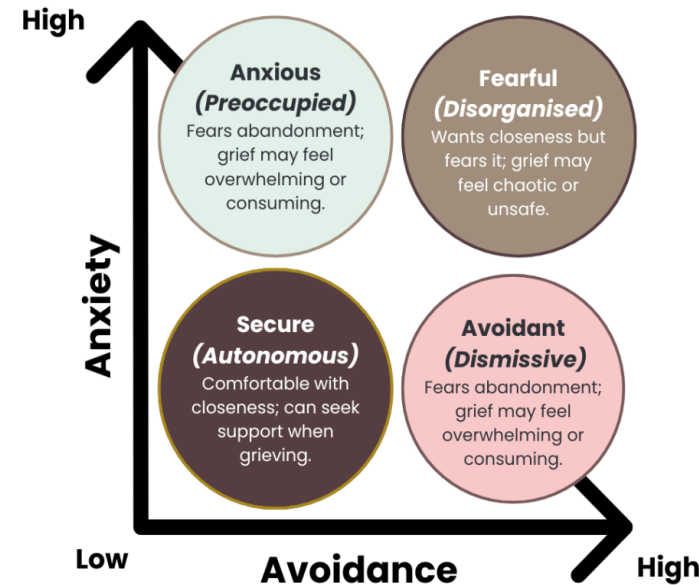


Introduction

This poster will explore different aspects of health, well-being and lifestyles and why they are vital in the early years and how the role of professionals play an important role in children and young people health, well-being and lifestyles and how it develops them holistically. Health, well-being and lifestyle are interconnected concepts as they form a continuous cycle. The Department of Health (2014) describes Health as one of the top things that people say that matters to wellbeing and lifestyles. The NSPCC (2021) state that promoting children's wellbeing, health and lifestyles are a vital part of keeping them safe, helping them develop to the best of their ability and ensuring that they have a positive upbringing which helps the outcomes into their adulthood.



Source: The Loss Foundation (2026)

I can confirm that I have not presented any AI Generated text as my own work. I can confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Health

Schramme (2023) describes Health as a state of physical, mental and social well-being. Similarly, the World Health Organisation (WHO) (2023), describes health as a fundamental importance and a state of complete mental, social and physical well-being. Felman (2023), believes that mental and physical health can be two of the most frequent talked about types of health. However, Felman (2023) states that health is a multi-dimensional concept and other factors may also contribute to a child's overall health such as obesity, poverty etc. The Health Foundation (2018) believes that good health enables children to live happy, fulfil their potential holistically and support positive social and economic outcomes. They believe that healthier children have better educational outcomes, which can impact a child into adulthood. Birth to 5 Matters (2023) identifies that a holistic approach to children's health can be seen as, similarly to The Health Foundation (2018), as interconnected. Birth to 5 matters (2023) believes that it integrates mental, emotional, physical and social health and well-being, ensuring that every factor of a child's life is cared for and nurtured to ensure that the child develops positively.

Underwood (2007) believes that a nutritious and balanced healthy diet provides children with energy that they need to explore, play, learn and experiment, this allows them to begin to form relationships with either other children or their teachers/practitioners. The United Nations Rights of the child (UNRC) (2019), state Article 24 that every child has the right to the best possible health, the government have an obligation to provide every child clean water, nutritious food, good health care and a clean environment so that the children can stay happy and healthy. The Welsh Government, Gray (2023) concludes that healthy relationships make a big different in children and young people's health. They believe that positive bonds build trust, reduce anxiety and worry and supports mental health and their neurological development. Like Welsh Government (2023), the NSPCC (2021) on Bowlby (1997) maintains that healthy relationships in children provides emotional security that is needed for the child to be able to regulate, develop empathy and to be able to trust their family, friends or practitioners. Houtrow et al (2023) states that like all children, children with disabilities deserve fairness and an opportunity to be as healthy as possible. Houtrow et al (2023) describe health equity for children with disabilities as a child to be as healthy and happy as possible and being able to thrive to the best of their ability, without any discrimination and regardless of any circumstances they were born with or live with, this means removing any systemic barriers, ensuring there's accessible care, and including children and young people and their families in all kind of decision-making, this again is promoting the positive relationships between children, staff and parents/carers.

Wellbeing

Musgrave (2019) defines the word wellbeing as happy, healthy and comfortable. It helps the child's health status and experiences in life. Similarly, McNeven et al (2024), defines wellbeing as a psychological, cognitive, physical functioning, social, as well as being able to live a happy and fulfilling life. A broader perspective has been adopted by The Children's Society (2023) who argues that wellbeing is about how children are doing and how they are feeling. They believe that low wellbeing has been linked to poor mental health conditions for example anxiety and depression, this can further impact children's relationships and impact how they communicate and see the world around them. Sprouts (2017) describes Maslow's Hierarchy of Needs vital in the health and wellbeing of children.



Source: Simply Psychology
(2025)

Maslow's hierarchy of needs

It is important for children and young people to have a sense of belonging in the world, children have the desire to be close to family, friends and practitioners. Sprouts (2017) believes that Maslow's Hierarchy of Needs is essential to a child's wellbeing as it provides a framework that shows that a child cannot regulate themselves, learn, or reach their full potential until their basic needs are consistently met, those needs are Physiological, Safety, Love and Belonging, Esteem needs and Self-Actualization. Similarly to Maslow's Hierarchy of needs, the Health Hexagon model showed by Christian and Hazan (2022) something similar where a child needs sleep, nature, exercise, meaning, relationships and a good diet to have a healthy wellbeing. Similarly, they are both holistic frameworks for understanding a child's wellbeing and motivation in life. The Welsh Government (2020) believes that the fundamental areas of wellbeing are, physical health and development, mental health, and their emotional and social well-being. The Welsh Government (2020) believes that these areas will help build a child into healthy, confident individuals and help them develop resilience, empathy, motivation and decision-making abilities. The Welsh Curriculum (2026) define 'Cynefin' as a place of where children feel where they belong, where everything is familiar and the sounds are reassuring, it is a cultural and social place where it continues to shape the communicate children live in. They believe that 'cynefin' is important to wellbeing as it helps their relationship with the natural environment and helps shape children's wellbeing, identity and sense of belonging in the world. NHS (2021) suggests that a child with poor wellbeing can struggle from early years into adulthood. They believe that encouraging and guiding children to think and talk about their own mental health and wellbeing is a vital skill that can be taught from a young age. The NSPCC (2024) describes mental health as important as a child's safety and wellbeing as their physical health. They believe that it can impact all aspects of a child's life, including relationships, physical wellbeing and their education. The Mental Health Act (1983) points out and covers the assessment, treatment and rights of children and young people with mental health, this applies to all children under the age of 18.

The Health Hexagon Model



Source: Science direct (2022)

Lifestyles Mollborn et al (2024) research believes that Lifestyles are a combination of behavioural and nonbehavioral aspects. They believe that when a child has a strong supportive family that the child has a continuous healthy lifestyle. Mollborn et al (2024) research shows that lifestyle habits are primarily guided by parents and caregivers. Similarly, Estyn (2026) believe that healthy lifestyles are based on the child's safety, hygiene, good mental and emotional wellbeing and physical exercise, this means the child getting enough physical exercise and having that opportunity to do so, whether that is taking them for a walk, taking them to the park etc. Estyn (2026) state that healthy eating and drinking enough water is a healthy lifestyle to have. Estyn (2026) gives a holistic whole school approach that brings in emotional well-being, physical health, healthy eating and through this shows the child's mental resilience. In schools, practitioners can do healthy eating lessons, by trying new foods such as fruit and vegetables, and going through what is healthy and what is not etc. According to NHS (2024) being physically active shows strong evidence where it helps a child to a happier and healthier life. The Raising Children Network (2023) state that children's lifestyles can be relied on the relationship the child has with parents/carers, family, friends and teachers.

They believe that every relationship shapes the child's development. The Raising Children Network (2024) believe the way they all communicate and behave with other people, shows your child how to be and behave with others. Gaínza-Lein (2024) believes that when a child has a healthy lifestyle and habits from a young age, it will have a positive impact on the child. She states that it a healthy lifestyle gives the children the opportunities to significantly improve their quality of life, being a positive impact on their happiness and mental health. The Children's Society (2020) is more concerned with what the effects can be if a child has a poor lifestyle. They believe that children from poorer backgrounds may not have the same opportunities as their friends or peers around them. They state that the effects of poverty can be that a child has mental health conditions such as anxiety and depression, it could lead to the environment around them not understanding and resulting in them being bullied. All these factors can have a major impact on a child's mood and wellbeing and lifestyle which could take a decrease (The Children's Society, 2020).



Source: TotallyLocallyCompany (2018)

Multi-agency and Early years

Learning through landscapes (2020) believes that health, wellbeing and lifestyles form a foundational framework that allows children and young people to thrive, learn and grow. Brodie (2018) states that a holistic lifestyle interconnects health, wellbeing and lifestyles as being holistic considers mind, spirit and the body. The Welsh Government (2019) supports health, wellbeing and lifestyle in early years through the NHS Wales which provides healthcare which is free whenever the parents/carers or the child needs, this could be the NHS, mental health lines, health and diet support. According to the Welsh Government (2019) the new curriculum in Wales helps schools and settings support the health, wellbeing and lifestyles of children and young people, by ensuring that they are supporting not only the children but their parents and carers also. Multi-agencies are important in the early years regarding a child's health, wellbeing and lifestyle. WJEC (2018) states that multi-agency working in the early years for children's health, wellbeing and lifestyles is a collaborative approach where other professionals come together with teachers and practitioners, these include, health visitors, social services, education, speech and language etc, combine their levels of expertise and provide a holistic support network for the child/young person to allow them to develop and improve to the best of their ability.

Conclusion

To conclude, after the research and evidence found whilst doing this poster, it is evident that health, wellbeing and lifestyles are all interconnected as it forms a continuous circle where the child's daily habits and choices dictate the child's physical, mental and emotional wellbeing. WHO (2024) supports the point as they believe that self-care is vital for a child's health, wellbeing and lifestyle as it includes, diet, physical activity, sleep and builds and develops how the child's body and mind function. In early years, a child's physical and mental health directly fuels their motivation to play and learn, whilst wellbeing shapes their sense of belonging in the world and they start to figure out who they are within their community (cynefin). It is evident that parents/carers, practitioners and multi-agencies have a vital role in children's health, wellbeing and lifestyles as it helps the children to build positive relationships, be themselves and develop to their full potential. The Welsh Government shows plenty of evidence and guidance on how schools and settings can ensure that they follow the policies and procedures for health, wellbeing and lifestyle and how to promote it positively. Brodie (2018) has suggested that it is important to take a holistic approach when it comes to a child's health, wellbeing and lifestyles as it helps and supports a child's development and ensures that the children are getting the best possible education. Through multi agency collaboration, it is important to work together in the early years setting to ensure that an holistic safety net is given to the child to ensure that they have an opportunity to thrive. Lastly, the United Nations rights of the child are essential as it guarantees protection, care, health, wellbeing and lifestyle to support children survive, thrive and grow into adulthood.

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