

# Healthy Living

## Promoting Health



Promoting health is the responsibility of everyone. How we support children to recognise the importance of caring for their bodies, and the impact of this, is a foundation life skill. As early years practitioners, you are advocates of healthy living practices. Your role in promoting, guiding and modelling healthy habitual behaviour is embedded within the [Statutory framework for the early years foundation stage](#).

“Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and manage personal needs independently.”

“ELG: Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.”

### Task 1

Explore the following statements lifted from the statutory framework. As a pair, reflect on your current practice and evaluate how you compare to the expectations.

Some questions have been included to get your started...

“Providers must promote the good health, including the oral health, of the children they look after.”

- What do you already do to promote good health?
- Do you engage in supervised tooth brushing?

- Do you work with parents to promote good oral health?
- Do you talk with the children about visiting the dentist?
- Are staff familiar with the impact of healthy diets on oral health?

“Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious.”

- Who is responsible for creating menus? Are they skilled in creating a recognised balanced diet for children?
- Are parents involved in the discussion around healthy eating?
- Do children bring pack lunches? If so, how are families supported to provide balanced options?

“Fresh drinking water must always be available and accessible to children.”

- Do you model frequently drinking water?
- Do you remind children to drink if they haven't?
- Do you share with children why it is important to stay hydrated?

How might you support children to find the connection between physical health and well being and their mental health and wellbeing?

## Task 2

Research local initiatives that are available that focus on developing practice to promote improved health.

Here are some examples to get you started:

- [Healthy Teeth, Happy Smiles \(leicester.gov.uk\)](http://leicester.gov.uk)
- [Leicestershire Nutrition and Dietetic Service for Early Year's Settings - Leicestershire | Health for Under5s](#)
- [Active together - Active Tots \(for professionals\)](#)

Based on what you have found, plan how you can embed this learning into practice. This can be big or small – are you going to start supervised toothbrushing? Are you going to create a poster for parents that promote the impact of being active? are you going to review your current menu? Be sure to capture your plans and engage everyone in the process.

## Task 3

Think about your existing curriculum; does it promote health?

Think about what it is you want children to achieve when it comes to health.

What opportunities are you providing to support them in developing the skills and understanding required around health?

### Suggestion:

Turn your role-play area into a dentist surgery. Collect items that you would normally find in a dentist surgery, include books and stories. Think about those children that would not yet have been to the dentist. How will you support the children? What conversations might you have? How could you embed the learning that takes place in other aspects of your curriculum?

How else might you extend this? Could you invite a community dentist to come to talk with children? Consider contacting public health for support and advice to share with parents.

Can you think of other themes for role-play areas to encourage a healthy approach?