

HEALTH, WELL-BEING, AND LIFESTYLES

Introduction

The information provided in this poster will define and explore the concepts of health, lifestyles, and well-being, how they all link to one another, and how when one is out of balance it will have a detrimental impact on the other. The theories and models used linked with both practice, health, well-being and lifestyle will be discussed, giving an understanding of how they link into the early years stage. The Early years is a crucial and critical healthy behaviour should be instilled to promote physical activity and healthy eating, as these behaviours can persist into adulthood, (Belanger et al., 2015; Mikkila. stage in the life of a child, for the healthy development of the child, is to ensure that parents or carers and practitioners work in partnership. Both parties have a duty of care for the best interest of the child. It is important to understand that being physically healthy is not simply about having nutritious food, this also includes having a clean and safe environment, clothing, access to health care, mental stimulation, access to the outdoors and loving relationships. This poster will explore how the role of a practitioner can help educate and support parents with health, well-being and lifestyle as well as educating the child.

Concepts

The concepts of health, well-being and lifestyle have evidence that they all link together ensuring that a child must have the right balance to become a well-rounded and healthy individual. Children's health is an integral part of

their physical, emotional, mental, social, environment, all influencing how a child develops into a well-rounded adult. Children's health and well-being are affected by both the genes they inherit and the environment in which they live. The development of a child is rapid in the first three years, according to (the department of health, 2014) “There is a two-way relationship between health and wellbeing; health influences well-being and well-being influences health”, A healthy lifestyle consists of a balance diet, regular physical activity, maintaining a regular sleep pattern and stress management. When a person has a balanced lifestyle, the positive effects will show in health and well-being. Mental and emotional health, physical health and a healthy lifestyle all contribute to the health and well-being of an individual (Public health England, NHS, 2024). Being healthy is not simply about having nutritious food but about having a clean and safe environment to live in, clothing, access to health care and loving relationships. (Maslow's (1960) the hierarchy of needs and Bronfenbrenner (1974) biological theories agree with and support the ideas of how the three concepts link together, when an individual's needs are met, they develop well.

Health

The word health refers to a state of complete emotional, mental and physical well-being and is not merely the absence of disease or infirmity but a resource for everyday life. According to the world health organization (WHO) (2022), health is a fundamental human right, also suggesting that health equity can be achieved when every individual person can attain their full potential for health and well-being. The conditions a child is born into, grows and develops have an influence on the adult that they will become. Throughout the early years health practitioners will measure the growth of infants and children, this provides the surveillance to record the child's health. Inadequate infant growth can be due to poor nutrition, leading to under-nutrition in low-income family environments, whereas the growth of an infant that has too much of the wrong kind of nutrition can lead the child to the risk of obesity. (NHS.UK, no date) The world health organization (WHO) (2022), tracking a child's growth in this way can monitor the child's health and development to detect any underlying health issues that a child could potentially develop alerting specific health services or public health responses. (Ang et, al, 2013; Hill; & Melanson, 1999 it is well documented that sedentary activity and unhealthy eating habits significantly contribute to the development of overweight and obesity. Parents play a crucial role in the development of healthy behaviours of their young children. The attitude and behaviour of healthy habits can be improved if parents are in need, they can receive guidance during this period to enhance their parenting skills, parents do their best with their children but sometimes they may need a little guidance, parents can have access to parenting workshops can help give support (NSPPC, 2021). Both practitioners and parents should ensure children are educated on healthy eating, physical activity and even good hygiene, (Cale & Harris; 2019).

Well-being

The well-being of a child is an integral part of a child's good health, their overall health such as, their emotional, mental, social, environmental, and spiritual well-being. Children will conceptualise well-being as positive experiences in their life (Vujcic et al, 2019) also as suggested by (Savahl et al., 2021), positive and negative effects are key components of a child's well-being. The time that children spend with their parents is a crucial factor in the growth of children; children's well-being is also an important indicator of their mental health. (Rees and Dinisman, 2015; Fallesen and Ghler, 2019) Parents are the main participants in their children's lives, the main role as a parent is to be established as an active caregiver (Rafferty et al., 2020). A parent's emotional warmth not only provides a positive emotional atmosphere to the child but also plays a positive role in the psychological regulation of their child (Liu et al., 2022). A child needs the care of a parent to seek unconditional acceptance, and recognition (Thoilliez, 2011); parents should ensure an active and healthy lifestyle, to provide an optimistic future for their children (Park et al., 2022). (Bowlby, (1950), attachment theory) suggests that an infant's emotional and social development is profoundly shaped when they have with their primary care giver, suggesting that that inconsistency's in the early attachment phases could potentially lead to a spectrum of mental health and behavioral problems in adult life. In early life the fundamental development of food preferences takes place, good eating, physical activity and sleeping habits become skilled. Well-being is strongly linked to happiness and life satisfaction, (university of Bolton, 2023).

(source,





(source Maslow pyramid, no date)

Lifestyles

Lifestyles are different and individual for every child, there are many factors that can determine the type of lifestyle a child has, such as, the family they grow up in, the financial environment their home has, the culture and religion they are brought up in, the diet and nutrition that is provided at home, the relationship and engagement they have with their parents, and the parents ability to look after their children. Children must have a stable environment, according to the world health organization (WHO) (2022), children that grow up in a stable environment thrive, when they have a safe environment, good healthy and nutritious food, children feel their needs are met when they are loved, feel safe and secure, to have family and social stability, financial security and good health. As part as a healthy lifestyle is important for children to have a routine and a structure in their home life, (Maslow, 1972) hierarchy of needs developed his theory as he also believed that all basic needs of an individual must be met for that individual to feel safe, happy and secure. The basic needs of every individual are not to be hungry, to feel warm and to not feel ill or be in pain. In children this would look like, having good nutritious food, hygiene needs being met, to have shelter, clothing and to have the right amount of sleep, to grow

up in a home that is not in poverty and is financially secure, to feel loved and the sense of belonging and connection, A child needs the care of a parent to seek unconditional acceptance, and recognition (Thoilliez, 2011); also agreed with the relationship between a child and their parent needs to be strong and for a child to be encouraged to have confidence, be proud of their achievements, to understand that they are a unique individual and to learn to respect others. By having the basic needs met a child becomes Reliant, learns their potential also grows and learns from their own experiences to strive for future goals. (Journal, 2010) Resilience is having the ability to overcome challenges, to problem solve and to strive for positive outcomes. (Bronfenbrenner 's bioecological theory ,1974)also believe that there are many different environmental influences that can have effect on a child's development , the five layers of the bioecological represent how society influenced the development of children and how children become members of the society they are brought up in by how interaction with people and the environment impacts the development of a person.(Bronfenbrenner 's bioecological theory ,1974)also believe that there are many different environmental influences that can have effect on a child's development , the five layers of the bioecological represent how society influenced the development of children and how children become members of the society they are brought up in by how interaction with people and the environment impacts the development of a person.



(source, Bronfenbrenners-biocological theory)

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The Holistic child and application to promote well-being`

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being, the development in a child during first three years is rapid, children's health and well- being are affected by both the genes they inherit but also the environments in which they live and learn in. (Kirk, 2014), the well-being and good mental health of children should be on the forefront of practitioners and parents if we want children to succeed in life. The journey to continue with holistic development is a necessity, (Kirk, 2014), A holistic approach aims to educate the whole child – physically, socially, emotionally and academically, with the active engagement and support of the whole community, also recognising that all children , including children with adversity needs are

enabled by equity , when faced with challenges the barriers are removed to give all children fair and equal opportunities. Practitioners and parent. Schools should adopt a rigorous approach to identifying needs instead, taking time to reflect and build a picture of the individual needs of their pupils, working with families will also help to build this picture. Building a relationship with the pupils, they work with helps practitioners recognise the strengths and weaknesses and how and when interventions should take place, understanding that each child is unique. (Birth to five matters).



(Source , living museum, no date)

Conclusion

For the conclusion of this poster, it is possible to see how health, well-being and lifestyles all link together, without a consistence balance children will suffer in their development, having an impact on the holistic development of the child. Being regularly physically active, eating a healthy diet, positive and nurturing relationships, routine, regular sleep all contribute the health and well-being of a child, educating children and their parents would support for healthy lifestyles. The theorist and models in this poster explain how children need an overall balance to the holistic approach for their development.

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Physical Well-being- The Development and Importance of Gross motor skills in early years.

Introduction

Physical well-being can be defined as the ability to maintain a healthy and balanced lifestyle without physical limitations, physical stress, and excessive fatigue. (NHS,2016) Physical well-being can also refer to the absence of disease or illness and is a complex combination of a person's physical, mental, emotional, and social health. It is important for children to learn how to look after their physical well-being by learning how to look after their bodies and to maintain their own health so that they take that knowledge with them into adulthood. (NHS,2016) Physical Well-being can be viewed as integral part of a child's development, according to the (study of preschool activity, (2017) children between the ages (3-5 years of age) are insufficiently physically active and engage in high levels of screen -based activity.

And according to (WHO, 2022) World Health Organisation more than 80% of the world's adolescent population is also insufficiently physically active.

As mentioned for the purposes of this assignment and looking at physical well-being, the chosen aspect I will be looking into is the development and importance of gross motor skills for children in early years. Early years is extremely important for a child's physical development, as this is the stage where children will gradually learn to gain control over their whole body.

How to differentiate between Physical education and physical activity

It is important that practitioners are aware and to know that there is a difference between (PE) physical education and (PA) physical activity.

(PA) - Physical activity, is defined as all movement that a person can part take in, such as moving around in general by walking around the room, household chores, gardening and taking part in any kind of leisure activity an individual may be interested in participating in. The popular ways in which a person can participate in physical activity is walking, sports, active recreation and play, swimming, for example these activities that can be enjoyed by everybody. According to the (World Health Organisation, (WHO), 2022) Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure. (Caspersen et al. (1985) also defined physical activity in the same way. (WHO, 2022) physical activity that is regularly taken, is proven to help prevent and manage

noncommunicable diseases such as heart disease, stroke, diabetes and several cancers. It also helps to prevent hypertension, maintain healthy body weight and can improve mental health, quality of life and well-being.

It is recommended by the world health organisation (WHO, 2022) that children at 3-4 years of age should, spend at least 180 minutes a day doing a variety of types of physical activities, these can be done at any intensity, spread throughout the day. The benefits of children doing physical activity regularly, will improve their physical fitness such as muscular and cardiorespiratory fitness, improve and strengthen bone density, improve cognitive outcomes for example (academic performance and executive function), also improve mental health (by reducing symptoms of depression) and maintaining a healthy body weight. Physical activity is included in all forms of physical education for children such as in sport and dance activities, however it also includes a wider form of activity that includes play, indoor and outdoor activities, forest school, actively running around the playground, active travel and routine.

(PE)-Physical education is planned, progressive learning that takes place in school and is curriculum timetabled that is delivered to pupils by a teacher in a lesson. (Pangrazi,2001) PE is education through movement, (Lynch, 2016; UNESCO ,2015) Physical education provides a platform for, enhancing children's well-being and holistic health.

This involves both 'learning to move' for example, becoming more physically competent and 'moving to learn' which is learning through movement, using a range of skills, and understanding beyond physical activity such as teamwork and problem solving. Physical education offers children a chance to experience a range of activity including sport and dance. Schools also provide school sport that is structured learning, taking place beyond the curriculum, known as the extended curriculum, this can also be referred to as out of school hours learning. This helps to form a vital link with 'community sport and activity. According to (GOV.UK, Ofsted, (2022) and the (Department of education, 2013, no page number), PE is an entitlement for all pupils, and should be taught to a high quality, regardless of their starting point and experience of sport and physical activity. The national curriculum states: "A high-quality physical education inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide pupils the opportunity to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and in other activities build character and help to embed values such as fairness and respect."

Pupils through physical education should develop the fundamental movement skills to become confident and competent, in order to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should engage in competitive and co-operative physical activities that have a range of activities (The national curriculum, 2013). This includes being competitive with themselves as an individual, pushing and moving past their limitations and when competing against another individual consistently pushing themselves to do better.

The significance of gross motor skills and why they are important

Gross Motor skills are the skills that children develop when using their whole body, these skills are continually developing, starting from an early age. Babies use their gross motor skills from their earliest movements with their efforts to move and travel, from when they start to try to lift their head, to start trying to sit up, crawling, and starting to pull themselves up and learning to stand and walk. When using their whole bodies children become increasingly confident, agile, and flexible, learning coordination through whole body movements. Children should be given the time, space, and encouragement to learn these steps; by encouraging and giving positive response and feedback. Children will grow in confidence no matter how small their steps and the time it takes for these skills to develop. (Help for early years, 2022) The constant use of gross motor skills will encourage the development of muscular strength and confidence will grow in children to develop the ability to take well intentioned, safe risk to

become increasingly well-coordinated. Gross motor skills affect wellbeing and give children the opportunity to socialise in play, gross motor skills are essential for children be able to then also develop fine motor skills. (Davis & colleagues, 2011) there is evidence that suggests that physical activity may affect school aged children's higher-order cognitive processes, such as executive functions, that in turn affect self-regulation.

How physical activity is reflected in the EYFS frame work and how gross motor skills are developed.

The early learning physical goals for physical development for children in the eyfs for gross motor skills to achieve by the end of reception class setting are balance, control, stability and strength when playing, the development matters of personal development elements shape activity levels and the principles are to be consistently moving. For children to negotiate space and obstacles safely, with consideration for themselves and others, to demonstrate strength, balance and coordination when playing and to move energetically, such as running, jumping, dancing, hopping, skipping and climbing, these movements are locomotor skills. (EYFS framework, 2023) (In my setting based in a primary school, west midlands) the PE program that is used is called 'Get set for PE', and also use the Real PE Scheme, class teachers and the school sports coach work together and individually with the PE programme. During PE lessons the children will be working towards their (ELG) early learning goals,

children will be learning about how to develop and negotiate space and obstacles safely, with considerations for themselves and others, be able to demonstrate strength, balance and coordination, moving energetically, The PE lessons that the children take part in set the basic moving patterns that can influence lifelong participation in sport and physical activity. Physical development is one of the prime areas of development in the (EYFS framework,2023) practitioners are to support children by providing an environment that supports gross motor skills even, when children are playing these opportunities must be both indoors and outdoors. Practitioners must allow for an enabling environment that can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility, also throwing and catching. This can be achieved by using climbing apparatus, assault courses, which evolve problem solving, balance beams for example. Gross motor skills provide the foundation for developing healthy bodies and social emotional well-being. (At my setting) the school will look any child that has been diagnosed with a condition regarding gross motor skills (such as dyspraxia for example) these children have been assessed by an OT team (occupational therapist) (NHS) these children will have been set targets and activities which will be carried out by the school's sports coach over the school year, sharing information with the class teachers. Baseline assessments will also be carried by the school's sports coach to see the areas the children are progressing in and where they need further intervention, the sports coach will work with that child twice a week, these activities would be building core strength, balance, upper body strength, leg strength and locomotor skills.

Gross motor skills are not just developed through physical activity in sport or in a PE lesson but also supported through other activities that requires physical movement such as using loose parts and

building materials, which strengthen the movement of reaching, twisting, lifting, drawing on a large sheet of paper creating large movements for the arms and shoulders, these activities help to build the upper girdle which are important muscles for climbing, children being allowed to explore their surroundings will develop their motor skills independently through play.(Piaget, 1920) children learn from their surroundings, as they actively build up their knowledge of what they can do.

The holistic development of the child

There is evidence to suggest that physical activity supports the holistic development of children, contributing to physical wellbeing, encouraging healthy habits, improving cognitive process and strengthening motor skills to develop strong overall health.

(Davis & colleagues, 2011), suggest that physical activity may affect school aged children's higher-order cognitive processes, such as executive functions, that in turn affect self-regulation, (Howard & Melhuish, 2016) Self-regulation is a construct composed of multiple inter-related high-level cognitive skills responsible for formulating goals, planning how to achieve them, and carrying out these plans effectively (Davis and colleagues, (2011), found that in their study, regular physical activity improved executive functions and altered brain activity in active overweight 7-11 years old's, nevertheless the influences of physical activity on the cognition brain for young children is not as well established, remaining unclear if physical activity aids cognitive development in early years or how much physical activity and what intensity is required for optimal development. (Best, 2010) self-regulation and executive functions are strong indicators of school readiness and later academic achievements are intimately linked to children's psychosocial development and behaviour.

(The school PE overview) at my setting which supports physical well-being in children, encourages and promotes PE and Sport, for the children who attend the school to understand the importance of a healthy, active lifestyle. Encouraging and supporting pupils to be equipped with physical literacy, emotional, social and cognitive thinking skills. Supporting, that regular participation in sport can improve physical fitness, reduce the risk of disease, promote healthy lifestyles, instil self-discipline, lower stress and improve self- confidence. Supporting this by delivering a high-quality curriculum, leading to life-long participation in physical activity. Schools have the interest of the holistic child at the centre of their curriculum. (Gov.UK, 2023-2024), Schools have a key role to play, in particularly primary schools, this is where the foundations of positive and enjoyable participation in regular activity are embedded. All pupils should experience equity by all children have equal access to high PE provision and opportunities. (Pangrazi,2001) PE is education through movement, (Lynch, 2016; UNESCO ,2015)

Conclusion

To conclude the findings for the development and importance of gross motor skills in early years, there seems to be evidence to support that developing gross motor skills such as locomotion and object control as well as having adequate physical fitness helps to provide a good foundation of good movement later in life (Eichstaedt&Lavay,1992; Gallahue & Ozman. 1995; Ignico, 1994: Sanders,1992,1993; Sherill. 1993; Wessel & Zittel, 1995). The development of gross motor abilities is essential to the development of social and play skills (Bricker & Cripe, 1992; Rimmer & Kelly 1989;

Sanders, 1992). Having strong motor skills supports, not only physical well-being but the overall well-being of a child.

Thank you for listening.

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