance of inclusion and safeguarding in childcare.</p>
<p><b>3.3.2</b> Partnership working</p>	<p>Learners should be aware of partnership working, including:</p> <ul style="list-style-type: none"> <li>• key partners in childcare: effective communication and support provision for parents and families, the role of childcare professionals and health professionals</li> <li>• Play Wales: Key areas of Play Wales’ work, including support for play workers and childcare practitioners, and collaboration to build partnerships with educational and childcare providers within settings</li> <li>• Care inspectorate Wales (CIW): benefits of partnership working, provision of quality care and early intervention,</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key partners involved in supporting children and families.</li> <li>• Describe the roles of childcare professionals and health professionals in effective partnership working.</li> <li>• Explain the key functions of Play Wales and how it supports play professionals.</li> <li>• Understand the role of Care Inspectorate Wales (CIW) in regulating and supporting quality care.</li> <li>• Recognise the benefits of multi-agency working and how it leads to positive outcomes for children.</li> </ul>

	<p>CIW being the regulatory body responsible for inspecting and regulating services such as social care, early years, and play services in Wales</p> <p>Learners should understand the different ways that professionals can work together in partnership to streamline and improve collaboration and communication to meet the needs of children in Wales to achieve positive outcomes.</p>	<p>Learners should be introduced to the key professionals who support children’s development and wellbeing in partnership with families. Emphasise the roles of childcare practitioners and a range of specialists, including speech and language therapists, child psychologists, doctors, nurses, paediatricians, and occupational or physical therapists. These professionals play a crucial role in promoting the physical, emotional, and cognitive development of children in early years and childcare settings.</p> <p>Learners should also explore the concept of partnership working, particularly its importance to organisations such as Play Wales. Highlight how Play Wales works with local authorities, educators, community groups, and other organisations to promote and protect children's right to play. Encourage discussion on how collaborative approaches lead to more inclusive and sustainable play opportunities across Wales.</p> <p>It is also important for learners to understand the role of Care Inspectorate Wales (CIW). Explain that CIW is responsible for regulating and inspecting childcare services to ensure they meet high standards of quality, safety and effectiveness. Learners should be aware that CIW promotes partnership working and early intervention across care and education services, particularly in support of vulnerable children and families.</p> <p>Introduce learners to the play sufficiency duty in Wales. Explain that local authorities are legally required to assess the availability of play opportunities and take action to ensure that children have access to a range of safe, inclusive play spaces. This includes structured and unstructured play, and opportunities for children to explore, take risks and interact with peers freely.</p>
--	--	--

		<p>Encourage learners to reflect on how these partnerships and policies contribute to the overall development and wellbeing of children in their care.</p> <p>Example activity 1: Partner profiles</p> <p>Divide learners into small groups. Assign each group one partner agency or professional (e.g. Play Wales, CIW, speech therapist, nursery worker, GP). Each group can create a short profile poster or presentation answering:</p> <ul style="list-style-type: none"><li>• Who are they?</li><li>• What is their role in childcare?</li><li>• How do they support families/children?</li><li>• How do they work with others?</li></ul> <p>Groups then plan and organise their findings and present briefly to the class. Summarise key points on the board and encourage learners to give examples from the activity.</p> <p>Example activity 2: Write a short paragraph explaining how partnership working between a nursery practitioner and a health visitor can support a child with speech delay.</p> <p>Reflection questions:</p> <p>Discuss why partnership working is important for children in Wales. Create an opportunity for reflection and peer evaluation of group posters or presentations.</p> <p>Extension task:</p> <p>Provide a leaflet to hand out to parents and carers to support their understanding of the benefits of multi-agency working and how it leads to positive outcomes for children.</p>
--	--	--

<p><b>3.3.3</b> The role of childcare professionals</p>	<p>Learners should know the role of childcare professionals, in both private and statutory settings, including:</p> <ul style="list-style-type: none"> <li>● childcare workers: <ul style="list-style-type: none"> <li>● early education and childcare assistants (nursery assistants)</li> <li>● early education and childcare practitioners (nursery nurses)</li> <li>● childminders</li> </ul> </li> <li>● nursery managers and supervisors</li> <li>● teaching assistants</li> <li>● one-to-one support or learning support assistants (LSA)</li> <li>● play workers.</li> </ul>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> <li>● Identify different childcare roles in both private and statutory settings.</li> <li>● Describe the responsibilities and contributions of key childcare professionals.</li> <li>● Understand how these professionals support children's development and wellbeing.</li> <li>● Recognise the collaborative nature of childcare roles within early years environments.</li> </ul> <p>Teachers should support learners in developing an understanding of the key partners involved in childcare and how these professionals contribute to supporting children's development and wellbeing. Learners should explore the roles of a range of professionals, including childcare staff, speech and language therapists, child psychologists, and healthcare providers such as doctors, nurses, paediatricians and occupational therapists. These professionals work together to meet children's physical, emotional and developmental needs, particularly within childcare and early years settings.</p> <p>Learners should also be introduced to the importance of partnership working in supporting children's play and development. Teachers should highlight how collaborative working across different organisations, including local authorities, education providers, healthcare professionals and community groups, underpins the mission of Play Wales. This includes ensuring children have access to quality, inclusive and meaningful play opportunities that support their holistic development. Learners should understand that through effective partnerships, Play Wales is able to advocate for children's right to play and improve the quality and accessibility of play across the country.</p> <p>Additionally, learners should be aware of the role of Care Inspectorate Wales (CIW) in monitoring and regulating childcare and play services to ensure they meet national standards of quality, safety and</p>
---	--	--

effectiveness. Teachers should explain that CIW not only promotes the wellbeing of children and vulnerable groups but also encourages early intervention and partnership working across services to support better outcomes for families. Learners should understand that CIW plays a vital role in ensuring children receive safe, high-quality care and that services are well-managed and responsive to children's needs.

Finally, learners should become familiar with the Play Sufficiency Duty, which requires local authorities in Wales to assess the availability of play opportunities in their communities. Teachers should guide learners in exploring how this duty supports the development and maintenance of accessible, inclusive play spaces such as parks, playgrounds and community areas. The focus should be on the importance of providing opportunities for unstructured, free and self-directed play that supports children's independence, social skills and decision-making.

Provide an overview of childcare settings: private (e.g. independent nurseries, childminders) and statutory (e.g. school-based nurseries, local authority services). Provide an introduction to key roles:

- childcare workers
- early education and childcare assistants (nursery assistants)
- early education and childcare practitioners (nursery nurses)
- childminders
- nursery managers and supervisors
- teaching assistants
- one-to-one or learning support assistants (LSAs)
- play workers.

Include the day-to-day responsibilities of each role. How each professional supports child development, safety, play, learning and emotional wellbeing, and the importance of teamwork and communication in multi-disciplinary childcare environments.

Example activity: Role match and scenario task

		<p>To help learners explore and apply knowledge of the different childcare roles and understand their responsibilities.</p> <p>Provide information cards with: Job titles (e.g. nursery assistant, childminder, play worker), include job descriptions/responsibilities (e.g. provides care and learning activities for children aged 0–5 in a nursery setting). Provide real-life scenarios (e.g. a child becomes upset during snack time and needs comforting and redirection).</p> <p>In small groups, learners match the job titles to their correct descriptions and match them to the most appropriate scenario. Each group presents one job role and explains: what setting they would work in? what their responsibilities are and how they would respond to the scenario? As a class, discuss any overlap between roles and highlight the importance of working together in childcare settings.</p> <p>Reflection questions:</p> <p>Individual and group Q&amp;A to check understanding of roles and responsibilities.</p> <p>Extension activity:</p> <p>Learners can write a short description of a chosen role or create a class display of 'childcare roles in our community'.</p>
--	--	--

<p><b>3.3.4</b> The benefits of play and play work</p>	<p>Learners should understand the benefits of play and play work, including:</p> <ul style="list-style-type: none"> <li>• the importance of play in child development (PILES)</li> <li>• stages of play</li> <li>• play work principles (Play Wales)</li> <li>• indoor and outdoor play</li> <li>• supporting play through enabling strategies and supportive behaviour approaches.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of play for child development, referencing PILES (Physical, Intellectual, Language, Emotional, Social).</li> <li>• Describe the stages of play and how they relate to a child's development.</li> <li>• Understand and apply the Playwork Principles (Play Wales).</li> <li>• Compare the value of indoor and outdoor play environments.</li> <li>• Explore enabling strategies and behaviour approaches that support inclusive and effective play.</li> </ul> <p>Teachers should ensure that learners develop an understanding of the different forms of play and how each contributes to a child's overall development. From traditional games to imaginative and creative activities, play supports the development of essential life skills, including communication, problem-solving, social interaction and emotional regulation. Learners should be introduced to the range of play types and how each supports children's progress across all areas of development—physical, intellectual, language, emotional and social (PILES). The importance of play in child development (PILES), including:</p> <ul style="list-style-type: none"> <li>• how play supports growth in each developmental area</li> <li>• examples of activities that promote PILES development.</li> </ul> <p>Learners should also gain an understanding of how children's play evolves through developmental stages. Beginning with solitary play in the early years, children gradually move toward parallel, associative and cooperative play as they grow. Teachers should guide learners to recognise how these stages align with developmental milestones, and how play becomes increasingly social, structured, and imaginative over time—laying the groundwork for learning, emotional development and relationship-building. Including how play evolves with age and development.</p>
--	--	---

It is important that learners are introduced to the Playwork Principles, as outlined by Play Wales, which guide practitioners in creating play environments that are inclusive, accessible, and responsive to the needs of all children, regardless of background, ability or additional needs. Teachers should encourage learners to explore how these principles ensure every child has the opportunity to engage in play that is meaningful and respectful of their individual interests and circumstances. Including, an overview of the 8 principles, the importance of respecting children's right to play and creating inclusive, child-led environments.

In addition, learners should understand the importance of both indoor and outdoor play environments. Indoor play can offer structure, safety and opportunities for creative, focused tasks, while outdoor play encourages physical activity, risk-taking, social engagement and connection with the natural world. Learners should also understand:

- how both indoor and outdoor environments are vital in supporting balanced and holistic development
- the differences between both environments in relation to health, creativity and social benefits.

Finally, learners should explore the wider benefits of supporting play, especially in relation to children who may have experienced Adverse Childhood Experiences (ACEs) or who present with behavioural needs. Teachers should guide learners to recognise how play can be used therapeutically and developmentally and introduce enabling strategies and behaviour support approaches that encourage participation, build resilience and promote positive emotional wellbeing. Including supporting play through enabling strategies, such as:

- The role of adults in facilitating and observing play
- Behaviour support and inclusive practice
- Responding to the needs of children with behavioural challenges or Adverse Childhood Experiences (ACEs)

		<p>Example activity: Play environment design challenge</p> <p>To help learners apply their knowledge of play benefits, stages, environments and inclusive strategies implemented in Wales. In pairs or small groups, learners design a play area (either indoor, outdoor, or a combination) for children aged 3–7. Their design must consider: How it supports PILES development. The stages of play (e.g. space for solitary and group play). The Playwork Principles in Wales (e.g. accessible, child-led) and inclusion strategies and behavioural support. Learners can present their design to the class, explaining how it meets children's developmental and emotional needs.</p> <p>Reflection questions:</p> <p>Outline why play is essential in early childhood. Q&amp;A during presentations and class discussion.</p> <p>Extension activity:</p> <p>Learners could create a fact sheet summarising the Playwork Principles or plan a sample daily play schedule for a nursery or playgroup.</p>
--	--	---

## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
<p>Explore local health and social care, and childcare provision and services to make connections that develop a stronger sense of cynefin</p>	<p><b>3.3.1</b> Service provision to achieve positive outcomes. The types of childcare settings and play services: services managed by local authorities, community organisations, and schools including: Cylch Meithrin, Cylch Ti a Fi.</p> <p><b>Activity – Childcare and safeguarding scenarios</b> The potential barriers the family might face accessing these services and how safeguarding concerns should be identified and reported, referencing All Wales Safeguarding Procedures 2019. Each group can present their findings to the class for discussion.</p> <p><b>3.3.2</b> Describe the roles of childcare professionals and health professionals in effective partnership working.</p> <p><b>Activity – Partner profiles</b> Each group assigned one partner agency or professional (e.g. Play Wales, CIW, speech therapist, nursery worker, GP). Each group can create a short profile poster or presentation.</p> <p><b>3.3.4</b> Understand and apply the Playwork Principles (Play Wales). Learners apply their knowledge of play benefits, stages, environments and inclusive strategies implemented in Wales.</p> <p><b>Activity – Play environment design challenge</b> Learners design a play area for children aged 3–7. Their design must consider The Playwork Principles in Wales, inclusion strategies and behavioural support. Learners present their design to the class.</p>

<p>Explore career opportunities within health and social care, and childcare</p>	<p><b>The exploration of significant roles in care and health</b></p> <p><b>3.3.3</b> Role match and scenario task. To help learners explore and apply knowledge of the different childcare roles and understand their responsibilities.</p> <p>Provide information cards with: Job titles (e.g. nursery assistant, childminder, play worker), include job descriptions/responsibilities (e.g. provides care and learning activities for children aged 0–5 in a nursery setting). Provide real-life scenarios (e.g. a child becomes upset during snack time and needs comforting and redirection).</p> <p>In small groups, learners match the job titles to their correct descriptions and match them to the most appropriate scenario. Each group presents one job role and explains: what setting they would work in? what their responsibilities are and how they would respond to the scenario? As a class, discuss any overlap between roles and highlight the importance of working together in childcare settings.</p> <p><b>3.2.2</b> The role caregivers and educators play in supporting children with developmental disorders.</p> <p><b>3.2.4</b> The purpose and structure of the Healthy Child Wales Programme (HCWP) - in promoting the health and wellbeing of all children in Wales.</p> <p><b>3.3.1</b> All Wales Safeguarding Procedures 2019 and the role of the safeguarding process; identifying concerns and the duty to report these concerns.</p>
<p>Hear directly from, and interact with, health and social care, and childcare professionals, either in person or online, to appreciate their experiences of working within the sector</p>	<p><b>3.2.4</b> To explore the purpose and structure of the Healthy Child Wales Programme (HCWP) - Invite a health visitor or early years professional to speak about their role</p> <p><b>3.1.5</b> To introduce John Bowlby's Attachment Theory - Use a short case study or video to help learners connect theory to real-world scenarios.</p> <p><b>3.1.6</b> Exploring Bandura's Social Learning Theory - Provide learners with a short video clip or summary of Bandura's Bobo Doll Experiment.</p> <p><b>3.3.3</b> The role of childcare professionals – Invite childcare professionals from private and statutory settings to speak about their role</p>

<p>Make appropriate use of digital technology</p>	<p><b>3.2.4 Activity</b> – Create a parent information pack – To apply knowledge of HCWP by designing an informative and supportive resource for new parents.</p> <p><b>3.3.2 Activity</b> – Create a short profile poster – To reflect on how partnerships and policies contribute to the overall development and wellbeing of children in their care.</p> <p><b>3.3.3 Activity</b> – create a class display of ‘childcare roles in our community’. To reflect the responsibilities and contributions of key childcare professionals.</p> <p><b>3.3.4 Activity</b> – Create a fact sheet summarising the Playwork Principles or plan a sample daily play schedule for a nursery or playgroup. To apply knowledge of the Playwork Principles (Play Wales).</p> <p><b>3.1.6 Activity</b> – Create a poster showing how children learn behaviour through observation, including examples of positive and negative role models. To recognise the importance of role modelling, positive reinforcement and observational learning in shaping social development.</p> <p><b>3.2.2 Activity</b> – To research one of the developmental disorders in more detail and create a presentation or poster that includes the key symptoms, the treatment methods, the role of early intervention, IDPs and any personal experiences. To recognise the role of early intervention and the use of individual development plans (IDPs) for children with intellectual disabilities and learning disorders.</p> <p><b>3.2.3 Activity</b> – Create a mini health campaign targeting parents/carers, or research a public health programme in Wales and present findings. Explain the importance of health education and promotion in preventing and controlling disease.</p>
<p>Develop collaboration and teamwork skills by working with, and learning from, others</p>	<p>Activities included within Unit 3 promote and develop the ability to interact and cooperate with others in group settings. For example, activities support collaboration and working together using terminology such as:</p> <ul style="list-style-type: none"> <li>● groups can share their answers and reasoning with the class</li> <li>● groups present their findings</li> <li>● each group then shares a short summary.</li> </ul>

## Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands		
Cross-cutting Themes		
Local, National & International Contexts	<p>There are many opportunities to include <b>Local, National and International Contexts</b> in <b>GCSE Health and Social Care, and Childcare</b>. These opportunities are important to Learners because they allow them to understand how play environments are influenced by cultural, societal and policy-based factors at different levels.</p> <p>Below are some examples of how <b>Local, National &amp; International Contexts</b> can be embedded into teaching and learning:</p>	
	<p><b>Specification Reference</b></p> <p>3.3.4</p>	<p><b>Amplification</b></p> <p>Access to play services in Wales: accessing play services for children to experience diverse, enriching accessible play areas and opportunities.</p>

	<p>3.3.3</p>	<p>Learners should know the role of childcare professionals, in both private and statutory settings, including:</p> <ul style="list-style-type: none"> <li>● childcare workers: <ul style="list-style-type: none"> <li>● early education and childcare assistants (nursery assistants)</li> <li>● early education and childcare practitioners (nursery nurses)</li> <li>● childminders</li> </ul> </li> <li>● nursery managers and supervisors</li> <li>● teaching assistants</li> <li>● one-to-one support or learning support assistants (LSA)</li> <li>● play workers</li> </ul>	<p>Scandinavia which helps them understand the practical application of theory in real-world settings, and an appreciation of how developmental needs and rights of children are universally recognised but locally adapted</p> <p><b>3.3.3</b> Learners should understand how each professional supports child development, safety, play, learning and emotional wellbeing, and the importance of teamwork and communication in multi-disciplinary childcare environments</p> <p><b>Example activity: Role match and scenario task</b></p> <p>To help learners explore and apply knowledge of the different childcare roles and understand their responsibilities. Provide information cards with: Job titles (e.g. nursery assistant, childminder, play worker), include job descriptions/responsibilities (e.g. provides care and learning activities for children aged 0–5 in a nursery setting). Provide real-life scenarios (e.g. a child becomes upset during snack time and needs comforting and redirection).</p> <p>In small groups, learners match the job titles to their correct descriptions and then match them to the most appropriate scenario. Each group presents one job role and explains: what setting they would work in? what their responsibilities are and how they would respond to the scenario? As a class, discuss any overlap between roles and highlight the importance of working together in childcare settings.</p> <p><b>3.2.3</b> Learners to understand the value of recognising symptoms early, knowing when to seek medical advice, and following preventative strategies such as vaccination to reduce health risks.</p> <p><b>Example activity: Healthy child scenario workshop</b></p>
--	--------------	---	---

	3.2.3	Awareness of the immunisation/vaccinations routinely recommended by the NHS to prevent many childhood illnesses and viral infections.	<p>Divide learners into small groups. Give each group a different child case scenario (e.g. a toddler with a fever, a child with poor diet and sleep, a baby missing vaccinations, or a family needing parenting support). Each group must:</p> <p>Each group needs to identify the key health concern(s) and suggest appropriate care or intervention (e.g. visit GP, refer to dietician, introduce bedtime routine), and explain how their intervention promotes positive outcomes. Each group can present their scenario and recommendations to the class for discussion and provide feedback.</p>
<p><b>There are many opportunities to include Sustainability in GCSE Health and Social Care, and Childcare. These opportunities are important to Learners because they encourage them to think critically about the long-term impact of their decisions on the environment, society and the economy.</b></p> <p><b>Below are some examples of how Sustainability can be embedded into teaching and learning:</b></p>			
Sustainability	<p><b>Specification Reference</b></p> <p>3.3.2</p>	<p><b>Amplification</b></p> <p>Key areas of Play Wales work, including support for play workers and collaboration to build partnerships with educational and childcare providers</p>	<p><b>Example</b></p> <p>By exploring the roles of key professionals, such as, childcare practitioners, therapists and health specialists, learners understand how collaborative working supports children’s physical, emotional and cognitive development. This reflects Play Wales’ focus on multi-agency support and the importance of sustainable, inclusive, child-led, and developmentally supportive environments. These professionals play a crucial role in promoting the physical, emotional, and cognitive development of children in early years and childcare settings.</p> <p>Integrating sustainability also supports the development of key skills such as problem-solving, creativity and innovation, preparing learners for future careers in a world that increasingly values sustainable thinking, which links closely</p>

			<p>with Play Wales' work in supporting playworkers and building partnerships across education and childcare. It encourages learners to think about long-term, inclusive approaches to play that benefit both children and the environment.</p> <p><b>Example activity:</b> Learners can write a short description of a chosen role or create a class display of 'childcare roles in our community'</p>
<p>Relationships and Sexuality Education</p>	<p><b>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Health &amp; Social Care, and Childcare. These opportunities are important to Learners because they help develop an understanding of how early relationships influence emotional wellbeing, identity and the ability to form healthy relationships later in life.</b></p> <p><b>Below are some examples of how RSE can be embedded into teaching and learning:</b></p>		
	<p><b>Specification Reference</b></p> <p>3.1.5</p>	<p><b>Amplification</b></p> <p>Theory of development including John Bowlby's attachment theory and behaviours</p>	<p><b>Example</b></p> <p>For example, when exploring Bowlby's attachment theory, learners examine how secure attachments with caregivers are the foundations of emotional stability and relationship development. Through activities such as analysing case studies or watching video scenarios, learners can see how early attachment behaviours, like seeking comfort or distress when separated and relate to future emotional health and interpersonal relationships.</p> <p>Linking this with RSE helps learners recognise the importance of trust, empathy and emotional safety in all relationships, and builds their awareness of how early caregiving experiences shape personal boundaries, communication and emotional resilience.</p> <p><b>Example activity: Bowlby's attachment theory</b></p>

Explain John Bowlby's theory:

- Children form an attachment to a primary caregiver.
- Secure attachments lead to emotional stability.
- Lack of attachment can lead to anxiety, difficulty forming relationships.

Discuss attachment behaviours such as crying when separated, seeking comfort, and clinging to or following caregiver. Use a short case study or video to help learners connect theory to real-world scenarios.

Human Rights Education and Diversity	<p><b>There are many opportunities to include Human Rights Education and Diversity in GCSE Health &amp; Social Care, and Childcare. These opportunities are important to Learners because they help them understand the importance of fairness, inclusion and respect for all individuals, regardless of background, ability or circumstance.</b></p> <p><b>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</b></p>		
	<i><b>Specification Reference</b></i>	<i><b>Amplification</b></i>	<i><b>Example</b></i>
3.3.4	<p>Principles of inclusion, diversity and equity: promoting fair access to play services and ensuring that all children, regardless of background, ability, or circumstance, can benefit from play opportunities. These principles focus on creating environments where every child feels valued, respected, and able to participate fully.</p>	<p>This activity introduces learners to the Playwork Principles, as outlined by Play Wales which guide practitioners in creating play environments that are inclusive, accessible and responsive to the needs of all children, regardless of background, ability or additional needs. This activity links to Human Rights Education and Diversity by encouraging learners to explore how the Playwork Principles support every child’s right to play (UNCRC). By learning how to create inclusive, accessible, and child-led play environments, learners gain an understanding of how to respect and respond to each child’s individual needs, background, ability, and circumstances. The activity promotes the values of equality, fairness, and respect for diversity, helping learners see how practitioners can uphold children’s rights through everyday decisions and inclusive practice in play settings.</p> <p>Teachers should encourage learners to explore how these principles ensure every child has the opportunity to engage in play that is meaningful and respectful of their individual interests and circumstances. Including, an overview of the 8 principles, the importance of respecting children's right to play and creating inclusive, child-led environments.</p> <p><b>Example activity: Play environment design challenge.</b></p>	

			<p>To help learners apply their knowledge of play benefits, stages, environments and inclusive strategies implemented in Wales. In pairs or small groups, learners design a play area (either indoor, outdoor, or a combination) for children aged 3–7. Their design must consider: How it supports PILES development. The stages of play (e.g. space for solitary and group play). The Playwork Principles in Wales (e.g. accessible, child-led) and inclusion strategies and behavioural support. Learners can present their design to the class, explaining how it meets children's developmental and emotional needs.</p>
--	--	--	---

<p>Careers and Work-Related Experiences</p>	<p><b>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE Health &amp; Social Care, and Childcare. These opportunities are important to Learners because they help them understand the wide range of professional roles involved in supporting children's development and wellbeing, and how these roles work together in real-world settings.</b></p> <p><b>Below are some examples of how CWRE can be embedded into teaching and learning:</b></p>		
	<p><b>Specification Reference</b></p> <p>3.3.3</p>	<p><b>Amplification</b></p> <p>Awareness of the key partners in childcare supporting parents and families in their children's development, including childcare professionals and specialists including speech therapists, child psychologists, and healthcare providers, including doctors, nurses, paediatricians, and therapists which play a critical role in supporting the physical and mental wellbeing of children in childcare settings.</p>	<p><b>Example</b></p> <p>This activity provides an overview of varied careers and work-related experiences in childcare settings, such as private (e.g. independent nurseries, childminders) and statutory (e.g. school-based nurseries, local authority services), and provides an introduction to key roles. Learners gain insight into the skills, responsibilities and pathways involved in these careers.</p> <p>Include the day-to-day responsibilities of each role. How each professional supports child development, safety, play, learning and emotional wellbeing, and the importance of teamwork and communication in multi-disciplinary childcare environments.</p> <p>This awareness helps learners make informed choices about their future, understand the importance of multi-agency working, and appreciate how professionals support both children and families in diverse and meaningful ways.</p> <p><b>Example Activity: Role match and scenario task</b></p> <p>To help learners explore and apply knowledge of the different childcare roles and understand their responsibilities.</p> <p>Provide information cards with: Job titles (e.g. nursery assistant, childminder, play worker), include job descriptions/responsibilities (e.g. provides care and learning activities for children aged 0–5 in a nursery</p>

setting). Provide real-life scenarios (e.g. a child becomes upset during snack time and needs comforting and redirection).

In small groups, learners match the job titles to their correct descriptions and then match them to the most appropriate scenario. Each group presents one job role and explains: what setting they would work in? What their responsibilities are and how they would respond to the scenario? As a class, discuss any overlap between roles and highlight the importance of working together in childcare settings.

Cross-curricular Skills – Literacy			
<p><b>There are many opportunities to include Literacy in GCSE Health &amp; Social Care, and Childcare. These opportunities are important to learners because they help develop the communication, reading and writing skills needed to accurately understand, describe and explain complex topics related to child development and health.</b></p> <p><b>Below are some examples of how Literacy can be embedded into teaching and learning:</b></p>			
Listening	<p><b>Specification Reference</b></p> <p>3.2.2</p>	<p><b>Amplification</b></p> <p>Identify and describe delayed development and growth concerns in children, including causes and impacts. Understand key developmental disorders, such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), including symptoms and treatment.</p> <p>Recognise the role of early intervention and the use of individual development plans (IDPs) for children with intellectual disabilities and learning disorders.</p>	<p><b>Example</b></p> <p><b>Example activity: Case study and intervention plan.</b></p> <p>Begin with dividing the class into small groups. Provide each group with a case study of a child exhibiting growth or developmental concerns (e.g., a child with failure to thrive, a child showing signs of ADHD, or a child with learning disabilities). Each group to identify the concern (e.g., ASD, ADHD, failure to thrive). Groups to discuss symptoms, causes and appropriate treatments or interventions. Each group can design an intervention plan, focusing on early intervention, adaptive behaviour support, and the potential use of an IDP. Each group can present their findings to the class.</p> <p>This activity supports the development of reading skills, as learners must interpret and extract key information from the case study. Through group discussion and presentation learners also build listening skills, as they must actively engage with peers' ideas, respond appropriately and consider different viewpoints.</p>

<p>Reading</p>	<p><b>Specification Reference</b></p> <p>3.1.4</p>	<p><b>Amplification</b></p> <p>Define and differentiate receptive language, expressive language, and vocabulary development</p>	<p><b>Example</b></p> <p>Learners should understand the importance of supporting vocabulary development, as expanding a child’s vocabulary enhances their overall language comprehension.</p> <p><b>Example activity: Language development table</b></p> <p>Learners to complete a table identifying examples of each intellectual skill at each life stage using information gathered from reading case studies, textbook extracts or other written resources. This activity helps develop their reading for understanding as they must identify key details, interpret terminology and extract relevant information. It also encourages learners to compare and evaluate written content, supporting the development of critical thinking and effective notetaking (example table provided in 3.1.4).</p>
<p>Speaking</p>	<p><b>Specification Reference</b></p> <p>3.1.3</p>	<p><b>Amplification</b></p> <p>Identify key intellectual milestones during infancy (0–2), childhood (3–12), and adolescence (13–19)</p>	<p><b>Example</b></p> <p><b>Example activity:</b> Divide learners into 3 small groups. Assign each group a life stage: Infancy (0–2 years), childhood (3–12 years), adolescence (13–19 years).</p> <p>Provide each group with Intellectual Development Milestone Cards. Learners sort the examples below into the following categories and to discuss their reasoning of choice with the class:</p> <ul style="list-style-type: none"> <li>● cognitive development</li> <li>● problem solving</li> <li>● creative thinking</li> <li>● mental capacity/mental development.</li> </ul> <p>This activity develops speaking skills by encouraging</p>

			learners to articulate their reasoning, explain their choices clearly, and engage in group discussion and class presentation, building confidence in verbal communication, a key skill for both assessments and future professional roles.
Writing	<p><b>Specification Reference</b></p> <p>3.1.2</p>	<p><b>Amplification</b></p> <p>Identify and describe physical development milestones at different life stages: infancy, childhood and adolescence</p>	<p><b>Example</b></p> <p>Writing skills are developed through a range of in-class activities, such as writing a summary to describe how a child of a specific age might show physical development across gross motor, fine motor, co-ordination and strength. This helps learners practice using subject-specific vocabulary, organising information clearly and communicating ideas effectively, essential skills for coursework, exams and professional documentation in health, social care, and childcare settings.</p> <p><b>Example activity:</b> Learners could write a summary of how a child of a specific age (e.g., 4, 10, or 16) might show physical development in each of the four areas: gross motor, fine motor, co-ordination and strength.</p>

Cross-curricular Skills – Numeracy			
<p>There are many opportunities to include Numeracy in GCSE Health and Social Care, and Childcare. These opportunities are important to learners because they help develop the ability to interpret and use numerical information in real-life contexts, such as measuring growth rates, calculating BMI, analysing developmental milestones, and managing time or resources in care settings.</p> <p>Below are some examples of how Numeracy can be embedded into teaching and learning:</p>			
<p>Developing Mathematical Proficiency</p>	<p><b>Specification Reference</b></p> <p>3.1.1</p>	<p><b>Amplification</b></p> <p>Life stages, expected milestones, and physical, intellectual, language, emotional and social (PILES) development</p>	<p><b>Example</b></p> <p>Learners use numeracy skills to track and compare expected developmental milestones across life stages, such as measuring growth (height, weight), interpreting percentile charts and analysing the timing of physical or intellectual changes. Numeracy also supports understanding age-related patterns in language acquisition, emotional regulation and social interaction, helping learners identify typical and delayed development using numerical development data and charts.</p> <p><b>Example activity 1: Guess the stage</b></p> <ul style="list-style-type: none"> <li>● Show pictures or descriptions of behaviours (e.g., learning to walk, starting school, going through puberty).</li> <li>● Ask learners to guess the life stage.</li> <li>● Briefly introduce the three life stages: Infancy (0–2), Childhood (3–12), Adolescence (13–19).</li> </ul>

	<b>Specification Reference</b>	<b>Amplification</b>	<b>Example</b>
Understanding the number system helps us to represent and compare relationships between numbers and quantities	3.1.1	Life stages, expected milestones, and physical, intellectual, language, emotional and social (PILES) development	<p>Understanding number systems helps learners represent and compare relationships between numbers and quantities. These charts track children's growth and milestones, allowing learners to analyse patterns, identify typical or delayed development and make informed decisions based on numerical data in health and childcare settings.</p> <p><b>Example activity 2: Life stages timeline</b></p> <p>To consolidate understanding of when key developmental events typically occur. Give learners a mixed set of milestone cards (e.g., starts walking, makes best friends, goes through puberty, says first word). In pairs or small groups, learners sort and stick the cards into the correct life stage on a blank timeline worksheet. Groups can share their answers and reasoning with the class.</p>

	<b>Specification Reference</b>	<b>Amplification</b>	<b>Example</b>
<p>Learning that statistics represent data and that probability models chance help us make informed inferences and decisions</p>	<p>3.2.2</p>	<p>Growth and developmental concerns</p> <ul style="list-style-type: none"> <li>• delayed development and growth concerns: failure to thrive, prenatal and perinatal factors, genetic, hereditary disorders and environmental factors, including organic and non-organic failures</li> </ul>	<p>Learning that statistics show data and probability shows chance helps learners understand child development better. It helps them spot patterns, predict what might happen and make good decisions to support children’s growth and wellbeing.</p> <p>Learners should develop an understanding of delayed development and the importance of recognising when a child does not reach expected developmental milestones in one or more areas, such as motor skills, speech and language, or social and cognitive abilities.</p> <p><b>Example activity 1: Possible causes of delayed development in children</b></p> <ul style="list-style-type: none"> <li>• Explain the terms growth concerns and developmental delays and introduce the main categories to be discussed:             <ul style="list-style-type: none"> <li>• Delayed development and growth concerns</li> <li>• Developmental disorders (ASD, ADHD)</li> <li>• Intellectual disabilities and learning disorders</li> </ul> </li> </ul> <p>Create an opportunity for a think, pair, share activity by asking learners what they think could cause or increase delayed development or growth in children (e.g., environmental factors, genetic conditions, lack of proper nutrition). Allow learners to make notes and then share ideas with a partner. Each pair can write their ideas on the whiteboard. Selected pairs can share their ideas with the whole class for an opportunity to discuss as a whole class.</p>

**Cross-curricular Skills – Digital Competence**

There are many opportunities to include Digital Competence in GCSE Health and Social Care, and Childcare. These opportunities are important to learners because they develop essential skills for accessing, evaluating and managing digital information, using online resources for research and communicating effectively in modern care settings. Digital competence also prepares learners for the increasing use of technology in health and childcare professions, such as digital record-keeping, virtual consultations and educational tools.

Below are some examples of how Digital Competence can be embedded into teaching and learning:

	<b>Specification Reference</b>	<b>Amplification</b>	<b>Example</b>
Citizenship	3.1.4	Language development and expected milestones	<p>Digital competence supports citizenship by helping learners use online information safely and responsibly through gaining the understanding of valid and reliable research skills. This teaches learners how to respect others, protect privacy and online resources in an informed way.</p> <p><b>Example activity:</b> Research how language development may be affected by bilingualism or special educational needs (e.g., speech delay, autism).</p>

<p>Interacting and Collaborating</p>	<p><b>Specification Reference</b></p> <p>3.2.1</p>	<p><b>Amplification</b></p> <p>Learners should understand the role of Public Health Wales in infection control in childcare settings, including exclusion periods for infection control, notifiable diseases and reporting requirements</p>	<p><b>Example</b></p> <p>Learners will be interacting and collaborating while working in groups to share information, discuss findings and create a shared response.</p> <p><b>Example activity 2: Illness match-up and response plan</b></p> <p>To help learners apply knowledge of symptoms and interventions in real-world scenarios, provide groups with illness cards (name and symptoms) and a treatment &amp; care sheet with, likely causes, treatment approaches, exclusion period and whether it's notifiable or not.</p> <p>Learners can match the illness to the correct response information. Each group then shares a short summary of one illness, explaining, how it spreads, what action a childcare provider should take and when it must be reported.</p>
<p>Producing</p>	<p><b>Specification Reference</b></p> <p>3.1.6</p>	<p><b>Amplification</b></p> <p>Social development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years</p> <ul style="list-style-type: none"> <li>● social skills</li> <li>● peer relationships</li> <li>● cultural awareness</li> <li>● behaviour development</li> <li>● theory of development including Albert Bandura's, Bobo doll experiment.</li> </ul>	<p><b>Example</b></p> <p>Learners will create a digital poster to present information clearly and effectively. They will develop skills in designing, formatting and organising content using digital tools such as presentation software or graphic design programmes. By selecting appropriate images, text and layout.</p> <p><b>Example activity:</b> Create a poster showing how children learn behaviour through observation, including examples of positive and negative role models.</p>

	<b>Specification Reference</b>	<b>Amplification</b>	<b>Example</b>
Data and Computational Thinking	3.1.6	<p>Social development and milestones of children during infancy 0-2 years, childhood 3-12 years and adolescence 13-19 years</p> <ul style="list-style-type: none"> <li>• social skills</li> <li>• peer relationships</li> <li>• cultural awareness</li> <li>• behaviour development</li> <li>• theory of development including Albert Bandura's, Bobo doll experiment.</li> </ul>	<p>Learners will develop data and computational thinking through gathering and organising examples of behaviour from different sources. They may group the behaviours into positive or negative types and think about how children learn by observing others based on their learning of Albert Bandura's, Bobo doll experiment. This helps them develop skills in sorting information, spotting patterns and making simple conclusions.</p> <p><b>Example activity:</b> Create a poster showing how children learn behaviour through observation, including examples of positive and negative role models.</p>

## Integral Skills

There are many opportunities to include Creativity and Innovation in GCSE Health and Social Care, and Childcare. These opportunities are important to learners because they encourage learners to think differently, solve problems in new ways and design creative solutions, such as planning inclusive play environments or developing personalised care strategies that meet the diverse needs of children and families in real-world settings.

Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:

	<b>Specification Reference</b>	<b>Amplification</b>	<b>Example</b>
Creativity and Innovation	3.2.4	<p>Universal and targeted services: universal health service for all children, support from pregnancy to seven years, targeted interventions for specific health or social needs.</p> <p>Health checks and assessments: key stage health assessments during child development, routine screenings.</p> <p>Support for parents and carers: support including breastfeeding, nutrition, sleep and healthcare and wellbeing information.</p>	<p>This activity supports the integral skill of creativity and innovation by encouraging learners to design a parent information pack that is both informative and engaging. They must think creatively about how to present key information in a clear, supportive and accessible way for new parents, such as the HCWP summary and developmental check timeline. This helps learners develop problem-solving, design and communication skills.</p> <p><b>Example activity: Create a parent information pack</b></p> <p>To apply knowledge of HCWP by designing an informative and supportive resource for new parents. In pairs or small groups, learners will create a fictional 'Welcome Pack' which could be given to parents by a health visitor as part of the HCWP. The pack should include: a summary of the HCWP and what it offers, a timeline of key developmental checks and screenings (0–7 years), helpful advice for parents on topics such as breastfeeding, sleep routines, and healthy eating and contact information or signposting to community or online support services. Each group could present their pack to the class, explaining the key features they chose to include and why.</p>

Critical Thinking and Problem Solving	<p><b>There are many opportunities to include Critical Thinking and Problem Solving in GCSE Health and Social Care, and Childcare. These opportunities are important to learners because they help them analyse situations, consider different perspectives, and make informed decisions when supporting children and families. For example, when exploring case studies or planning interventions, learners must evaluate needs, identify appropriate responses and justify their choices.</b></p> <p><b>Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</b></p>		
	<p><b>Specification Reference</b></p> <p>3.3.4</p>	<p><b>Amplification</b></p> <p>The importance of play in child development (PILES)</p> <p>Stages of play</p> <p>Play work principles (Play Wales)</p> <p>Indoor and outdoor play</p> <p>Supporting play through enabling strategies and supportive behaviour approaches.</p>	<p><b>Example</b></p> <p>This activity links to critical thinking and problem solving because learners must analyse the needs of children and apply their knowledge to design a play environment that supports physical, intellectual, language, emotional and social (PILES) development. They need to consider different stages of play, inclusion strategies, and the Playwork Principles, then solve challenges related to accessibility and behaviour support. Presenting their design requires them to explain and justify their decisions, developing skills in reasoning and problem-solving.</p> <p><b>Example activity: Play environment design challenge</b></p> <p>To help learners apply their knowledge of play benefits, stages, environments, and inclusive strategies implemented in Wales. In pairs or small groups, learners design a play area (either indoor, outdoor, or a combination) for children aged 3–7. Their design must consider: How it supports PILES development. The stages of play (e.g. space for solitary and group play). The Playwork Principles in Wales (e.g. accessible, child-led) and inclusion strategies and behavioural support. Learners can present their design to the class, explaining how it meets children's developmental and emotional needs.</p>

Planning and Organisation	<p><b>There are many opportunities to include Planning and Organisation in GCSE Health and Social Care, and Childcare. These opportunities are important to learners because they help develop skills to manage time, resources and tasks effectively, through organising care routines, planning activities or coordinating interventions. Strong planning and organisation skills enable learners to provide consistent, safe and responsive care, which is essential for supporting the wellbeing and development of children and families.</b></p> <p><b>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</b></p>		
	<p><b>Specification Reference</b></p> <p>3.3.2</p>	<p><b>Amplification</b></p> <p>Key partners in childcare: effective communication and support provision for parents and families, the role of childcare professionals and health professionals</p>	<p><b>Example</b></p> <p>Learners must research, gather and organise information about their assigned partner agency or professional. They then plan how to present their findings clearly and effectively, either as a poster or presentation.</p> <p><b>Example activity: Partner profiles</b></p> <p>Divide learners into small groups. Assign each group one partner agency or professional (e.g. Play Wales, CIW, speech therapist, nursery worker, GP). Each group can create a short profile poster or presentation answering:</p> <ul style="list-style-type: none"> <li>● Who are they?</li> <li>● What is their role in childcare?</li> <li>● How do they support families/children?</li> <li>● How do they work with others?</li> </ul> <p>Groups then plan and organise their findings and present briefly to the class. Summarise key points on the board and encourage learners to give examples from the activity.</p>

Personal Effectiveness	<p><b>There are many opportunities to include Personal Effectiveness in GCSE Health and Social Care, and Childcare. These opportunities are important to learners because they help build self-awareness, responsibility and resilience, enabling learners to manage their own learning, work well with others and respond positively to challenges.</b></p> <p><b>Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</b></p>		
	<i><b>Specification Reference</b></i>	<i><b>Amplification</b></i>	<i><b>Example</b></i>
3.3.1	<p>Types of childcare settings and play services: services managed by local authorities, community organisations, and schools including: Cylch Meithrin, Cylch Ti a Fi</p>	<p>This activity links to personal effectiveness by encouraging learners to take responsibility for applying their knowledge to real-life situations. Working in groups, they develop skills in communication, decision-making and teamwork, while considering complex issues like inclusion, access barriers and safeguarding.</p> <p><b>Example activity: Childcare and safeguarding scenarios</b></p> <p>To help learners apply their knowledge of childcare services, access issues, inclusion, and safeguarding responsibilities. To complete the activity: divide learners into small groups. Each group receives a scenario describing a family’s childcare needs or a safeguarding concern, such as:</p> <ul style="list-style-type: none"> <li>● a Welsh-speaking family looking for playgroup support for their toddler</li> <li>● a child showing signs of neglect at nursery</li> <li>● a family struggling to access childcare due to transport and financial barriers.</li> </ul> <p>Each group to discuss and identify, which childcare services/settings would best meet the family’s needs (including language and inclusion considerations). The potential barriers the family might face accessing these services and how safeguarding concerns should be identified and reported, referencing All Wales Safeguarding Procedures. Each group can present their findings to the class for further discussion.</p>	

## Glossary for Unit 3

Term	Definition
ACEs (Adverse Childhood Experiences)	Stressful or traumatic events in childhood, such as abuse, neglect or household dysfunction, which can affect health and development.
ADHD (Attention Deficit Hyperactivity Disorder)	A condition affecting behaviour, causing difficulty with attention, hyperactivity and impulsiveness.
ASD (Autism Spectrum Disorder)	A developmental disorder affecting communication, social interaction and behaviour.
Asthma	A common condition affecting the lungs and airways, causing breathing difficulties.
Bandura's Theory	A theory of social learning by Albert Bandura that suggests children learn behaviour by observing and imitating others, especially role models.
Bilingualism	The ability to speak and understand two languages fluently.
British Sign Language (BSL)	The official sign language used by the Deaf community in the UK, with its own grammar and structure.
Care Inspectorate Wales (CIW)	The organisation responsible for regulating and inspecting childcare and social care services in Wales to ensure quality and safety.
Chickenpox	A contagious illness that causes an itchy skin rash with red spots and blisters.
Child-Centred Approach	Putting the child's needs, interests and rights at the heart of care and education planning.
Childcare Practitioner/worker	Someone who works with children to support their care, learning and development.
Cognitive Development	The development of thinking, learning, understanding, problem-solving and memory
Co-ordination	The ability to move different parts of the body smoothly and efficiently, often involving balance and control.
Developmental Milestones	Key skills or abilities that most children achieve by a certain age, such as walking, talking or socialising.
Diabetes (Type 1)	A lifelong condition where the body cannot produce insulin, often diagnosed in childhood.
Down Syndrome	A genetic condition caused by an extra chromosome, leading to developmental delays and specific physical characteristics.
Emotional Development	How children understand, express, and manage their feelings and emotions, and develop self-awareness.

Empathy	The ability to understand and share the feelings of others.
Failure to Thrive	When a child does not gain weight or grow as expected for their age.
Fine Motor Skills	Small movements using the hands and fingers, such as drawing, buttoning clothes or picking up small objects.
Fragile X Syndrome	A hereditary genetic condition that can cause learning difficulties, developmental delays and behavioural challenges.
Genetic Conditions	Health or developmental issues caused by changes in a person's DNA, such as cystic fibrosis or Fragile X.
Gross Motor Skills	Physical movements that use the large muscles, such as walking, running or jumping (included under physical development).
Health Visitor	A nurse who supports families with young children, offering advice on health, development and parenting.
Healthy Child Wales Programme (HCWP)	A national programme that supports children and families from pregnancy to age seven, providing developmental checks, health promotion and early intervention.
Hereditary Conditions	Medical or developmental conditions passed from parent to child through genes.
Inclusion	Ensuring all children, regardless of ability or background, are welcomed and supported to take part fully.
Individual Development Plan (IDP)	A document used in Wales to outline the additional learning needs (ALN) of a child and the support they require.
Intellectual Development	The development of thinking, learning, problem-solving and understanding (also called cognitive development).
John Bowlby's Theory	An attachment theory that suggests a strong bond with a primary caregiver in early life is essential for emotional stability and healthy development.
Language Development	How children learn to communicate, including speaking, listening, understanding, and using words and sentences.
Life Stages	The different phases of a person's life, such as infancy, childhood, adolescence, adulthood and later adulthood.
Makaton	A communication system that uses signs, symbols and speech to help people with communication difficulties.
Multi-Agency Working	Different professionals and organisations working together to support a child's needs (e.g. speech therapist, teacher, GP).
Multilingualism	The ability to speak and understand more than two languages.
Notifiable Illness	A disease that must be reported to local authorities, such as measles or meningitis, to help control outbreaks.

Partnership Working	When professionals, services and families work together to support the development and wellbeing of a child.
Perinatal	The time shortly before and after birth, usually from the twentieth week of pregnancy to around one month after birth.
Physical Development	Growth and changes in the body, including motor skills (e.g. crawling, running, hand-eye co-ordination).
Play Sufficiency Duty	A legal requirement in Wales for local authorities to assess and secure sufficient play opportunities for children in their area.
Playwork Principles	A set of eight principles created by Play Wales that guide how playworkers create inclusive, accessible and meaningful play environments.
Playworker	A trained professional who supports and facilitates play in a safe, inclusive and child-led environment.
Positive Outcomes	The benefits and progress children experience as a result of effective care, support and early intervention.
Positive Reinforcement	A behaviour management strategy that involves rewarding positive behaviour to encourage it to happen again.
Prenatal	The period during pregnancy before a baby is born.
Private Settings	Childcare or education services run by individuals or companies for profit, such as private nurseries.
Receptive Language	The ability to understand and process the language we hear or read.
Role Model	A person whose behaviour is observed and imitated by others, especially children.
Safeguarding	The measures and practices aimed at protecting children from harm, abuse and neglect, and promoting their safety and wellbeing.
Secondary Bacterial Infections	Infections that occur as a result of a previous illness or weakened immune system, such as a chest infection following a virus.
Self-Awareness	Understanding your own emotions, behaviour and how they affect others.
Social Development	The way children learn to interact with others, build relationships, share and understand social rules.
Statutory Settings	Childcare or education services provided or funded by the government, such as state schools and council-run nurseries.
Wellbeing	A child's overall happiness, health and emotional stability, supported through positive relationships and safe environments.