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United Nations Convention on the Rights of the Child



<https://gov.wales/sites/default/files/inline-documents/2021-03/uncrc-poster.pdf>

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1. Non-discrimination - children should neither benefit nor suffer because of their race, colour, gender, language, religion, national, social or ethnic origin or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled.

2. The best interest of the child - laws and actions affecting the child should put their best interests first and benefit them in the best possible way.

3. Survival, development and protection - the authorities in each country must protect children and help ensure their full development - physically, spiritually, morally and socially.

4. Participation - children have a right to have their say in decisions that affect them and to have their opinions taken into account (UNICEF, 1989).

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## Ethical Principles

**Child Welfare and Safety**  
**Respect for Autonomy and Dignity**  
**Confidentiality and Privacy**  
**Informed Consent and Assent**  
**Cultural Sensitivity and Diversity**  
**Beneficence and Non-Maleficence**  
**Professional Competence and Integrity**  
**Advocacy for Children's Rights**

\*Source: [NSPCC Learning | Safeguarding and child protection](#)



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## The DfES (2001) *Guidance on Promotion of Mental Health within Early Years and Schools Settings*

*Defines children who are mentally healthy as those who:*

- develop psychologically, emotionally, intellectually and spiritually;
  - initiate, develop and sustain mutually satisfying personal relationships;
  - use and enjoy solitude;
  - become aware of others and empathise with them;
  - play and learn;
  - develop a sense of right and wrong; and
  - resolve (face) problems and setbacks and learn from them.
- [Reference: http://www.mentalhealthpromotion.net/resources/promoting-childrens-mental-health-with-early-years-and-school-settings.pdf](http://www.mentalhealthpromotion.net/resources/promoting-childrens-mental-health-with-early-years-and-school-settings.pdf)

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## Measuring National Well-being Exploring the Well-being of Children in the UK (2014)

- Around three-quarters of children aged 10 to 15 in Great Britain rated their life satisfaction, the things that they do as worthwhile, and their happiness yesterday as moderate to high in 2013.
- In 2011–12 in the UK, 8 out of 10 boys (79%) reported being relatively happy with their appearance. Fewer than 7 out of 10 girls (68%) reported the same.
- Around 6 in 10 UK children aged 11 to 15 (61%) talked to their mother about things that matter more than once a week in 2011–12, compared with half (51%) in 2002. Similarly, 37% talked to their father frequently in 2011–12, compared with 31% in 2002.
- Around 1 in 8 children (12%) aged 10 to 15 in the UK reported being frequently bullied physically, in other ways, or both in 2011–12.
- The proportion of children in England aged 2 to 15 who were overweight, including obese, was 28% in 2012. Children aged 11 to 15 years had a higher prevalence of being overweight, including obese (35%) in 2012 compared with those aged 2 to 10 (23%).
- Nearly all children (98%) aged 10 to 15 in the UK used a computer at home during 2011–12. Girls were more likely to use it to complete their homework, while boys were more likely to play computer games.
- Around 12% of children aged 10 to 15 in the UK reported being a victim of crime in 2013/14, half of whom were victims of violent crime.

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# Well-being of Future Generations (Wales) Act 2015



<https://www.futuregenerations.wales/about-us/future-generations-act/>

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## Wellbeing

### **Objective wellbeing**

- Household income
- Educational attainment
- Life expectancy



### **Subjective wellbeing**

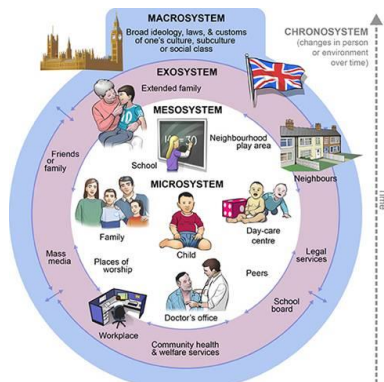
Measures may include how satisfied people are with their lives, their health status, job satisfaction and perceived level of happiness

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# Promoting Health & Wellbeing

Examine key theories that explain human development - nature vs. nurture.

How the individual interacts with their environment is implicitly affected by a number of systems, including the family system, school and community systems, and the broader economic and political systems.



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## [Personal well-being in the UK: April 2019 to March 2020](#)

Bulletin | Released 30 July 2020

Estimates of life satisfaction, feeling that the things done in life are worthwhile, happiness and anxiety at the UK, country, regional, county and local authority level.

## [Children's well-being and social relationships, UK: 2018](#)

Article | Released 26 March 2018

A picture of how children aged 10 to 15 years in the UK are coping in a range of areas that matter to their quality of life.

## [Children's and young people's experiences of loneliness: 2018](#)

Article | Released 5 December 2018

Analysis of children's and young people's views, experiences and suggestions to overcome loneliness.

## [The Good Childhood Report 2020](#)

Report | Released August 2020

The Children's Society's ninth annual report on the well-being of children in the UK.

## [State of the Nation 2019: Children and Young People's Well-being](#)

Report | Released October 2019

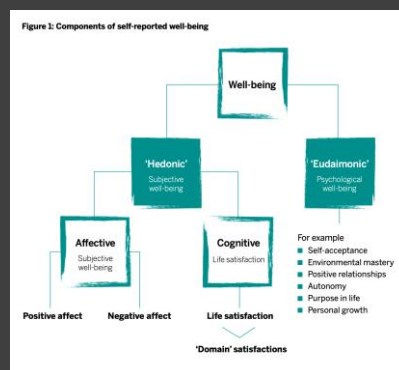
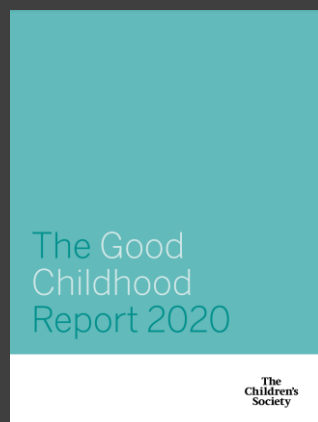
Department for Education's (DfE's) report to integrate the available evidence on the state of children and young people's well-being and to provide an accessible narrative on current evidence to guide discourse and action.

## [Universal approaches to improving children and young people's mental health and well-being - report of the findings of a Special Interest Group](#)

Report | Released October 2019

Public Health England's summarised findings from a mixed-methods approach to understanding evidence about universal approaches to improving the mental health and well-being of children and young people age 4 to 18 years.

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<https://www.childrenssociety.org.uk/sites/default/files/2020-11/Good-Childhood-Report-2020.pdf>

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## The Good Childhood Report

Improving levels of subjective well-being and preventing the resulting negative outcomes will reduce the personal impact to children and their families, and help ensure every child growing up in the UK has a good childhood, and positive life chances.

It could also avoid the wider social and economic costs of low subjective well-being.

Measuring quality of life is as important as measuring standard of living or economic growth alone.

One common myth is that people's life satisfaction does not change significantly over time, or that their external environment does not have a part to play.

Evidence proves otherwise (Rees, Goswami, & Bradshaw, 2010).

Exercise, bullying and school attainment are factors that, amongst many others, significantly alter children's subjective well-being and can be targets for policy interventions.

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| What do children need?                                             | How can they get it?                                                                                                                                |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) The conditions to learn and develop                             | Have opportunities for free play<br>Get high quality and appropriate education and care<br>Have positive relationships with teachers                |
| 2) A positive view of themselves and an identity that is respected | Be comfortable with their appearance<br>Be physically and mentally healthy<br>Are respected and valued for who they are                             |
| 3) Enough of what matters                                          | Have the items and experiences that matter<br>Have some financial autonomy through pocket money<br>Live in a household which is economically stable |
| 4) Positive relationships with their family and friends            | Be active participants in decisions that affect them<br>Have caring, loving relationships<br>Spend time with their family and with friends          |
| 5) A safe and suitable home environment and local area             | Be, and feel, safe at home and in their local area<br>Live in good quality housing<br>Have space at home that is theirs for privacy                 |
| 6) Opportunity to take part in positive activities to thrive       | Have a say in how they use their time<br>Have affordable activities in their local area<br>Have access to outdoor spaces for play                   |

[http://www.childrenssociety.org.uk/sites/default/files/tcs/promoting\\_positive\\_well-being\\_for\\_children\\_policy.pdf](http://www.childrenssociety.org.uk/sites/default/files/tcs/promoting_positive_well-being_for_children_policy.pdf)

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- personal well-being
- our relationships
- health
- what we do
- where we live
- household finances
- schools and skills
- future and voice



Office for National Statistics

Article

## Children's well-being indicator review, UK: 2020

Proposal and methodology for updating our children's well-being indicators to better represent children's lives today.

|                                                                                    |                                 |                                  |
|------------------------------------------------------------------------------------|---------------------------------|----------------------------------|
| Contact:<br>Amber Jordan, Eleanor Rees<br>equrind@ons.gov.uk<br>+44 (0)1633 651514 | Release date:<br>2 October 2020 | Next release:<br>To be announced |
|------------------------------------------------------------------------------------|---------------------------------|----------------------------------|

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## Resilience



The ability to bounce back from adversity or to thrive despite negative life circumstances



The concept of “ordinary magic” suggests that resilience often comes arises “everyday” factors, such as characteristics within the individual child, their families, or their communities.

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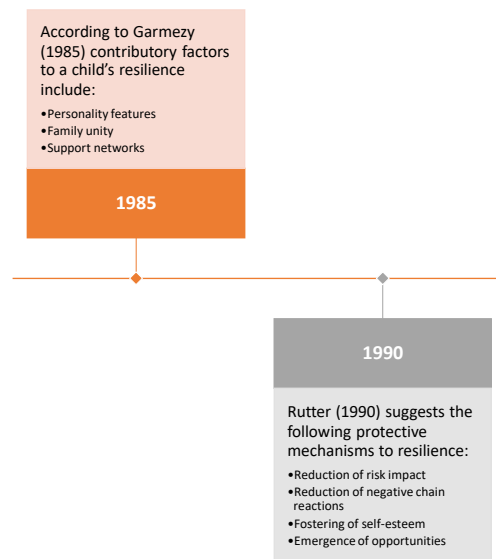


The presence of supportive networks, such as loving and committed elders, represents an important protective factor for children living in at-risk environments

**Resilience**  
The individual's ability to rise above stressful situations to function competently and successfully

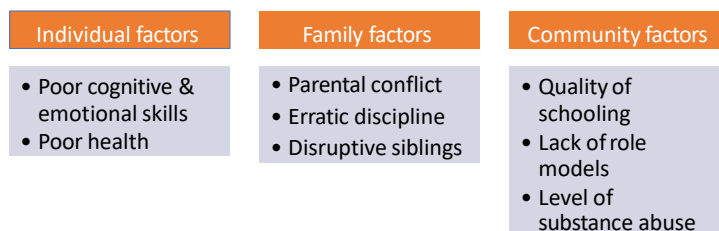
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## Protective Mechanisms



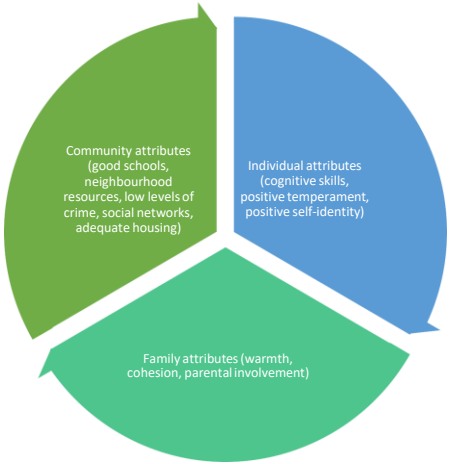
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## Risk



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# Protective Factors



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# Play



- "Play" is a term used to describe various activities that people undertake for enjoyment, amusement, or recreation, often involving physical or mental engagement.
- It is a fundamental aspect of human behaviour, particularly in childhood, but it is also essential for adults as it promotes creativity, social interaction, and relaxation.
- Play can take many forms, including games, sports, imaginative role-playing, puzzles, and creative endeavours like painting or crafting.
- Essentially, it is any activity done for fun rather than a serious or practical purpose.
- Play therapy is a technique used with younger children who are less able to communicate (and express) their feelings verbally.

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## Play Wales:

<https://www.playwales.org.uk/eng/>



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# Theories of Play

- Early theories – e.g., surplus energy theory (Spencer, 1873); 'preparation for life' (Groos, 1898); Stanley Hall's recapitulation theory (1904)
- Psychological theories:
  - Psychoanalytic theory – social and emotional development
  - Cognitive theory – e.g., Piaget (1962) stages of play:
    - Functional play
    - Constructive play
    - Dramatic/symbolic play
    - Games with rules
  - Vygotsky – social development; play provides ZPD

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## Functions of Play

Parten (1932) observed six types of play that the pre-schooler engaged in:

### **Cooperative play**

Includes playing formal games, social pretend play where the child takes on a pretend role, constructive play where children build models together (e.g., Lego)

### **Associative play**

Where children talk to one another and share the same materials in their play but do not take on different roles within the same imaginary context or work towards completing a joint project

### **Parallel play**

When children play beside others and not with them using the same materials but not interacting

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## Functions of Play (cont.)

### **Onlooker behaviour**

Where the child observes but does not join in

### **Unoccupied play**

Where the child simply watches whatever interests them

### **Solitary play**

Where a child plays alone but in a different way to those around

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## Types of Play

- Physical play
- Rough & tumble play
- Play with objects
- Pretend play
- Sociodramatic play (e.g. role play)
- Cooperative play

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## Influences

**Family/community environment** (e.g., low socioeconomic status & video games; local parks/proximity & playgrounds) - Ellaway et al. (2006) Glasgow study. Important: parental perception of danger (Timperio et al. 2004)

**Gender differences** (gender-based preferences; activities types (sedentary vs rough play)

**Age** – physically vigorous play---practice play---constructive---sociodramatic---video games.

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## Outdoor Play

- Natural environments provide positive distractions from daily stresses and invoke feelings of interest, pleasantness and calm
- Natural environments help reduce stress symptoms and promote positive affect.
- Natural environments restore attention and concentration.
- Natural environments act as a coping measure
- Natural environments positively affect mood state
- Natural environments allow us to better connect with ourselves (nature?)



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## Outdoor Play

- Promotes creativity & imagination.
- Fosters problem-solving.
- Provides opportunity for peer interactions (e.g., collaboration & teamwork)
- It gets all the benefits of natural environments.

