

## Overview

This standard identifies the requirements when working with families that will enable them to support the development, care and wellbeing of children and young people. This includes working in partnership with families to help them develop self confidence in their parenting role and access information and support. It also includes working with families in ways that help them relate positively to children through play and interaction activities.

## Performance criteria

### *You must be able to:*

1. work in partnership with others to create a welcoming and inclusive environment for families
2. build relationships and use different styles and methods to communicate in ways that help families share their thoughts
3. show respect for the experiences and perspectives of families, ensuring they feel valued and heard
4. acknowledge the different roles families take on to meet their needs and support them in doing so
5. maintain respectful, strengths-based, and culturally inclusive approaches in all interactions with families
6. work in partnership with families to help them recognise and build confidence in their role in the development, care, and wellbeing of children or young people
7. work with families to identify areas where they require guidance and strategies
8. work in partnership with others to offer families practical parenting strategies tailored to the needs of children or young people
9. provide families with information on available support, resources, services and facilities for the development of parenting skills
10. involve families in identifying and assessing the development of children or young people, recognising their knowledge as a key part of this process
11. provide families with accessible information on what they may expect as children or young people develop
12. support families in setting realistic expectations for the development and behaviour of children or young people
13. encourage families to recognise and appreciate the unique strengths, skills, and capabilities of children or young people
14. work in partnership with families to explore how positive reinforcement and encouragement help children or young people feel secure and confident
15. share practical parenting strategies with families to support positive behaviour, emotional wellbeing and a sense of security
16. highlight the importance of daily routines in supporting the wellbeing and development of children
17. encourage families to involve children or young people in decision-making in ways that reflect age and abilities

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18. support families in understanding the importance of keeping promises and following through on commitments to children or young people
19. work with families to explore how their own behaviour and emotions can influence the behaviours and emotional regulation of children or young people
20. recognise and reinforce positive interactions between families and children or young people
21. work in partnership with families and others to reflect on changes in behaviour and progress, celebrate successes and address challenges
22. discuss with families the role of play and responsive interactions in the development, care, and learning of children or young people
23. support children or young people and families to engaging in a variety of play experiences, exploring ways to make time for shared experiences and interactions to build confidence in supporting play at home
24. support families to identify play opportunities within everyday routines which strengthen relationships and communication with children or young people
25. complete records and reports required for promoting the development of parenting skills
26. reflect on how you carried out your roles and responsibilities to promote the development of parenting skills

## Knowledge and understanding

### *You need to know and understand:*

1. the role of parenting and family relationships in supporting healthy development of children and young people
2. the diverse nature and structure of families, including different background and cultural contexts, and the impact this has on parenting styles and family dynamics
3. the social, physical and economic factors which impact the development of parenting skills
4. the different transitions that children or young people may experience and how these impact their development and wellbeing
5. strategies for establishing and developing open and trusting relationships with families, ensuring respectful and meaningful engagement
6. methods for facilitating the involvement of families in assessing the needs and development of children and young people
7. ways to create welcoming and inclusive environments where families can discuss their challenges and concerns
8. the importance of dignity, kindness, and compassion in engaging with families
9. how to support emotional regulation during the development of parenting skills
10. techniques for demonstrating non-judgemental attitudes when families express frustrations or negative emotions
11. how to apply trauma informed principles to support families with the development of parenting skills
12. the connection between family expectations, childhood experiences, and their understanding of child development, and how this influences parenting approaches
13. the influence of neurodivergence and additional needs on the wellbeing and development of children and young people
14. methods for supporting families in recognising and valuing the unique characteristics, strengths, and capabilities of children and young people, and reinforcing the positive aspects of parent-child relationships
15. how to support families to recognise behaviour as a form of communication
16. the link between play, learning, and development, and how to effectively communicate this information to families to encourage active involvement and responsive interactions in play
17. strategies for encouraging families to provide a variety of spaces, experiences and interactions that challenge stereotypes

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18. how confidence in parenting positively impacts the development and aspirations of families
19. the resources, services, and facilities available to support families and children and young people, and how to signpost families to relevant information
20. how to use digital tools and devices to promote the development of parenting skills
21. the records and reports required for promoting the development of parenting skills
22. theories relevant to development of parenting skills
23. the relevant legal requirements, standards of practice, frameworks and guidance for promoting the development of parenting skills
24. the workplace requirements for equality, diversity, inclusion, and rights when promoting the development of parenting skills
25. how your personal experiences and unconscious bias may impact when promoting the development of parenting skills, and how to address this
26. the role of supervision, reflective practice and learning and development in promoting the development of parenting skills

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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