



## Heol Y Celyn Primary School FOOD AND FITNESS POLICY

The policy was agreed by staff/governors on: .....

Headteacher signed: .....

Chair of Governors signed: .....

Proposed Review Date: .....

**Exemplar Food and Fitness Policy Checklist:**

<b>Heading</b>	<b>Present</b>	<b>Comments</b>
1. Date of publication and review		
2. Introduction and context of policy		
3. Local and national guidance cited		
4. Consultation		
5. Links with other policies		
6. Aims and objectives of policy		
7. Links with WNHSS		
8. Programme management and organisation: roles and responsibilities		
9. Curriculum and content of programme		
10. Informal Curriculum		
11. Review, evaluation and dissemination		
12. Location of policy		

**Title of Policy: Food and Fitness**

*I confirm that I have read and understood this policy. I have had an opportunity to ask questions and will ensure that the principles of this policy will be reflected in my practice.*

[illegible]

## Food and Fitness Policy

## **1. Introduction:**

At Heol Y Celyn Primary School we are committed to encouraging our pupils to lead active and healthy lifestyles. We believe that healthy children are best able to take full advantage of the educational opportunities that the school provides. The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. We encourage a whole school community approach to food and fitness. The Headteacher, staff and governing body will do their best to ensure that food provided in the school and advice given to pupils promotes healthy and active lifestyles in line with Welsh Government and Public Health Wales guidance.

The Welsh Government is determined to help secure, maintain and improve the health of young people with the introduction of **The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013**. Food and drink served in local authority maintained schools must meet The Healthy Eating in Schools Regulations. These Regulations are part of the wider **Healthy Eating in Schools (Wales) Measure 2009** and are based on the previous Appetite for Life Guidelines. These all set out to improve the nutritional and food standards of the food and drink provided in schools in Wales.

The Well-being of Future Generations (Wales) Act has at its core an intention to improve the health, social, economic, environmental and cultural well-being of Wales. Promoting healthy diets and increasing levels of physical activity will be a key component of achieving the ambitions within this Act. We believe that physical activity, from the very earliest years, is essential to ensure healthy growth and development, as well as being linked to better academic achievement. In response to the Donaldson Review of the school curriculum in Wales, we are committed to ensuring that our school creates healthy and confident children in the coming years by addressing our pupils' physical needs alongside their academic needs. We intend to include more physical activity to the school day by developing physical literacy skills and encouraging physical activity during break times, along with physically active learning methods within lessons.

### **1.1 Our school's policy on food and fitness has been created in line with guidance from the following documents:**

- The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013.
- Personal and Social Education Framework for 7 to 19-year-olds;
- The Foundation Phase Framework for Children's Learning for 3-7 year olds in Wales: Personal and Social Development, Well-being and Cultural Diversity.
- Healthy eating in maintained schools statutory guidance for local authorities and governing bodies. Guidance document no: 146/2014
- National Curriculum for Wales, Design and Technology, Physical Education, Science (2008).
- Getting Wales Moving, a joint report by Public Health Wales and Sports Wales 2017.

- Healthy Weight: Healthy Wales, Welsh Government 2020

**1.2** This Policy was created/reviewed following **consultation** with staff, pupils, families, governors and the Cwm Taf Morgannwg Healthy Schools Team.

## **2. Links with other policies:**

This policy should be read in conjunction with the following school policies:

- Personal and Social Education (PSE);
- Physical Education
- Hygiene
- Health and Safety
- Equality Information and Objectives

## **3. Aims:**

- To develop a whole school approach to food and fitness through a policy that offers a shared vision, coherence in planning and development, and consistency in the delivery of services, curriculum messages and the supporting environment.
- To improve the health of the whole school community by equipping pupils with the knowledge and skills to establish and maintain life-long active life-styles and healthy eating habits
- To ensure that food, 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 links with the wider community
- To promote pupil participation and decision making in all aspects of food and fitness activities
- To fully uphold the Rights of the Child with specific reference to Food & Fitness:

‘Article 24: You have the right to have clean water, nutritious food, a clean environment and good healthcare when you need it.’

‘Article 31: You have the right to relax and play and take part in activities like sports, arts, music and drama.’

## **4. Objectives:**

- To ensure that activities related to food and fitness provided for pupils throughout the day are inclusive and consistent with curriculum guidance and Welsh Government regulations.
- To work in partnership with School Meal Providers to ensure that consistent messages about nutritional standards and healthy lifestyles are given to our pupils.
- To offer a broad range of inclusive, safe, stimulating indoor and outdoor sports, play and recreational activities to continually develop physical literacy levels.
- To offer a range of inclusive safe practical cookery activities to continually develop a lifelong love of food and cooking.

## **5. The Welsh Network of Healthy Schools Schemes**

Our school participates in the Welsh Network of Healthy School Schemes. As participants in this scheme, we aim to actively promote and protect the physical, mental and social well-being of our school community through positive action by such means as policy, strategic planning and staff development with regard to its curriculum, ethos, physical environment and community relations. We therefore aim to develop and implement a coherent health education curriculum in relation to food and fitness.

## **6. Management and Organisation of Food and Fitness:**

### **6.1 Role of the Governing Body:**

The role of the governing body for our School is to ensure that:

- The School Meal Service comply with the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013
- Systems are in place to inform families of their entitlement to free school meals
- The school is delivering a broad and balanced cross curricular programme of food and fitness to all pupils
- Consistent messages are promoted through the formal and informal curriculum.
- A member of the governing body will be nominated to oversee the implementation of the Food & Fitness policy.

### **6.2 Role of the Headteacher and Senior Leaders:**

**The Head Teacher and Senior Leaders will ensure that:**

- The school ethos and environment reflect the school policy
- School Meal Service comply to current Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013

- Parents/carers are made aware of their entitlement for their child to receive free school meals as appropriate
- All staff promote healthy eating and participation in physical activity in accordance with school guidance
- 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
- A planned and appropriate food and fitness curriculum is provided for all pupils throughout the school year
- The school does not advertise branded food and drink products on school premises, equipment or books and will ensure that any collaboration with business does not require endorsement of branded or specific company products high in fat, sugar or salt
- Updates on school Food and Fitness actions will be included in the Annual Report to parents.

### **6.3 All teaching and non-teaching staff to ensure that they:**

- Act as positive role-models
- Ensure consistent messages are provided/ mixed messages are avoided in relation to diet, oral health and physical activity
- Support implementation of the school policy
- Deliver effective food and fitness education as agreed in this Policy
- Encourage participation in local and national initiatives
- Promote healthy eating and active lifestyles in accordance with school guidance
- Help and encourage children to select balanced food choices at lunchtimes and promote opportunities for them to be physically active during the school day.

### **6.4 The role of parents and carers:**

We ask that Parents/Carers endeavour to:

- Support the policy
- Provide healthy packed lunches if food is brought in from home
- Apply for their child's Free School Meals if entitled to do so
- Provide fresh fruit and/or vegetables for snack
- Provide a clean drinking water bottle for fresh, plain water only
- Supply an appropriate PE kit as per school uniform policy
- Ensure timely payment for school meals and snack provision if applicable
- Support local and national initiatives.

## **7. Curriculum**

The Food and Fitness curriculum will ensure that;

- Pupils are taught to understand the relationship between food, physical activity and short and long term health benefits
- Pupils can acquire the basic skills in preparing and cooking food via the Food Competency Framework

- Pupils will be given the opportunity to examine the influences of food choices, including the effects of the media through advertising, marketing, labelling and packaging of food
- Pupils are provided with consistent key messages for good oral health
- Pupils are given the opportunity to learn about the growing and farming of food and its impact on the environment both in the classroom and outside in the countryside
- The out of school hours programme includes a broad range of purposeful and enjoyable food and fitness based activities
- The Food Competencies include the themes of: Diet and Health, Consumer Awareness, Cooking and Food Safety. (These apply to young people aged between 5-16+ years)
- A well planned programme of study in PE that makes good opportunities for cross curricular promotion of physical activities and its relationship to diet and nutrition
- 2 hours of quality PE will be provided per week for every pupil
- All teaching and learning resources reflect current local and national guidance.

### 7.1 Content of the Food and Fitness programme:

The following table provides a breakdown of what pupils should be given the opportunity to understand and learn during the Foundation Phase and Key Stage 2 with regard to food and nutrition. Please refer to the PE Policy for the breakdown of the programme of study for PE.

Guidance	Topic
<b>Area of Learning and Experience</b> <b>Health and Wellbeing</b>	Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.
<b>PSE Framework</b>	Take increasing responsibility for keeping the mind and body safe and healthy.
<b>Learners at KS2 should be given opportunities to:</b>	
<b>And to understand:</b>	The features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness.
<b>Area of Learning and Experience</b> <b>Science and Technology</b>	The need for a variety of foods and exercise for human good health. Plan and carry out a broad range of practical food preparation tasks safely and hygienically.



	<p>Apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks.</p> <p>Classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties.</p>
--	--

## **8. Informal Curriculum**

Our school recognises the significant impact of the informal curriculum on the personal, social and emotional education of pupils as well as their physical health and wellbeing. Therefore Food and Fitness themes will be promoted through the informal curriculum which encompasses the values and attitudes promoted within the school, the physical environment and setting of the school.

We will also engage with pupils where appropriate in consultation on food and fitness related activities through groups such as the School Council, Healthy Schools Committee, Playground Leaders and Sports Council/Leaders.

### **8.1 School meals and food provision**

- All school meals should comply with The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013
- School menus and allergen information are clearly displayed around the school and canteen
- We will provide an enjoyable dining experience by developing welcoming aspects of the dining room environment including displays of food, promoting healthy eating, availability of free water and organising appropriate queuing arrangements
- Healthy options are promoted which give pupils the opportunity to try new foods
- The regulations are in place for all food provided on the premises from 8am up to 6.00pm
- Our school uses non-food rewards such as praise, stickers, games and star charts rather than confectionary
- As a school we will allow shop bought/unopened birthday cakes

### **8.2 Free School Meals**

- Parents/carers are sent regular reminders to ensure that they are made aware of their potential eligibility for their child to receive free school meals, and reassured about how the system works at school
- The uptake of free school meals is considered a key indicator for school performance
- Steps are taken to protect the identity of pupils receiving free school meals.

### **8.3 Healthy Lunchboxes**

- Current national guidance is provided for parents on nutritionally balanced packed lunches
- Children are educated on the content of a healthy packed lunch

- Healthy packed lunches will be promoted for school trips.

#### **8.4 Healthy Breakfast Club**

- The school has a Welsh Government Free Breakfast Club running providing nutritionally balanced food
- The Breakfast Club provides pupils with the opportunity to participate in active play/ physical activity.

#### **8.5 After School Cooking Clubs**

- The school will introduce an after school cooking club.
- A member of staff will receive Food Safety Level 2 Training which is updated every 3 years
- The school engages members of the local community and parents/carers to assist
- Recipes are in keeping with Healthy Eating in Schools guidance and where possible incorporate local seasonal produce

#### **8.6 After School Clubs to promote physical activity and sport**

Our teaching Staff are committed to delivering afterschool clubs weekly. We also work in partnership with outside agencies and the Local Authority:

Partners include:

- RCT Sports/ Urdd Cymru, A variety of clubs will be provided throughout the year
- Clubs on offer will be determined by the pupil choice
- The school engages with members of the local community and parents/carers to assist

#### **8.7 Fruit Tuck Shop**

- The school has set up a daily Fruit Tuck Shop, which pupils help to run
- Only fresh fruit and vegetables are served.
- The School Council, Healthy Schools Committee /Eco Schools committee are consulted in decisions to support the Fruit Tuck Shop

#### **8.8 School Milk**

- Free semi skimmed milk is offered to all Foundation Phase pupils each day
- Refrigerators are cleaned daily and temperatures are recorded

#### **8.9 Drinking Water**

- Children and staff have access to free fresh, clean water throughout the school day in places other than in the school toilets
- The school promotes 'Water Bottles on Desks'
- If brought in from home, parents will be responsible for the hygiene of the bottles
- If provided by school, designated staff members will be responsible for the hygiene of the bottles

### 8.10 Physical Activity

The school acknowledges and will ensure that:

- Physical activity and active play is inclusive
- Play leaders will be selected and trained annually to organise games and activities at break times
- Safe storage is provided for bicycles and scooters etc
- Families are encouraged to actively travel to school
- Opportunities for additional physical activity will be incorporated throughout the school day including wake and shake, daily mile, class exercises, Sustrans, cycling proficiency, standing activities, outdoor learning
- Sports day is held annually
- School sport facilities will be available for community use
- The playground is 'zoned' into different activity areas to encourage all pupils to participate in activity during break and lunchtimes that is suitable to their ability.

### 8.11 Oral Health

- The school actively promotes oral health messages through the curriculum
- The school actively participates in Designed to Smile and facilitates oral health promotion to children and parents
- The school advises its pupils and parents/carers to visit a dentist on a regular basis.

### 8.12 Fundraising, social events, staff meetings and parents' evenings

- A selection of healthy eating options in keeping with The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013 will always be available during school fund raising, social events, staff meetings and parents evenings
- Fundraising events which promote physical activity are encouraged
- The school will ensure that any collaboration with businesses does not require endorsement of branded or specific company products high in fat, sugar or salt
- Alcohol will not be used as part of fund raising including prize draws, raffles, hampers or during social events

### 9. Review, evaluation and dissemination:

- Implementation of this policy will be monitored by the Headteacher and members of the governing body
- It will be ratified every two years but reviewed annually or earlier if necessary
- The School Council are actively involved with the implementation and review of this policy.

POLICY TITLE	Food and Fitness Policy				
	DATE	RATIFICATION (✓ or N/A)	REVIEWED (✓ or N/A)	AMENDMENTS	Headteacher's Signature
					School Council's Signature


This policy will be located \_\_\_\_\_ and disseminated \_\_\_\_\_

Aspects of this Policy will be replicated in the School Prospectus, Hwb+, shared areas on the school network and staff handbook. Parents may request a paper copy of the Policy from the school.

### **Appendix 1 – Example of a pupil friendly Food and Fitness Policy**



## \_\_\_\_\_ School's Food and Fitness Pupil Policy



In our school we...



prepare healthy packed lunches or eat healthy school dinners



only drink semi-skimmed milk or water throughout the day



have a tuck shop at break times that sells fresh fruit/vegetables or we bring our own from home

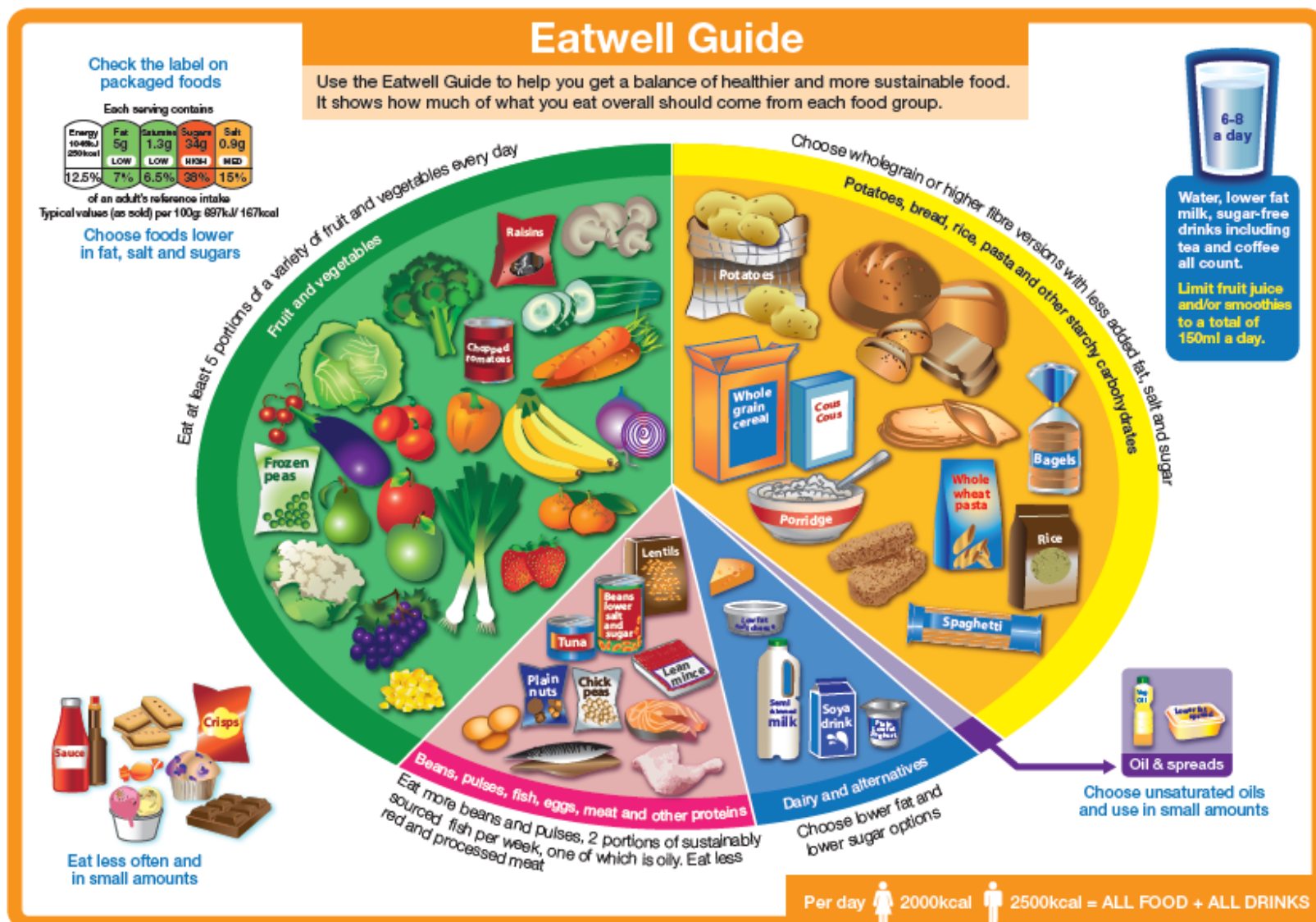


have at least 2 hours of PE every week and have lots of opportunities to keep



take part in the Daily Mile with our teachers

## Appendix 2 – Eatwell Guide



Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

© Crown copyright 2018

## Appendix 3 – Welsh Government Healthy Lunchboxes



Llywodraeth Cymru  
Welsh Government

# Healthy lunchboxes



As parents or carers you play an important role in setting an example and teaching your children from a young age about choosing healthy food and drink. This will help them to have a nutritious diet that meets their growing needs and it can help make sure that they continue to eat healthily and stay a healthy weight as they get older.

Over the past 10 years, school food and drink has continued to become healthier.

There are now laws in Wales to make sure that schools play an important part in helping to keep our children healthy by offering meals that are balanced and nutritious, encouraging them to try a variety of new foods, and teaching them about healthy lifestyles.

Nearly all schools in Wales are part of the Welsh Network of Healthy School Schemes, which aims to provide an environment that promotes health and well-being, including teaching children about the benefits of a healthy diet and an active lifestyle.

As part of this, we want to encourage healthy packed lunches for those children who bring food to school. This leaflet has handy hints and tips to help make sure that the contents of your child's lunchbox are as nutritious as the lunches served in schools in Wales.

Your child's school may have a policy on packed lunches. This leaflet supports any food policies already in place. Policies might not allow foods like sweets, chocolate bars, crisps and sugary drinks, and may ban certain foods (for example nuts) to protect pupils with an allergy. They may also encourage children to have at least one portion of fruit or vegetables, and to drink water.

### Planning the lunchbox

Children need to eat the right amount of food for their age. Young children will need quite small portions of food and older children who are very active may need much larger amounts.

#### Top tips

You do not have to use foods produced specifically for lunchboxes. Some foods, such as meat or pasta, taste just as good cold. So how about cooking extra amounts for dinner, keeping the left overs in your fridge, then using them as part of your child's lunch to take to school the next day? You could plan lunches for the week in this way to help you to save money and reduce food waste.

To help you to find healthier options at the supermarket, look at nutrition labels on the front of packs and pick those which have amber or green traffic lights for fat, saturated fat, sugars and salt where possible.

Energy	Fat	Saturates	Sugars	Salt
100 kJ 100 kcal	3.5g	0.4g	1g	0.43g
9%	5%	2%	1%	7%

When adding fresh meat or any foods that are normally kept in the fridge, you should use an insulated lunchbox with an ice pack or include a frozen drink that could help to keep a lunchbox cool. If you prepare your child's lunch the night before, always store it in the fridge overnight.

# Preparing the lunchbox



## 1 Start with starchy foods and carbohydrates

Starchy foods are a good source of energy and should make up around one-third of your child's lunchbox. You should try to include starchy foods like bread, pasta or potatoes, and vary your choices as much as possible.



### Top tips

To offer something different to the traditional sandwich, you could give your child a bagel, pitta bread, a wrap or a baguette. Use brown, wholemeal or seeded varieties where possible and only use a small amount of vegetable based spread, such as sunflower spread, or reduced fat spread.

Breadsticks, oatcakes and wholemeal crackers are handy additions to a lunchbox and can be eaten with low-fat soft cheese or small cubes of reduced-fat hard cheese.

## 2 Add protein

Add a portion of food rich in protein, either on its own or as a sandwich filler. Foods rich in protein include the following.

- Chicken
- Lean meat
- Fish
- Eggs
- Cheese
- Beans, pulses and meat alternatives

## 3 Add a couple of portions of fruit and vegetables to contribute towards your child's '5 a day'

There are many ways you can add fruit and vegetables to your child's lunchbox.

- Children are drawn to brightly coloured fruit and vegetables and are much more likely to eat them if they are ready to eat, for example already peeled or cut into bite-sized pieces. Small fruits and vegetables, such as grapes and cherry tomatoes, should be cut into quarters for young children to reduce the risk of choking. You could also include some low-fat houmous or soft cheese for dipping.
- You could put salad in their sandwiches.
- You could make them a tasty fruit salad or include some canned fruit in natural fruit juice.
- You could include a handful of sultanas or a few dried apricots. To reduce the risk of tooth decay, dried fruit is best eaten at mealtimes.

## 4 Dairy and alternatives

You could also include one of the following. Choose lower-fat and lower-sugar products where possible.

- A plain yoghurt
- Fromage frais
- Low-fat soft cheese









## 5 Drinks

Remember to include a drink. Good choices include the following.

- Water (although this will be available in school)
- Milk (semi-skimmed or skimmed for children aged over five)
- Pure unsweetened fruit juice (no more than 150ml)

## Appendix 4 – Physical Activity Guidance for 5-18 year olds

# Physical activity for children and young people (5 – 18 Years)













 BUILDS CONFIDENCE & SOCIAL SKILLS	 STRENGTHENS MUSCLES & BONES	 MAINTAINS HEALTHY WEIGHT
 DEVELOPS CO-ORDINATION	 IMPROVES HEALTH & FITNESS	 IMPROVES SLEEP
 IMPROVES CONCENTRATION & LEARNING		 MAKES YOU FEEL GOOD

## Be physically active


Spread activity throughout the day

Aim for at least **60** minutes everyday

All activities should make you breathe faster & feel warmer

 PLAY	 RUN/WALK	 BIKE	 ACTIVE TRAVEL
 SWIM	 SKATE	 SPORT	 PE
 SKIP	 CLIMB	 WORKOUT	 DANCE

### Sit less



LOUNGING

### Move more

Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

UK Chief Medical Officers' Guidelines 2011 Start Active, Stay Active: [www.bit.ly/startactive](http://www.bit.ly/startactive)



## **Appendix 5 – Food and Fitness within the New Curriculum for Wales 2022**

**Topic: Food and Nutrition**

**Area of Learning and Experience: Health and Well-being**

<b>What matter statement</b>	<b>Developing physical health and well-being has lifelong benefits</b> <i>This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.</i>	
<b>Progression Step</b>	<b>1:</b>	I am beginning to make connections between my diet and my physical health and well-being.
	<b>2:</b>	I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.
	<b>3:</b>	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.
	<b>4:</b>	I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being. I can plan and prepare a variety of nutritious meals.
	<b>5:</b>	I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals.

**What are the range of experiences and activities that can support learners to enjoy lifelong physical activity and care for themselves and others?**

*Learners should be supported to develop positive behaviours in their wider physical health and well-being. This could relate to a range of factors, including diet, substances, hygiene, infection, the physical environment, sleep and rest. Settings, schools and practitioners should consider what experiences will support learners to understand how these factors can influence their health and well-being, develop the skills to support healthy behaviours relating to these factors, and the confidence and motivation to support those behaviours for life. For example, developing skills to support a healthy balanced diet should consider how learners can develop the skills and the enjoyment of preparing food which forms part of a healthy balanced diet.*

## Topic: Physical Activity

### Area of Learning and Experience: Health and Well-being

<b>What matter statement</b>	<p><b>Developing physical health and well-being has lifelong benefits</b></p> <p><i>This Area can help learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours...</i></p> <p><i>Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.</i></p>										
<b>Progression Step</b>	<table border="1"> <tr> <td data-bbox="304 533 360 608">1:</td><td data-bbox="360 533 2168 608">I have the confidence and motivation to move in different ways and I am beginning to develop control of <b>gross motor</b> and <b>fine motor</b> movements in different environments, moving safely in response to instructions.</td></tr> <tr> <td data-bbox="304 608 360 715">2:</td><td data-bbox="360 608 2168 715">I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</td></tr> <tr> <td data-bbox="304 715 360 790">3:</td><td data-bbox="360 715 2168 790">I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</td></tr> <tr> <td data-bbox="304 790 360 896">4:</td><td data-bbox="360 790 2168 896">I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.</td></tr> <tr> <td data-bbox="304 896 360 1007">5:</td><td data-bbox="360 896 2168 1007">I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.</td></tr> </table>	1:	I have the confidence and motivation to move in different ways and I am beginning to develop control of <b>gross motor</b> and <b>fine motor</b> movements in different environments, moving safely in response to instructions.	2:	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	3:	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.	4:	I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.	5:	I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.
1:	I have the confidence and motivation to move in different ways and I am beginning to develop control of <b>gross motor</b> and <b>fine motor</b> movements in different environments, moving safely in response to instructions.										
2:	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.										
3:	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.										
4:	I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.										
5:	I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.										

### What are the range of experiences and activities that can support learners to enjoy lifelong physical activity and care for themselves and others?

*Positive learning experiences can support learners to value physical activity, including sport, which in turn can motivate them to lead physically active lives. Learner-centred pedagogies such as purposeful play, a multiskills approach, the Teaching Games for Understanding (TGfU) approach and the Sport Education Model (SEM) can all contribute to a learning culture where physical activity is enjoyed by all. Learners should also be supported to value the benefits of this, including social, recreational and performance aspects, as well as how it supports their physical health and well-being. These activities should also support the development of knowledge, understanding and transferable skills within and beyond the physical health element of this Area. Settings and schools should consider how opportunities, experiences and pedagogies, including participation in various sports and activities, support the development and refinement of gross motor and fine motor movements,*

*transferable skills and the ability to connect progress with perseverance and confidence. Realising progress in physical competence supports learners' motivation to persevere and supports their confidence to continue participating throughout life.*

DRAFT January 2022

## Appendix 6 – Healthy snacks in primary schools

# Healthy snacks in primary schools

There is a legal duty for local authorities and schools to **promote healthy eating in schools**. The Welsh Government and Welsh Network of Healthy School Schemes recommend a whole-school approach.

Food brought into school for personal consumption can be subject to restrictions at the discretion of the local authority or governing body of a school. Almost all primary schools in Wales specify **only fruit and vegetables for snack during break times**.

Schools should create an environment and culture where it is **normal and easy for children to eat healthily**. School staff, along with parents/carers, are vitally important in the development of healthy eating habits for life, through **consistent messages and role modelling**.

**Fruit and vegetables should be the only snack at break times in primary schools because:**

- they are a good source of **fibre, vitamins and minerals**,
- they are naturally low in calories, helping to **maintain a healthy weight**,
- eating a variety of fruit and vegetables can help to **prevent a range of health issues** such as bowel problems, cardiovascular disease and some cancers; and,
- consumption of fruit and vegetables is below recommended levels, of at least **5 portions per day**.

Some primary schools also specify that fruit and vegetables at break time must be fresh.

# Healthy drinks in primary schools



There is a legal duty for local authorities and schools to **promote healthy drinking in schools**. The Welsh Government and Welsh Network of Healthy School Schemes recommend a whole-school approach.

Drink brought into school for personal consumption can be subject to restrictions at the discretion of the local authority or governing body of a school. Almost all primary schools in Wales specify:

- **only water on desks, or freely available, in the classroom; and,**
- **only water and milk during break times.**

Schools should create an environment and culture where it is **normal and easy for children to drink healthily**. School staff, along with parents/carers, are vitally important in the development of healthy drinking habits for life, through **consistent messages and role modelling**.

**Water and milk should be the only drinks at break times in primary schools because:**

- this helps children normalise drinking water throughout the school day, and into adulthood, as the **best hydration method**;
- water quenches thirst and is **easily and freely accessible** to children in school and at home;
- milk is a good source of **protein, calcium and other vitamins and minerals**;
- water has no additional calories, helping to **maintain a healthy weight**;
- drinking water can help to **prevent a range of health issues** such as headaches, bladder and bowel problems;
- water and milk **do not damage teeth**, unlike fruit juices and soft drinks, which include 'free sugars' and/or artificial sweeteners; and,
- squash and flavoured water, including sugar-free varieties, encourage children to develop a 'sweet tooth' and do not provide a nutritional benefit.

