

Health and Wellbeing

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children's Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

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Health and Well-being

Rationale

"Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future."

(Curriculum for Excellence)

"Competent and confident learners and communicators, healthy in body, mind and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society". (New Zealand Curriculum Guidance, 2017, Introduction: 6)
(Realising the Ambition – Being Me)

Aims

Learning through Health and Wellbeing should enable children to:

- make informed decisions to improve their mental, emotional social and physical wellbeing
- make and express choices, plans and decisions
- develop confidence, self-esteem and a sense of security
- develop independence by caring for themselves and their personal safety and hygiene.
- experience challenge and enjoyment and to persevere in tasks that at first present some difficulties
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional social and physical skills to pursue a healthy lifestyle
- form positive relationships with other children and adults and begin to develop friendships with other children
- play co-operatively, take turns and share resources
- become aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules
- become aware that the celebration of cultural and religious festivals is important in people's lives
- develop positive attitudes towards others whose gender, language, religion or culture, for example, is different from their own
- care for the environment and for other people in the community
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of Scottish children
- make successful transitions to the next stages of education

Attachment is viewed as one of the most important factors in child development, especially about how the brain develops and the development of emotional and social skills.

"We know that positive outcomes for children and families are realised in settings which uphold the rights of the child. Where respect and responsiveness to the holistic needs of the individual baby and child are the defining features and are achieved through reciprocal relationships and collaboration." (Realising the Ambition – Being Me)



How these aims are to be achieved

Staff will provide opportunities which: -

- engages children and takes accounts of their views and experiences
- engages the active support of parents and carers
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment and wider community
- encourages children and young people to act as positive role models for others
- encourages children to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- engages and works with parents and carers to provide children with coherent and positive experiences which promotes and protects their health
- protects children from abuse, neglect or harm at home, in school and in the community
- helps to foster good health in families and communities through work with a range of professionals and enables them to understand the responsibilities of citizenship supports and guides children in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community

and where:

- children can form good relationships with other children and adults using staff as role models
- children develop the ability to identify acceptable and unacceptable social behaviour in themselves and others and are praised for good behaviour
- children develop an appreciation of the reasons for constraints upon their behaviour for example in Nursery, home and visits outwith these places and so feel secure
- children can co-operate with others during an activity whether in free play/large group activities
- children have opportunities to be kind/sharing/generous
- children have opportunities to help in preparation/selection of snacks
- children take responsibility for the care of their environment in tidying up, looking after plants and are encouraged to believe they are trusted to do so
- children are taught responsibility for self-discipline over health/hygiene issues
- books, materials illustrating other cultures, creeds, religions other than their own are available so children are aware of these and can realise to respect them for their difference links with home are made obvious for example 'All About Me' book.

Resources

- Curriculum for Excellence
- Realising the Ambition – Being Me
- How Good Is Our Early Learning & Childcare
- Health Promoting Schools
- Eco Schools
- Forest Kindergarten



- My World Outdoors
- Interagency working/relationships
- Links with the wider Community

Evaluation

After a clear settling in period, with staff support for child and parent, in a secure environment, the child will develop positive relationships with other children and adults which will lead to increasing self-esteem and learning about their own growth and development skills.

Observation and staff assessment should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of everyone, and the social and community context.