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AI STATEMENT

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

The poster will discuss the concepts of three main topics, health, well-being and lifestyle. The concepts play a role in a child's development and therefore the importance of the concepts along with link to early years practice will also be highlighted within the poster.

HEALTH CONCEPT

There are different aspects to health and World Health Organization (1948) states that not only if you are clear of disease or illness does it mean you are healthy. Health is defined as the bodies physical state, mental state and the social well-being play a role, and need to be complete to be healthy, meaning all three aspects need to be maintained to create overall health. Also suggesting the importance of the holistic approach to a child's health



Source: Harvard T.H. Chan School of Public Health (no date)

MENTAL HEALTH

A key aspect of developmental processes in childhood and into adulthood is having a good psychological state which in effect creates behavioural benefits of social and emotional well-being. (Greenway, Ryder and Eleri, 2025). Mainstone-Cotton (2017) suggest that a child needs to be emotional comfortable and safe to learn, and Nordic countries such as Denmark and Sweden focus on emotional intelligence before pushing the children into academic learning, implying the importance of mental health. There are many factors that can affect mental health including lack of sleep, motivation to complete daily activities, concentration skills, anxious feelings such as worry and stress. These factors can contribute to an individual's mental health negatively as it can impact their day-to-day tasks and in effect, hinder the quality of life. (Mason *et al* , 2022). NHS (no date) further discusses the different factors that affect mental health and state that mental health is not limited to age and can vary from children to adults. Traumatic experiences are likely to affect individuals in the situations and those who are around them, and the mental health is linked to physical health (North Somerset Council 2024).

PHYSICAL HEALTH

UNESCO (no date) states that physical health is the functioning of the body. The body should be able to perform day to day functions without difficulty whilst keeping sufficient levels of energy. This suggests that without good physical health daily tasks can be difficult and cause lower energy levels. North Somerset Council (2024) state the link between physical health and mental health and that having bad mental health can directly impact physical health and *Vise vera* highlighting the importance of looking at health holistically rather than as only as individual aspects. Physical activity links to physical health and Welsh Government (2025) state that it not only can improve and increase muscle and bone strength it links to increased engagement and enhanced remembering. Therefore, physical activity is a key aspect to children holistic health for cognitive functioning and physical development.

SOCIAL HEALTH

Social health is the other aspect of health and is described as creating and maintaining healthy and positive relationships, to fulfil the natural need of connection (Doyle and Link, 2024). They further highlight the impact of children's early years on future social health, as social learning and health is developed from a young age shaping and forming through experiences such as playing with other children and building communication skills. Royal College of Paediatrics and Child Health (2020) also state that social health has an impact on overall health and the factors that play a role in it such as education, lifestyle, family relationships. Therefore, as clearly discussed throughout this section health is a holistic concept that interlinks three main aspects, mental, physical and social health. Each aspect plays a role in contribution to overall health and affects the other aspects.

WELLBEING CONCEPT

Cowley (2021) states that wellbeing was previously perceived as 'absent of disease', however in more modern time this has changed and well-being is viewed to have more layers such as the connection to relationships and emotions which play crucial role in how well-being is formed. Welsh Government (2025) also discuss that well-being is the sense of belonging, through awareness of emotions and experiences whilst feeling safe. Through social situations and learning opportunities children begin to understand emotions in a positive way, whilst learning behaviour and actions have outcomes.

ENABLING ADULTS

Government (2025) also link enabling adults as a positive effect on the wellbeing of children as they highlight that having stable relationships can create a positive self-esteem. This links to Maslow's (1954) hierarchy of needs, as discussed by Rojas, Méndez and Watkins-Fassler (2023), who suggest that belonging is achieved through developing close relationships and experiencing feelings of love and acceptance through connections. They further discuss self-esteem as another stage within Maslow's hierarchy, highlighting the importance of self-confidence, self-worth and an individual's sense of belonging. Mason *et al* (2022) highlight the importance of belonging for well-being, stating that it is a natural part of humans to thrive for and something that keeps us going. There are also elements of life that can affect and prevent well-being such as; trauma, negative environments, unsecure relationships or not being provided opportunities to form the correct skills to build relationships (Mason *et al* ., 2022). This highlights the important role that practitioners play in supporting children's well-being. Practitioners could aid positive relationships and experiences to gain a sense of belonging through play, which can be particularly important for children who have limited support in the home environment.

SAFEGUARDING

Children's Parliament (no date) discusses Article 31 of the United Nations Convention on the Rights of the Child, which outlines children's right to play, and states that play is a significant part of children's development and well-being. Play provides opportunities for children to build social skills, develop relationships and gain a sense of belonging, all of which are important aspects of children's well-being. González *et al*. (2018) argue that safety is a vital element of children's well-being suggesting that providing children with safe and secure environments is important to aid development and well-being. The importance of safety to children's well-being is further stated within the Welsh legislation. Public health Wales (no date) explain that safeguarding is everyone's responsibility which with the main aim to protect children from neglect, abuse and harm and therefore protect health and well-being. The Welsh act 2014 places duties on all professionals to safeguard and protect children (Welsh government , 2014).



World Health Organization (1999) define a healthy lifestyle as the way in which a person lives, to help prevent illnesses, as well as physical, mental and social well-being.

World Health Organization (1999) state that following a healthy lifestyle can set a good example for children and therefore the lifestyle of parents or guardians of children have a direct link to the health and wellbeing of their children; this even has an effect before the child is born. Schady (2015) discusses the lifestyle of the mother when carrying the child can affect the weight of the child at birth and also their development which can affect through their childhood and also into adulthood, if the mother is consuming alcohol and or smoking or even bad nutrition. Bradshaw (2016) also discusses that a below average birth weight has a significant link to chorionic health conditions. Therefore, the lifestyle of parents plays a crucial role in not only the very start of their life from a foetus but also throughout their life and can create positive or negative outcome based on lifestyle choices.

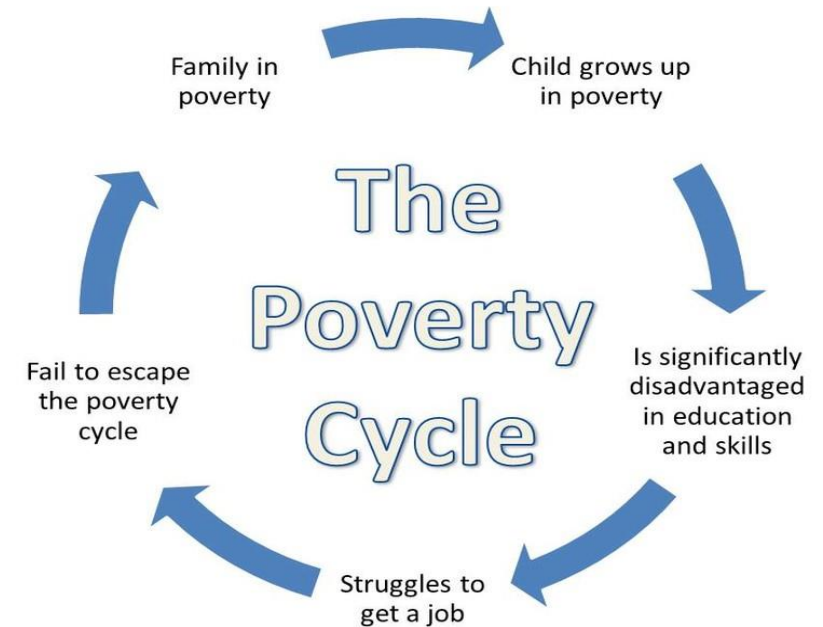
POVERTY

Another lifestyle aspect that affects development is poverty and how financial instability has a major effect on the way in which a family and child live. Royal College of Paediatrics and Child Health (2020) describe the many ways that poverty is viewed complete poverty is described as not having the sufficient level of income to buy the necessities for living such as clothes and food.

However, they also state that the UK does not simply define poverty as insufficient funds for necessities, instead poverty is based on the household income, if it is dramatically lower than the UK average household income it is considered poverty. Living in poverty has negative impact on children's health and wellbeing, UNICEF (no date) highlight these impacts as negatively effecting development through lack of nutrients as money for food is limited, lack of housing and therefore no safe space, knowledge and skill development through limited opportunities of education. All of which effect development potentially having an impact on their future outcomes. Therefore, lifestyle has an impact on children's overall health, which can be negative or positive depending on the situation and can not only impact their childhood but can move through to adulthood.



Source: Medical Wing Public Affairs(2020)



Let's Break the Poverty Cycle. Source: Viata (2015)

PRACTITIONERS ROLE

Practitioners play a crucial role in young children's development and act as enabling adults , Welsh Government (2025) state that enabling adults impact a child's development through providing opportunities and rich experiences to create learning outcomes and safe spaces. Mainstone-Cotton (2017) state the importance of children learning from an early age what they are feeling and giving them a label and the correct vocabulary for the feelings, to create understanding and an awareness of thier body and the reactions they have. - Mainstone-Cotton (2017) also discuss how the child must be in an environment where they feel emotionally safe to be able to learn therefore supporting the development of children's understanding of emotions could be beneficial to prioritise before pushing the academic learning, whilst creating an environment in which they feel safe and secure. Government (2025) also link well-being to having enabling adults in which they can create stable relationships and start to learn and understand independence, whilst building self-esteem. Building relationships is an important aspect of the social health concept and Royal College of Paediatrics and Child Health (2020) state education plays a role in the social aspect; educators have the role to provide environments that allow opportunities to create rich social environments for children to build on relationships and communication skills. Children's Parliament (no date) highlights how adults play a role in children's play and their research suggests that children not only need the opportunities to play with peers they like the adults to join in and be interested in the play but not take over. Safeguarding is a key responsibility and role for practitioners, there are guidelines and legislation in place for practitioners to follow in order to safeguard children from abuse and neglect, to protect their health and well-being (NSPCC no date). Wales Safeguarding Procedures (2021) further highlight the responsibility that practitioners have for safeguarding children, including protection from abuse of other professionals. Any concerns must be reported appropriately, and the children's safety and best interest should be the main consideration.

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