



Information Sheets for Parents –

EYLF Learning Outcome 3 v2:

Children Have A Strong Sense Of Wellbeing

National Quality Standard – Quality Area 1

Element 1.1.1 – Approved learning framework. Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Wellbeing incorporates both physical and psychological aspects and is central to belonging, being and becoming. Without a strong sense of wellbeing it is difficult to have a sense of belonging, to trust others and feel confident in being, and to optimistically engage in experiences that contribute to becoming.

At Hamilton Community Pre-School we attend to children's wellbeing by providing warm, trusting relationships, predictable and safe environments, affirmation and respect for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual being. By acknowledging each child's cultural and social identity, and responding sensitively to their emotional states, educators build children's confidence, sense of wellbeing and willingness to engage in learning.

The following lists the key components, which provides some examples of what children can achieve and how educators can promote the learning and help children to meet Learning Outcome 3

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

3.1 Children become strong in their social and emotional wellbeing

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> • demonstrating trust and confidence in their interactions with others • remaining accessible to others at times of distress, confusion and frustration • identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad • share humour, happiness and feelings of satisfaction • seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others • increasingly co-operate and work collaboratively with others • enjoying moments of solitude • recognising their individual achievement • make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected • showing an increasing capacity to understand, self-regulate and manage their emotions • appreciate the feelings and needs of others • experience and share personal successes in learning and initiate opportunities for new learning • acknowledging and accept affirmation of themselves by others • assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others. • recognising the contributions, they make to shared projects and experiences • initiate approaches and actions to interact with other children and form friendships • use positive self-talk when encountering difficulties or setbacks • recognise a range of emotions in themselves and others. 	<ul style="list-style-type: none"> • show genuine affection, understanding and respect for all children • are aware and available to provide comfort for children in distress • support breastfeeding and respond to children’s cues for hunger and satiety or sense of fullness after eating • listen and respond empathically when children communicate their distress, fears or frustrations • collaborate with children to document their achievements and share their successes with their families • ensure that all children experience pride in their attempts and achievements • promote children’s sense of belonging, connectedness and wellbeing • challenge and support children to engage in and persevere at tasks and play • model positive self-talk to support self-regulation during times of stress • build upon and extend children’s ideas • maintain high expectations of each child’s capabilities • value children’s personal decision-making • welcome children and families sharing aspects of their culture and spiritual lives to create culturally safe environments • support families’ diverse parenting approaches • talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control • acknowledge and affirm children’s effort and growth • assist children to develop strategies to foster positive mental wellbeing • investigate how physical movement, exercise and healthy lifestyles assist children with mental wellbeing • discuss unsafe situations that would need to be reported to educators and other adults, including signs of children at risk • promote body safety awareness with children and families • help children talk about negative emotions or potentially unsafe behaviours • discuss and model appropriate use of digital technologies and discuss how to keep children safe online with children and families • update their own learning of digital and cyber safety for children • are playful and promote a sense of enjoyment

3.1 Children become strong in their social and emotional wellbeing continued

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
	<ul style="list-style-type: none">• mediate and assist children to negotiate their rights in relation to the rights of others• create spaces for children to rest and engage in relaxation in indoor and outdoor spaces• support the development of friendships and engaging with peers.

3.2 Children become strong in their physical and mental wellbeing.

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> • engage in increasingly complex coordination of body movements with sight, sounds and other sensory stimuli to engage with people and explore materials • develop movement patterns, mobility and gross motor skills to manage and explore the physical environment • combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement, drama and fundamental movement skills • build core strength, physical coordination and stamina • use their sensory perceptions, physical capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world, including finding new challenges and risks • demonstrate spatial awareness and orient themselves, moving around and through indoor and outdoor environments confidently and safely • manipulate equipment and manage tools with increasing competence and skill • respond through movement to traditional and contemporary music, dance and storytelling • move to the tempo and rhythm of music • participate in physical play, dance, drama • negotiate play spaces to ensure the safety and wellbeing of themselves and others. 	<ul style="list-style-type: none"> • plan for and participate in energetic physical activity with children, including dance, drama, fundamental movement skills and games • draw on diverse family and community experiences and expertise to include familiar games and physical activities in play • use physically active play and games as opportunities for children to develop friendships and turn-taking skills • provide well-planned and challenging outdoor environments that encourage risk-taking and risky play experiences • are aware of and address personal preferences that may unintentionally impact best practice for promoting children’s physical activity and movement skills • provide a wide range of tools and materials to resource children’s fine and gross motor skills • provide ample opportunities and resources for gross motor and movement experiences in both indoor and outdoor learning environments • provide an environment with challenges for the abilities of children • explore ways of incorporating knowledge of how bodies function and personal safety • use the dramatic arts and role-play for supporting children’s exploration of feelings and opinions.

3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety.

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> • recognise and communicate their body needs, (e.g. thirst, hunger, rest, comfort, physical activity) • are happy, healthy, safe and connected to others • show awareness of healthy lifestyles and good nutrition • show increasing independence and competence in personal hygiene • show care and safety for themselves and others • build strategies to calm the body and mind • have agency and exercise choice about their sleep, rest and relaxation • develop a sense of body autonomy and boundaries (e.g. my body belongs to me) • learn ways to ask for and provide consent during everyday play • distinguish safe and unsafe touches • notice and label feelings/emotions in themselves and others • learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad. 	<ul style="list-style-type: none"> • actively support children to learn hygiene practices • promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community • discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all • encourage and teach children about personal safety including strategies to support children’s and families’ awareness of boundaries • engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition • create a safe environment for Aboriginal and Torres Strait Islander children to share about their history and culture, songs, language, food, ceremonies and dance, if they choose • consider the pace of the day within the context of the community • learn about e-safety for children and embed and model safe digital practices • discuss aspects of posture, and other health related age-appropriate digital practices with children • provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation • provide ongoing opportunities for children to express their ideas, feelings and emotions through the creative arts • encourage all children to share their history and culture, which could include songs, language, food, ceremonies and dance • create culturally safe and appropriate learning experiences and spaces (e.g. reflect children’s cultures in the setting) • design indoor and outdoor spaces of calm to support self-soothing. • talk with children about the benefits of sleep, rest and relaxation for the mind and body • use flexible approaches to sleep and rest, engaging children in decision-making about their own sleep and rest • assist children with the understanding that feelings can change over time

3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety continued

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
	<ul style="list-style-type: none">• read age-appropriate children’s picture books with body autonomy and boundary themes, and offer these to families to read with their children• communicate to children that it is ok to say no to touch• listen carefully and take seriously when children talk about things that bother them• help children understand the concept of consent by modelling or demonstrating asking for and providing consent and provide opportunities for children to practice.