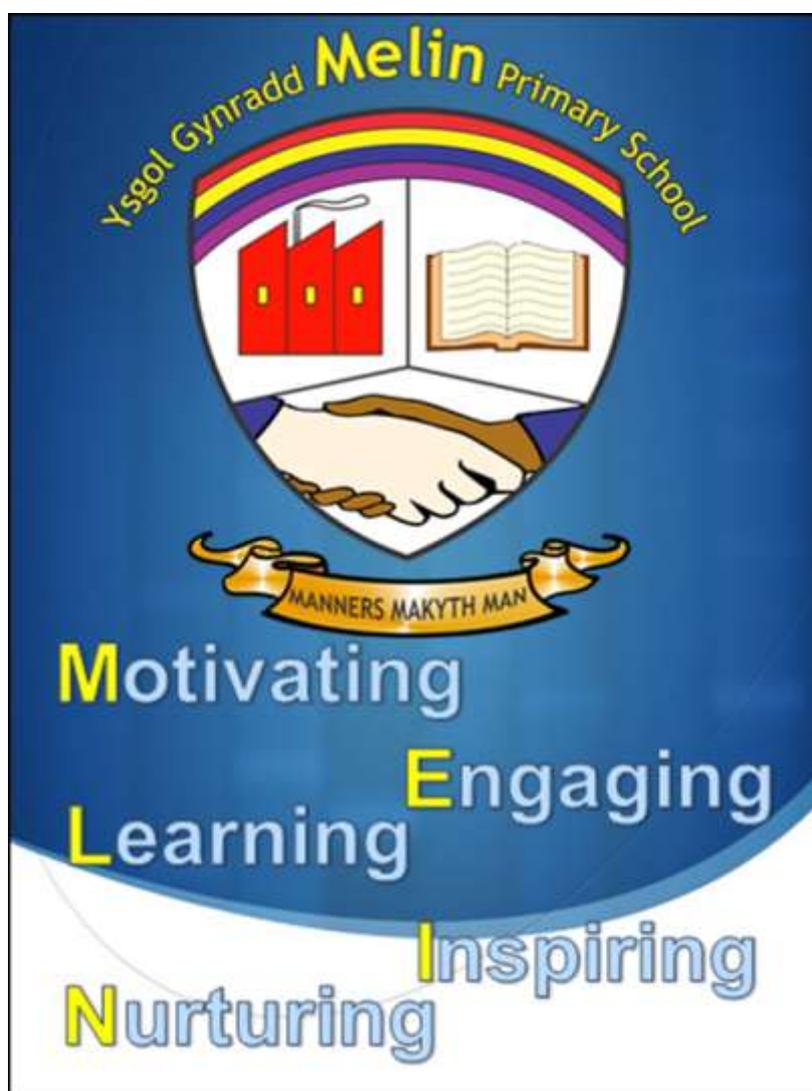


Melin Primary School

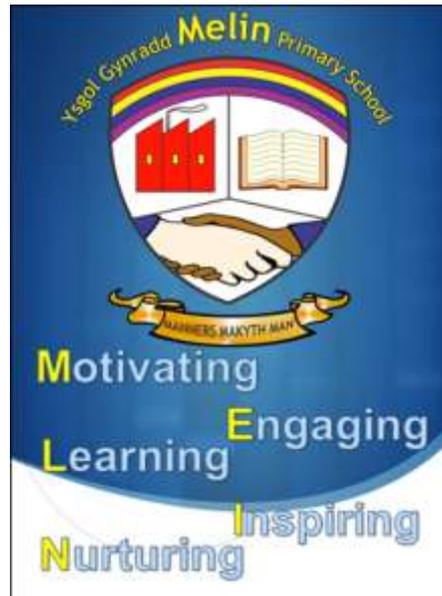


Food and Fitness Policy

May 2018 (review Summer 2021)

Approved by: _____

Date: _____



Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

Aims

- To improve the health of the whole school community by equipping pupils with ways to establish and maintain life-long active lifestyles and healthy eating habits.
- To ensure that food and nutrition and physical activity become integral to the overall value system of the school and a common thread of best practice runs through the curriculum, the school environment and community links.
- To develop a whole school approach to food and fitness , in order to offer a shared vision, coherence in planning and development, and consistency in the delivery of services, curriculum messages and supporting the environment.

Objectives

Ethos

- Recognise the significant impact of the informal curriculum on the social and emotional education of pupils as well as their physical health and well-being.
- Understand and maximise opportunities for social and educational development through the organisation and delivery of food and fitness activity throughout the day, and promote pupil participation in decision-making.
- Ensure that all activities and services related to food and fitness provided for pupils throughout the school day are consistent with the food and fitness content of the curriculum and appropriate national guidance and regulation where possible.
- Ensure that pupils are involved in the decision-making process relating to food and fitness activities where appropriate.

Foundation Phase

Organisation and Leadership

The specific references to food and fitness are:

Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales

Food and Fitness sits within Personal and Social Development, Well-being and Cultural Diversity and Physical Development. These Areas of Learning areas central and provides an overarching framework through which all other Areas of Learning are taught.

Personal and Social Development, Well-Being and Cultural Diversity

Range

- Activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy

Skills

Well-being

Children should have opportunities to

- Value and contribute to their own well-being and the well-being of others
- Understand and recognise the changes to their bodies and they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.

Outcome Four

- They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

Outcome Five

- they understand that to keep their bodies healthy they will need to eat and drink appropriately.

Physical Development

Health, Fitness and Safety

Children should be given opportunities to:

- recognise the effects exercise has on their bodies as they move
- describe what happens to their breathing and how they look and feel after exercise
- begin to understand that regular exercise improves health and fitness and that it helps body parts to work well

Outcome Four

- They recognise how their breathing changes when they exercise and how they look and feel.

Outcome Five

- They recognise and describe the physical changes to their bodies while doing different types of activity.

Outcome Six

- They describe how exercise affects the body and will give reasons why daily physical activity is good for them.

Children throughout the Foundation Phase site participate in Physical Development in a variety of ways. Children have the opportunity to explore and develop skills through both the indoor and outdoor environment. Children have a weekly timetabled slot for hall time and Outdoor Learning in our school garden Coed Melin. In addition to this children learn how to keep our bodies fit and healthy during well-planned activities in all year groups.

Children are encouraged to eat a healthy, balanced diet in order for them to be fit and healthy. On a Friday we celebrate 'cooks choice' award when our school cook chooses

children to win the award. They may be selected as they have eaten well, tried something new or brought a healthy packed lunch throughout the week.

Key Stage Two

Organisation and Leadership

Key Stage Two National Curriculum for Wales

At Key Stage 2, learners build on the skills, attitudes and values, and knowledge and understanding they have started to acquire and develop during the Foundation Phase.

The specific references to food and fitness are taught through Personal and Social Education, Physical Education and Science.

Personal and Social Education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning

Health and Emotional Well-being

Learners can be helped to maintain their emotional and physical health and well-being, sustain their growth and development, and know how to keep themselves safe

The physical development of learners depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and positive healthy choices. Central to the process is equipping them with the knowledge and practical skills to make informed choices in all these areas. In addition to understanding positive health choices, learners should be aware of the potential risks of the use and misuse of legal and illegal substances.

Range

Health and emotional well-being

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
- Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

Physical Education

Health, fitness and well-being activities

Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. plan daily physical activity through opportunities in school, at home and in the community
3. identify how to eat and drink healthily in order to meet the energy requirements of different activities
4. find out how exercise affects the body
5. sustain activity over appropriate periods of time in a range of different activities, e.g. a short walk, a longer run, cycle ride or swim, a short dance, etc.
6. follow relevant rules and safety procedures when exercising, and begin to understand risk and how to take responsibility for actions
7. describe how they feel when doing different activities
8. find out about opportunities in the community to try different activities.

Range

Health, fitness and well-being activities:

Activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being.

Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during the lunchtimes. Finding activities that are enjoyable and sustainable is important at progress in that activity. Pupils should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down routines and take increasing

- follow relevant rules and safety procedures when exercising, and begin to understand risk and how to take responsibility for actions
- describe how they feel when doing different activities
- find out about opportunities in the community to try different activities.
- this early stage of physical development if the goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends.

Science

Range

The need for a variety of foods and exercise for human good health.

Children in Key Stage Two at Melin Primary School partake in at least two sessions of Physical Education each week. Children will have the opportunity to learn and develop skills in in both the indoor school hall and outdoor playground.

Children are encouraged to eat healthy school meals or packed lunches. Children are able to participate in extra curricular activities such as running club and sports clubs taken after school by staff.

School Environment

The operation, scope and delivery of the food service and the provision of a range of safe, stimulating sport and recreational activities outside the formal curriculum plays a significant role in the pastoral care and welfare of the pupils so the school will:

- Recognise the importance of the involvement lunchtime supervisors in planning the lunchtime provision and linking with activities available to pupils;
- Offer a broad range of safe, stimulating indoor and outdoor, play and recreational activities.
- Offer pupils an enjoyable eating experience which underpins the valuing of each pupil, paying careful attention to key factors such as the length of the lunch break and management of queuing;
- A service free from stigmatisation with regards to pupils in receipt of free school meals;
- Free, fresh, water, to all pupils;
- A breakfast in primary schools that is consistent with that provided in a WAG Primary School Free Breakfast Initiative.

The school will not advertise branded food and drink products on school premises, school equipment or books, and will ensure that any collaboration with business does not require endorsement of brands or specific company products high in fat, sugar or salt.

Community

Within its broad purpose of 'education for life', the school will seek to:

- Raise awareness of, and promote, the activities and policy of the school around food and fitness in partnership with key community and health agencies;
- Encourage the provision of healthy food and snacks from home through the curriculum, by giving information to parents, and in partnership with key community and health agencies;
- Investigate the opportunities for the development of eco clubs for pupils, parents and community interests;
- Extra-curricular clubs to promote fitness, health and wellbeing for both Foundation Phase and Key Stage Two children e.g. parachute club, netball club, running club and sports club

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the Incerts Assessment system as part of our formative assessment procedures. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Monitoring, Evaluation and Review

- Healthy Schools co-ordinator in conjunction with the Headteacher and Deputy Headteacher will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Food and Fitness Policy, where resources allow and where identified as priorities in the School Development Plan
- SMT will take advantage of the existing national and local initiatives and resources relating to food and physical activity where appropriate for all children.

Progress will be monitored through the year and progress reported in the Governing Body Annual Report to Parents

Review

This policy will be reviewed in Summer Term 2021 as part of the nine term self-evaluation procedure or changes to statutory Curriculum orders, whichever is sooner.

D. Harris

May 2018