

AI Statement

I acknowledge the use of Google Scholar (Available at: <https://scholar.google.co.uk/>) for the purpose of research in relation to Module 8 – Well-being, Care and Healthy Living (ECEY5009).

I confirm that I have also kept my research notes should they be required.

1. Define Health
2. What is health for children
3. Define Wellbeing
4. What does wellbeing mean in the early years
5. Define Lifestyle
6. What does Lifestyle mean in the early years
7. Bronfenbrenner Ecological System
8. Dalgren and Whites Model – in relation to lifestyles
9. How can Early Years support health, wellbeing and lifestyle
10. What policies help to improve outcomes for children

Module: ECEY5009

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Section 1 - Academic Poster

Health, Well-being and Lifestyle

• Introduction:

- This poster aims to define health, well-being and lifestyle and explain the importance of these for children and families in the early year childhood. It will include links to theory, explore the impact of holistic development and discuss current initiatives and guidance that enable early years practitioners to support these areas for children across early years practice.



Health

Health is interpreted in many ways, according to the Oxford University Press (2010) health is defined as being free from illness and injury, focusing on the physical state. However, the World Health Organisation (2013) defines health as a wider concept and as a 'complete state of physical, mental and social well-being'. This definition is more comprehensive than just being free from physical disease and focuses on the overall state of well-being and happiness.

According to Potts (2010) health is not a static state but a dynamic one, constantly changing over time and place. It is a state of well-being that is influenced by a range of factors, including genetics, environment, and lifestyle. Potts (2010) also states that health is a state of well-being that is influenced by a range of factors, including genetics, environment, and lifestyle. This definition is more comprehensive than just being free from physical disease and focuses on the overall state of well-being and happiness.

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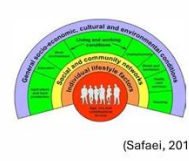


Well-being

Well-being can also be interpreted in many ways, according to the Oxford University Press (2010) well-being is defined as the state of being physically, psychologically and economically sound. It is a state of well-being that is influenced by a range of factors, including genetics, environment, and lifestyle. Potts (2010) also states that well-being is a state of well-being that is influenced by a range of factors, including genetics, environment, and lifestyle. This definition is more comprehensive than just being free from physical disease and focuses on the overall state of well-being and happiness.

Lifestyle

According to Oxford University Press (2010) lifestyle is the way in which a person or group chooses to live. It is a state of well-being that is influenced by a range of factors, including genetics, environment, and lifestyle. Potts (2010) also states that lifestyle is a state of well-being that is influenced by a range of factors, including genetics, environment, and lifestyle. This definition is more comprehensive than just being free from physical disease and focuses on the overall state of well-being and happiness.



(Safaei, 2014)

Conclusion

The discussion within this poster highlights above all the interconnectedness of health, well-being and lifestyle for children. This therefore suggests improving outcomes in all these areas and to foster optimal development and growth holistic approaches need to be adopted. It also recognises how children's development is influenced by all the environments linked to them from home, settings, wider communities. This suggests multiagency working across education, health professional and families will effectively meet children needs and promote positive health well-being and lifestyle. Another key element is the role of early year practice to advocate and follow policies and guidelines to ensuring children have access to balanced nutrition, opportunities to develop healthy relationships in safe and secure environment to lay the foundations to make healthier, better life choices improving their adulthood outcomes.

Poster Content:**Introduction:**

This poster aims to define health, well-being and lifestyle and explain the importance of these for children and families in the early year childhood. It will include links to theory, explore the impact of holistic development and discuss current initiatives and guidance that enable early years practitioners to support these areas for children across early years practice.

Health:

Health is interpreted in many ways, according to the Oxford University Press (2025) health is defined as being free from illness and injury focusing on its physical state. However, the World Health Organisation (WHO) (1948) defines health in a wider context and as a complete state of physical, mental and social wellbeing highlighting health is more complicated than just being free from physical diseases and illnesses but plays a broader role in all aspects of children's development. Furthermore, Stein (2024) stipulates that knowledge and understanding of health has developed over time and has moved away from defining health as the absence of disease and disability to recognising the multifactored elements to promoting overall health in children that lay the foundations for lifelong health and well-being. This is supported by Engels (1977) biopsychosocial model of health that recognised the complex and interconnectedness of health over biological, psychological and social layers. Therefore, suggesting to adequately support children within the early years, fostering environments that promote all aspects of child development from physical, emotional, and social well-being. Additionally, to this, NSPCC (2025) also emphasize that all aspects of children's health and development work together to contribute to their overall well-being, highlighting the need for a holistic approach to promoting health in the early years.

Health is fundamentally important to children's development especially within the early years as it not only influences their immediate developmental stage but will also impact future health outcomes (Mosher, 2023). However, children and families

face various external factors that can influence and impact these health outcomes. Dahlgren and Whitehead (1991) Rainbow model illustrates how a range of factors from social, economic and environmental can have both positive and detrimental impacts on health. Furthermore, the National Aboriginal Health Working Party (1989) as cited by Senior (2023) outlines health as the social, emotional and cultural wellbeing of the entire community reinforcing Dahlgren and Whiteheads views that children and families are influenced and impacted by the environment and communities that surround them. Marmot (2010) stipulates that social and economic inequalities within society can contribute negatively to health outcomes for children and families. Additionally, Welsh Government (2021) emphasize socioeconomic disadvantages including family income, living standards and access to health care as playing a central role in health and wellbeing of children and families. This is important because Spencer *et al.* (2019) points out how the early years are a crucial time for children's brain development and setting biological functions of lifelong learning and good health. Therefore, experiences and lack of opportunities due to inequalities and poverty adversely impact children's physical health, education attainment and long-term outcomes (The Royal College of Paediatrics and Child Health, 2020).

Hobbs and Mutebi (2021) claims that research highlights quality early years education and care as having positive impacts for children's outcomes and closing the gap, however, emphasize this is influenced and dependent on collaborative working. The Healthy and Sustainable Pre-School Scheme initiative set up by Welsh Government supports early years setting to promote healthy nutrition, oral health and physical health. Additionally, Nutrition Skills for Life (2025) contains eight phases supporting early years settings to provide balance and healthy options supporting early health for children. Alongside this the Gold Standard Healthy Snack Award that has set criteria providing healthy snacks and drink options and promoting positive eating environment. In terms of health outcomes, it supports children to have healthier diets, exposure to new foods and supports overall growth and development. Public Health England (2016) also acknowledge the importance of giving every child the best start in life and therefore developed "The Healthy Child Program" ensuring families and children receive support from various services from pregnancy to aged three promoting good health by screening, immunisations, health

and development reviews and advice and support. This suggests policies and guidelines effectively supporting application of initiatives and collaborative working to improve outcomes for children in regard to health.

Well-Being:

Well-being can also be interpreted in many ways, according to the Oxford University Press (2025) wellbeing is defined as the state of being physically, psychologically and economically successful focussing on external desired outcomes however Buckingham Council (2025) described well-being as being healthy, comfortable and happy suggesting wellbeing as a series of positive experiences. WHO (2025) supports the idea of wellbeing is a positive state that improves quality of life and gives children a sense of purpose. Maslow's hierarchy of needs emphasizes the importance of a range of needs physiological, safety and belonging and self esteem as crucial to happiness and reaching self-actualisation. This suggests children need basic needs, relationships and belonging to develop overall well-being to reach their full potential. According, Welsh Government (2025) feeling connected, secure and safe are key factors in securing a strong sense of wellbeing for children.

Furthermore, Welsh Government (2020) through its four purposes includes health and well-being strand highlights mental health, emotional and social wellbeing as important to enable successful learning. Early years practice is highlighted by Welsh Government (2025) as essential to keeping children safe and reducing adversity through building positive relationships, creating emotionally safe environment and encouraging resilience. Similarly, the Department for Education (2025) emphasize responsive relationships with reliable adult support children to build regulation skill that are vital to being mentally healthy throughout childhood and into adolescence and adulthood.

Lifestyle:

According to Oxford University Press (2025) lifestyle is the way in which a person or people choose to live whereas Mollborn *et al.* (2014) state can be defined lifestyle as

patterns of behaviour from choices and options available to people through life opportunities. Furthermore, Arafa *et al.* (2024) define some of these behaviours include diet, physical activity, exposure to screen time, and quality of sleep, highlighting unhealthy lifestyle choices can impact higher risk to health concerns, and disorders. This suggests human lifestyle choices are influenced by the environment, and for children the environment they are born into influences their “normal”. FOKP (2024) stipulates in the context of child development the environment can hinder or foster healthy growth. They also emphasize the role of home, school and relationship with wider communities in moulding lifestyle habits. Additionally, Public Health England (2017) highlight social and economic circumstances of children as exposing them to prolonged poorer outcomes. This links to Dahlgren and White’s model that highlight how income, education access to health care will impact on children’s wellbeing and lifestyle choices. Bronfenbrenner’s ecological system also emphasize environment as influencing on individual, Tickell (2011) highlights the early development of physical movement, healthy eating and exercise as a major starting point in remaining healthy later in life.

Conclusion

The discussion within this poster highlights above all the interconnectedness of health, wellbeing and lifestyle for children. This therefore suggests improving outcomes in all these areas and to foster optimal development and growth holistic approaches need to be adopted. It also recognises how children’s development is influenced by all the environments linked to them from home, settings, wider communities. This suggests multiagency working across education, health professional and families will effectively meet children needs and promote positive health wellbeing and lifestyle. Another key element is the role of early year practice to advocate and follow policies and guidelines to ensuring children have access to balanced nutrition, opportunities to develop healthy relationships in safe and secure environment to lay the foundations to make healthier, better life choices improving their adulthood outcomes.

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