

# Scoil Bhride Whole School Food Policy

## INTRODUCTION

The school's Whole School Food Policy outlines the vision, goals, and actions for promoting healthy eating and drinking in Scoil Bhride.

We aim to help improve the health of the entire school community by sharing ways to establish and maintain life-long, healthy, and environmentally sustainable eating habits.

This aim will be accomplished through food education that encompasses an appreciation for the value of food culture, food growing, cooking, and life skills, as well as providing nutritional knowledge about how food impacts bodies, health, and well-being.

A particular focus will be placed on encouraging the children to eat less sugar, salt, fat, and ultra-processed foods.

## RATIONALE

### **Consistent Messaging**

Having a Schoolwide Healthy Eating Policy helps to ensure a shared philosophy and consistent messaging about healthy eating throughout the school.

### **Food Provision**

It ensures that all food in the school conforms with healthy eating guidelines.

### **Promotes Healthy Eating and Healthy Eating Habits**

It helps to instill and maintain healthy eating habits from a young age and helps to ensure that the children understand the link between healthy eating and the prevention of obesity and diseases caused by poor diet.

### **Positive Eating Environment**

It aids in creating a positive eating environment, both social and physical, at mealtimes.

### **Supports Learning**

There is a strong link between nutrition and cognitive function. By ensuring that students have access to nutritious meals and snacks, the school can support their concentration/attention and learning.

### **Environmental Stewardship**

This policy incorporates elements of environmental education, such as reducing food waste, composting, and understanding where food comes from.

### **Inclusion/Diversity**

It helps to ensure that food and drink provision in the school reflects the ethical and medical requirements of staff and pupils and promotes inclusion (e.g. religious, medical, vegetarian, and allergenic needs). This policy encourages the celebration of diversity and aims to help increase pupil's awareness and acceptance of different cultures.

### **Well-Being**

It helps to ensure that we do all we can to care for the well-being of the whole school community as outlined in the Wellbeing Policy and Framework for Practice 2018-2023 document.

### **Active Participation**

It has helped to give children, staff, and parents opportunities to have an active voice in decisions relating to school improvement.

### **School Curriculum**

This policy helps to ensure that all food-related aims and objectives in the SPHE/SESE/PE Curricula are addressed.

## 1. CURRICULUM

Educating children about food and nutrition through consistent and age-appropriate delivery of healthy eating messages is essential, and the SPHE/SESE curricula play a key role in this.

It is important to empower children with knowledge, understanding, and skills to make appropriate food choices and develop a positive attitude toward food and diet-related issues. C.f. Appendices 1,2 and 3 for a comprehensive outline of relevant SPFE/SESE curricula topics.

The Whole School Food Policy will be referred to/revised in the first week of every school term to ensure that the whole school community is aware of it and adheres to its principles.

Oral Health Education will be taught as part of our SPHE curriculum under the Strand—Taking Care of My Body. Children will be explicitly taught the link between unhealthy food, sugary drinks, and poor oral health.

C.f. Appendix 4.

## 2. FOOD AND DRINK PROVISION THROUGHOUT THE SCHOOL DAY

### School Lunches;

In cooperation with Fresh Today Foods, the school provides free snacks and cold/hot lunches for all children.

These snacks and lunches align with our school's WSFP and national healthy eating guidelines.

They also meet the religious, ethnic, vegetarian, medical, and allergenic needs of pupils.

### Mealtimes;

Snack	1 <sup>st</sup> Break	5 minutes of eating time is recommended.
Main Meal	2 <sup>nd</sup> Break	10 minutes of eating time is recommended.

All children are asked to wash their hands before eating.

Children are provided with a lunch box. All leftover food will go home in this box.

If a child is absent, their food can be offered to other children in the class and staff. Great care will be taken concerning allergies and food intolerances.

If any food is left over in the school at the end of the day, it will be disposed of in a Brown Bin provided by Fresh Today.

Children will be encouraged to socialise with their peers during lunch times. Screens will only be used on days with inclement weather.

## **Drinks**

Children are only allowed to drink milk and water at school.

Hydration is important for effective teaching and learning, and staff and children have easy access to drinking water at one of the school's four water coolers.

Access to water is of particular importance during exercise sessions/sports events.

## **Treats;**

The children's access to treats in school will be limited to special occasions.

These are;

Halloween, Christmas, Brigid's Day, Valentine's Day, St. Patrick's Day, Pancake Tuesday, International Day, school tours, Easter, the last day of the school year, and cinema trips. Class teachers will let parents and children know what is expected in their classroom regarding treats on these occasions.

## **Birthdays and Special Occasions**

While the school recognises the importance of celebrating birthdays and special occasions, every effort will be made to celebrate these events in a healthy way, e.g., singing in class, having lunch at the Birthday Table, and wearing a Birthday Sash.

The school does not facilitate birthday parties for children, and staff will not distribute treats. If parents want to mark a child's birthday, we ask that they send a small non-food gift such as stickers or pencils or donate a book to the class library.

## **Rewards**

To ensure pupils develop a healthy relationship with food, we understand that food should never be used as a reward for good behaviour or any school-based achievements.

Rewards given to children in our school will not be food-related.

A list of alternative reward suggestions is supplied in Appendix 5.

## **School Trips/Tours**

Healthy packed lunches are provided for school trips/tours.

Children may bring their own packed lunch but are reminded that they must follow our Healthy Lunches from Home Guidelines. C.f. Appendix 6

Class teachers may relax food rules as these events are deemed special occasions. They will give guidelines to parents/children regarding treats that are allowed.

## **School Events;**

- **In-School**

Balance, low sugar content, and fair portions are important considerations when determining food availability at all school events, such as cooking classes and celebrations of special occasions.

- **Out of School**

Our school values partnerships with parents, and during any out-of-school events, the school will encourage parents to consider the school's Whole School Food Policy in the range of refreshments offered.

We encourage parents to use healthier ingredients, including 50% fruit and vegetables in baked produce and savoury snacks with no added sugar and salt, e.g., homemade popcorn.

### **Fundraising Events**

School fundraising events can be food-based.

A list of alternative suggestions can be found in Appendix 7

### **Growing**

Growing food and the Food to Fork principle are an important part of our children's Life Skills education.

### **Cooking**

Cooking is seen as an important element in our children's Life Skills education. Output from the kitchen will reflect our aim to ensure all children are eating a well-balanced diet that is low in sugar and salt.

### **After-school activities/clubs;**

All after-school activities and clubs will adhere to the school's Whole School Food Policy.

## **3. FOOD AND DRINK BROUGHT INTO SCHOOL**

### **Healthy Lunches from Home**

Families who choose not to take advantage of the free lunches are expected to bring healthy lunches from home.

The school provides guidelines on healthy packed lunches to families who choose not to avail of free lunches.

C.f. Appendix 6

### **Visitors**

Visitors to the school do not have to adhere to the principles of the school's Whole School Food Policy.

## **4. SPECIAL DIETARY REQUIREMENTS**

Parents are responsible for informing the school in writing of any special dietary requirements, allergies, or intolerances at the time of their children's enrolment.

As part of this responsibility, parents are also responsible for ensuring that the school is aware of any medications that their child may need due to allergies and intolerances.

Once the school is aware of these issues, it will work with parents to implement a Care Plan for the child in question.

This Care Plan will include a photo of the child, a reference to the allergy/intolerance in question, and a procedure for what to do for the child in an emergency in all classrooms, the Secretary's office, and the Principal's office.

C.f. Appendix 8 for the school's Food Allergy/Intolerance Policy.

### **Special diet for ethnic and religious groups**

The school provides food in accordance with pupils' religious beliefs and cultural practices. Parents are responsible for informing the school, in writing, of any special dietary requirements at the time of their children's enrolment.

### **Vegetarian and Vegan**

School caterers offer a vegetarian option at lunch every day and, when necessary, a vegan option.

### **Food allergy and intolerance**

Individual care plans are created for pupils with food allergies. These care plans document symptoms and adverse reactions, actions to be taken in an emergency, and emergency contact details. They also outline medications to be administered in case of an emergency.

School lunch providers are made aware of any food allergies/food intolerances.

C.f. Appendix 8 for the school's Food Allergy/Intolerance Policy.

### **Nuts/ Nut Allergies**

Due to the incidence of severe allergy to peanuts and mixed nuts amongst some pupils in our school, we ask parents/ guardians to be vigilant in the following:

- Avoid peanuts or any other type of nut in school lunches
- Avoid giving peanut butter sandwiches, chocolate spreads containing nuts such as Nutella, and nut-based breads and cereal/health bars containing nuts
- Ask children not to share their lunches.

A strict "Nut Free Zone" policy will be in place in classes with specific pupils with nut allergies. This will be communicated to the parents/guardians concerned on Aladdin.

Unfortunately, we cannot guarantee that all parents/guardians in our school will comply with the above, and for that reason, our school does not purport to be a "nut-free" school.

## **5. CLIMATE CHANGE CONSIDERATIONS**

We are committed to reducing avoidable food waste. We will work with parents and children to ensure that the meals ordered are meals that the children like to eat.

Parents are primarily responsible for ordering meals, but school staff will intervene quickly to offer support when they notice food is not being eaten.

Meals not eaten will be offered to other children to ensure that it doesn't go to waste. Great care will be observed in relation to allergies and food intolerances.

All packaging for our school meals is recyclable, and much of it is compostable. Children take home this packaging and any uneaten food.

We will remind parents that this waste needs to be disposed of in a sustainable way, and we will also continue to educate pupils and staff to use the recycling bins provided throughout the school.

We have 'climate-friendly' menu choices.

Our wide curriculum includes food-growing projects and learning about the environment, sustainability, and our individual responsibility to take action to tackle climate change issues collaboratively.

## 6. ROLES AND RESPONSIBILITIES

### Children

- Eat their lunch.
- Bring home any uneaten lunch as well as all packaging.
- Help make their own lunches and remind their parents of the Whole School Food Policy
- Bring only food that is healthy food to school
- Help the school's Climate Action efforts by keeping packaging to a minimum.

### Staff

- Promote positive modeling and encourage the children to eat healthily at all times.
- Ensure that all parents and children are reminded of the Whole School Food Policy at the start of every school term and that they follow the principles outlined in the policy.
- Ensure that all food-related aspects of the SPHE/SESE curricula are taught.
- Provide adequate time for the children to eat their lunch.
- Ensure that all lunches are healthy and follow the recommended food guidelines.
- Promote healthy options during celebrations and special days e.g. Halloween / Easter / Christmas.
- Work with parents to implement a Care Plan for any child with an allergy or food intolerance.

### Parents / Guardians

- Make themselves aware of the contents of the Whole School Food Policy and follow the principles outlined in it.
- Support their children in following the Whole School Food Policy Guidelines.
- Inform the school, in writing, at the time of their child's enrolment of any special dietary requirements, allergies, or intolerances.  
As part of this responsibility, parents must also ensure that the school is made aware of any medications that their child may need in school due to allergies and intolerances.  
Parents must also work with the school to develop a Care Plan for their child.
- Follow the Healthy Lunch from Home Guidelines to provide a healthy, well-balanced lunch or select one online.

- Send in non-food items to mark their children's birthdays.
- Help the school's Climate Change efforts by limiting wrapping and packaging and encouraging the use of reusable containers.
- Involve their child in making a healthy lunch and making positive choices.

### **Whole School Food Policy Co-Ordinator**

The school's Whole School Food Policy Co-ordinators are Sarah Jane O Hanlon and Matt O Connell

- Coordinate the formulation of the Whole School Food Policy and ensure it is updated and renewed bi-annually in September.
- Ensure that the whole school community is informed about the Whole School Food Policy and that the policy is implemented effectively.
- Liaise with external agencies regarding the healthy eating education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.
- Encourage positive role models amongst the staff by encouraging healthy options for staff lunches and celebrations.
- Ensure that all new parents/guardians receive a healthy eating booklet and a copy of the Whole School Food Policy in their induction pack.

## **7. ACTIONS TO BE TAKEN IF THE POLICY IS NOT BEING SUPPORTED**

### **BOM**

If the problem arises where the school is not adequately resourcing the implementation of any aspect of the Whole School Food Policy, the Principal will address this issue with the B.O.M.

### **Children**

Staff members in the child's classroom deal with any in-class issues in relation to the policy. If the problem continues, the class teachers deal with this repeated lack of adherence. Where the issue is not resolved, the Principal or Deputy Principal can get involved.

### **Parents**

If parents are not adhering to the policy, class teachers address the issue directly with these parents. The Principal/Deputy Principal can get involved if a successful outcome is not reached.

### **Staff**

If it happens that the policy is not being adhered to by members of staff, it is the responsibility of the Principal/Deputy Principal to address the matter

## **8. COMMUNICATION**

The Whole School Food Policy is shared with and ratified by the school's Board of Management.

The policy is shared with the whole school community on the school's website, its social media platforms, and Aladdin.

The principles and guidelines outlined in the policy are shared explicitly in class with all children in the school by their teachers and SNAs.

A synopsis of the policy is hanging in all classrooms and all corridors.

All classes will revise the Whole School Food Policy at the beginning of each school term.

All new families will receive a copy of the Whole School Food Policy upon enrolment.

The policy will also be shared with our Free School Meal providers.

## 9. ACTION PLANS

- Draft a Food Allergy/Intolerance Policy (Appendix 8)
- Source an Oral Health Programme (Appendix 4)
- Create a list of non-food-related fundraising events (Appendix 7)

## 10. REVIEW OF POLICY

**When:** The Whole School Food Policy will be reviewed and updated in September 2026. It will be reviewed bi-annually after that.

**Who:** The Principal/Deputy Principal will create a Whole School Food Policy Working Group.

**How:** This group will oversee the review process. The Review Process will include;

- Working through the Whole School Food Policy Review Checklist. \*
- An Audit of Current Practice. This will involve gathering feedback/observations and opinions from all members of the school community i.e. parents, children, staff, and BOM, through face-to-face meetings and online surveys.
- The working group will examine all feedback and suggest amendments to the policy.
- The WSFP will be re-drafted by the working group to reflect these changes.
- This re-drafted policy will be shared with all stakeholders for their consideration and will be adopted when everyone is happy with the amendments.

\*HSE Healthy Ireland. Health Promoting Schools; Whole School Approach to Food Policy Development document. Section 6. Pages 37-39.

**Date policy implemented:**

**Approved by:**

**Review Date:**



# Appendix 1

## SPHE Curriculum areas that relate to the Whole School Food Policy

### Junior/Senior Infants

#### Strand Unit; Self Identity

The child should be enabled to;

##### **Self-Awareness**

- Recognise and record personal preferences
- Become aware of his immediate world through the senses

##### **Developing Self Confidence**

- Express own views, opinions and preferences

##### **Making Decisions**

- Identify some everyday choices made by himself/herself
- Begin to develop some awareness of factors that may influence decisions or choices

#### Strand Unit; Taking Care of my Body

The child should be enabled to;

##### **Knowing About my Body**

- Appreciate the need, and understand how to care for her own body in order to keep it healthy and well
- Respect his own body...
- Recognise and practice basic hygiene skills
- Realise that each individual has some responsibility for taking care of herself

##### **Food and Nutrition**

- Become aware of the importance of food for growth and development
- Explore food preferences and their role in a balanced diet
- Discuss and explore some qualities and categories of food
- Realise the importance of hygiene when preparing food to eat

#### Strand Unit; Growing and Changing

The child should be enabled to;

##### **As I Grow I Change;**

- Identify some of the factors that promote growth
- Recognise that the ability to take responsibility for himself increases as he grows older

##### **New Life;**

- Identify what babies need to make them grow and develop

### **Strand Unit; Safety and Protection**

The child should be enabled to;

#### **Safety Issues**

- Realise and understand that rules are necessary in order to protect people and keep them safe (banning the availability of nuts)
- Explore how accidents might be prevented at home, in school, on the farm or in the water.

### **Strand Unit; Myself and Others**

#### **Myself and My Family**

The child should be enabled to;

- Explore the things that families do together
- Realise how families take care of, support and love each other
- Explore and acknowledge many of the things that can be learned at home

## **1<sup>st</sup> and 2<sup>nd</sup> Class**

### **Strand Unit; Self Identity**

The child should be enabled to;

#### **Self-Awareness**

- Identify and talk about personal preferences
- Become aware of his immediate world through the senses

#### **Developing Self Confidence**

- Express own views, opinions and preferences and acknowledge those of others and comment on them

#### **Making Decisions**

- Recognise and reflect on choices that are made every day
- Discuss the factors that may influence personal decisions or choices

### **Strand Unit; Taking Care of my Body**

The child should be enabled to;

#### **Knowing About my Body**

- Appreciate the need, and understand how to care for her own body in order to keep it strong and healthy
- Recognise the importance of treating the body with respect and dignity
- Develop and practice basic hygiene skills
- Realise that each individual has some responsibility for self-care
- Become aware of how infection spreads easily and the importance of adhering to a code of hygiene

## **Food and Nutrition**

- Explore the importance of food for promoting growth, keeping healthy and providing energy
- Appreciate that balance, regularity and moderation are necessary in the diet
- Identify some of the foods that are derived from plant and animal sources
- Recognise and practice good hygiene when dealing with food

### **Strand; Growing and Changing**

The child should be enabled to;

#### **As I Grow I Change;**

- Begin to realise the physical, emotional, social and spiritual factors that promote growth
- Realise that growing up brings increased responsibility for herself/himself and others

### **Strand Unit; Safety and Protection**

The child should be enabled to;

#### **Safety Issues**

- Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring

### **Strand Unit; Myself and Others**

#### **My friends and other people**

- Explore how friends can influence personal actions and decisions

### **Strand Unit; Developing Citizenship**

The child should be enabled to;

#### **My School Community**

- Be involved in making classroom rules and recognise the importance of adhering to these rules for the safety of all

#### **Living in the Local Community**

- Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how the differences can enrich his/her experiences

### **Strand Unit; Media Education**

The child should be enabled to;

- Discuss and explore advertising that is specifically aimed at children

## 3<sup>rd</sup> and 4th Class

### Strand Unit; Self Identity

The child should be enabled to;

#### **Developing Self Confidence**

- Become increasingly responsible and autonomous
- Express personal opinions, feelings, thoughts and ideas with growing confidence

### Strand Unit; Taking Care of my Body

The child should be enabled to;

#### **Health and Well-Being**

- Understand and appreciate what it means to be healthy and to have a balanced life-style
- Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
- Identify and categorise a variety of substances that are taken into or onto the body , into those that are helpful or harmful, legal or illegal.

#### **Knowing About my Body**

- Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect.
- Understand and explore the relationship between health and hygiene

#### **Food and Nutrition**

- Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation
- Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid

### Strand; Growing and Changing

The child should be enabled to;

#### **Feelings and Emotions**

Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later

### Strand Unit; Safety and Protection

The child should be enabled to;

#### **Personal Safety**

- Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe

#### **Safety Issues**

- Identify some potential risks to health and safety in the environment

### **Strand Unit; Making Decisions**

The child should be enabled to;

#### **Making Decisions**

- Become aware of and think about choices and decisions that he/she makes every day
- Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision
- Discuss why and how adults can make decisions and set boundaries for young people
- Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions

### **Strand Unit; Relating to Others**

The child should be enabled to;

#### **Communicating**

- Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively

#### **Strand Unit; Developing Citizenship**

- Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others
- Play a role in deciding classroom rules

#### **Local and Wider Communities**

- Appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony
- Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country
- Begin to develop an awareness of the lives and culture of some people in the European Union

### **Strand Unit; Media Education**

The child should be enabled to;

- Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information.....
- Become aware of advertising and its purpose and nature
- Begin to use and explore some of the techniques that are used in marketing and advertising

## **Fifth and Sixth Class**

### **Strand Unit; Self Identity**

The child should be enabled to;

#### **Self-Awareness**

- Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways

- Reflect on his/her experiences and the reasons for taking different courses of action
- Identify realistic personal goals and targets and the strategies required to reach these
- Accept his/her own body image and explore some of the factors that affect his/her self image and beliefs about himself/herself

#### **Developing Self Confidence**

- Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
- Take increasing personal responsibility for himself/herself

### **Strand Unit: Taking Care of My Body**

The child should be enabled to;

#### **Health and Well-Being**

- Recognise and examine behaviour that is conducive to health and that which is harmful to health
- Identify and discuss the roles of various people who are concerned with the health of others
- Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others

#### **Knowing About My Body**

- Recognise the importance of treating his/her body and that of others with dignity and respect
- Identify and be aware of the different ways in which the body may be protected against disease and infection

#### **Taking Care of My Body**

The child should be enabled to;

#### **Food and Nutrition**

- Appreciate the importance of good nutrition for growing and developing and staying healthy
- Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet
- Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found
- Explore the factors that influence food choices
- Explore and examine some of the illnesses particularly associated with food intake or special health conditions
- Become aware of the importance of hygiene and care in the preparation and use of food

### **Strand Unit: Growing and Changing**

The child should be enabled to;

#### **Feelings and emotions**

- Differentiate between needs and wants and recognise and explore the concept of delayed gratification

### **Strand Unit: Safety and Protection**

The child should be enabled to;

#### **Personal Safety**

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
- Discuss and appreciate the role everyone has in keeping others safe and identify occasions when his/her actions can threaten the safety of others.

#### **Safety Issues**

- Develop an awareness of health and safety in the home, school and work place

### **Strand Unit: Making Decisions**

The child should be enabled to;

- Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make
- Explore and learn to examine critically the factors and levels of thought that influence decisions and choices
- Recognise that making decisions have consequences and that not all people will make the same decisions all the time
- Recognise the important and legitimate role that adults have in making decisions and setting boundaries for young people
- Distinguish between assumption, inference, fact, rumour and opinion in making a decision

### **Strand Unit: Myself and My Family**

The child should be enabled to;

- Compare and contrast the life-styles of different families in different cultures, both in Ireland and abroad

### **Strand Unit: Relating to Others**

The child should be enabled to;

#### **Communicating**

- Listen actively to others and respect what each person has to say
- Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
- Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressure and influences

### **Strand Unit: Developing Citizenship**

The child should be enabled to;

#### **National, European and Wider Communities**

- Become aware of elements of his/her own cultural heritage and traditions

- Become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world

**Strand Unit: Media Education**

The child should be enabled to;

- Become aware of the different forms of advertising, its purpose and the messages it promotes
- Become increasingly critical and discerning in his/her attitude to advertising and the techniques used to promote products, life styles and ideas



## Appendix 2

### Areas of the Science Curriculum that relate to the Whole School Food Policy

#### Junior and Senior Infants

The child should be enabled to;

##### **Strand Unit; Heat**

Recognise the difference between hot and cold in terms of weather, food, water and the body

identify ways of keeping objects and substances warm and cold

##### **Strand Unit; Properties and Characteristics of Materials**

- Observe and investigate a range of familiar materials in the immediate environment water, wood, textiles, food, plastic, metal, rock
- Describe and compare materials, noting the differences in the colour, shape and texture
- Know about some everyday uses of common materials
- Group materials according to certain criteria strength, colour, texture, flexibility
- Investigate materials for different properties

##### **Strand Unit; Materials and Change**

- Explore the effects of water on a variety of materials
- Observe and describe materials when they are wet and when they are dry soil and paper
- Explore the effects of heating and cooling on everyday objects, materials and substances i

#### First and Second Class

The child should be enabled to;

##### **Strand Unit; Properties and Characteristics of Materials**

- identify and investigate a range of common materials used in the immediate environment
- Describe and compare materials, noting the differences in colour, shape and texture
- Begin to distinguish between natural and manufactured materials
- Group materials according to their properties

### **Strand Unit; Materials and Change**

- Explore the effects of heating and cooling on a range of liquids and solids water
- Explore ways in which liquids and solids may be kept hot or cold

### **Strand Unit; Mixing and Other Changes**

- Begin to investigate how materials may be changed by mixing
- Investigate the characteristics of different materials when wet and dry

### **Strand Unit; Caring for My Locality**

- Develop an awareness that air, water, soil, living and non-living things are essential to the environment
- Begin to recognise that people, animals and plants depend on one another

## **Third and Fourth Classes**

The child should be enabled to;

### **Strand Unit; Human Life Processes**

- Develop an awareness of the importance of food for energy and growth

### **Strand Unit; Variety and Characteristics of Living Things**

- Understand that plants use light energy from the sun
- Come to appreciate that animals depend on plants and indirectly on the sun for food
- Discuss simple food chains

### **Strand Unit; Processes of Life**

- Investigate the factors that affect plant growth

### **Strand Unit; Heat**

- Learn that heat can be transferred

### **Strand Unit; Properties and Characteristics of Materials**

- Recognise that materials can be solid, liquid or gaseous
- Describe and compare materials, noting the differences in colour, shape and texture
- Distinguish between raw and manufactured materials

### **Strand Unit; Materials and Change**

- Explore the effects of heating and cooling on a range of liquids, solids and gases
- investigate how materials may be changed by mixing
- Investigate the characteristics of different materials when wet and dry
- Examine the changes that take place in materials when physical forces are applied
- Explore some simple ways in which materials may be separated

### **Strand Unit; Environmental Awareness**

- Become aware of the importance of the Earth's renewable and non-renewable resources
- Recognise how the actions of people may impact upon environments
- Come to appreciate the need to conserve resources

### **Strand Unit; Science and the Environment**

- Begin to explore and appreciate the application of science and technology in familiar contexts
- Identify some ways in which science and technology contributes positively to society
- Recognise and investigate human activities which have positive or adverse effects on local and wider environments

## **Fifth and Sixth Class**

The child should be enabled to;

### **Strand Unit; Human Life**

#### **Human life processes**

- Develop a simple understanding of food and nutrition

#### **Plant and Animal Life**

#### **Variety and Characteristics of Living Things**

- Identify the interrelationships and interdependence between plants and animals in local and other habitats
- Become aware of the sun as a source of energy for plants through photosynthesis
- Observe and explore some ways in which plant and animal behaviour is influenced by, or adapted to, environmental conditions location factors for plant and animal habitats, including food supply and physical conditions use of colour and camouflage by animals
- Recognise that there is a great diversity of plants and animals in different regions and environments
- Group and compare living things into sets according to their similarities and differences
- Become familiar with the characteristics of some major groups of living things
- Construct and use simple keys to identify locally occurring species of plants and animals

#### **Processes of life**

- Become aware of some of the basic life processes in animals and plants
- Investigate the factors that affect plant growth
- understand some ways in which plants reproduce

### **Strand Unit; Light**

- Understand the role of sunlight in photosynthesis and appreciate that the sun gives us heat and light without which people and animals could not survive

### **Strand Unit; Heat**

- Experiment with a range of materials to establish that heat may be transferred in different ways

- Know that heat energy can be transferred
- Measure and record temperature using thermometer.

### **Strand Unit: Properties and Characteristics of Materials**

- Recognise that materials can be in solid, liquid or gas form
- Identify and investigate a widening range of common materials in the immediate environment
- Explore the origins of these materials identify natural and manufactured materials understand how some of these materials are processed or made
- Group materials according to their properties and/or composition properties
- Recognise that some materials decay naturally while others survive a long time in the environment

### **Strand Unit: Materials and Change**

#### **Heating and cooling**

- Explore the effects of heating and cooling on a range of solids, liquids and gases.
- Experiment to establish which materials are good conductors of heat or good insulators
- Explore ways in which liquids and solids may be kept hot or cold
- Recognise how heating and cooling can be used to preserve food

#### **Mixing, separating and other changes**

- Investigate how a wide range of materials may be changed by mixing
- Investigate the effects of light, air and water on materials
- Examine the changes that take place in materials when physical forces are applied
- Recognise that oxygen is required for burning
- Explore some simple ways in which materials may be separated

### **Strand Unit: Environmental Awareness**

- Identify positive aspects of natural and built environments through observation, discussion and recording
- Explore some examples of the interrelationship of living and non-living aspects of local and other environments
- Foster an appreciation of the ways in which people use the Earth's resources
- Come to appreciate the need to conserve resources

### **Strand Unit: Science and the Environment**

- Appreciate the application of science and technology in familiar contexts at home
- Examine some ways that science and technology have contributed positively to the use of the Earth's resources
- Recognise the contribution of scientists to society
- Recognise and investigate aspects of human activities that may have positive or adverse effects on environments

### **Strand Unit: Caring for the Environment**

- Participate in activities that contribute to the enhancement of the environment
- Identify and discuss a local, national or global environmental issue
- Come to appreciate individual, community and national responsibility for environmental care

# Appendix 3

We will endeavor to teach the children about food topics/issues such as environmentally sustainable food production, socially responsible food marketing and labeling practices, cooking, menu planning, food hygiene, cultural diversity, recycling, waste management, how plants grow, etc.

## **Food topics covered within curriculum areas (check content, year group, timing, etc.)**

- Art, e.g. observation drawings of food, healthy eating poster design
- Personal Social and Health Education, e.g. menu planning, nutrition
- Design and Technology, e.g. cooking, designing tools
- English, e.g. food diaries, following instructions
- Geography, e.g. what food grows where, food miles, transporting food, waste
- History, e.g. past diets, discoveries
- Information Technology, e.g. recording results of a food survey, website review
- Maths, e.g. weights and measures
- Physical Education, e.g. links between healthy eating and exercise
- Science, e.g. effects of heat on food, plant growth, nutrition

## **Topic cross reference**

- Nutrition
- Dining
- Cooking
- Menu planning skills
- Food hygiene (e.g. common food poisons, bacterial growth, contamination, washing hands, temperatures, storage, cleaning and disinfectant, pests)
- Cultural diversity
- Food production
- Marketing and labelling
- Recycling
- How plants grow

## **Examples of activities that could support curriculum work**

- Relationships with local food businesses, e.g. farms, shops, and restaurants (encourage food professionals such as chefs to come into the classroom and arrange for pupils to visit their premises).
- Tasting sessions (integrate a range of eating experiences into classroom work, e.g. tasting fresh, dried, juiced, frozen, and canned fruits and vegetables)
- Cooking demonstrations. Healthy eating drama activities. Healthy eating projects
- School website with pages on food issues and links to other related sites
- Debates/guest speakers
- Eating experiences are integrated into the curriculum for all subjects.
- School gardens (give pupils the opportunity to plant, harvest, prepare, cook, and eat the food they grow)

## **Promotion and raising awareness of environmentally sustainable food production methods and socially responsible food marketing practices**

- **Increasing the use of safe, environmentally sustainable local food**

Encourage caterers to use locally grown produce wherever possible

Require use of organic food wherever possible

Ensure menu planning is linked to seasonal produce

Through the catering specification, eliminate unnecessary and potentially harmful food additives such as bovine growth hormones, irradiation, and genetically modified foods

- **Public policy and school campaigns**

Maximise waste reduction by recycling, reusing, composting, and purchasing recycled products. Include the school caterers in the project.

Does the school want to advocate for or stimulate debate on food issues, such as label disclosure, organic farming targets, and advertising regulations for companies targeting children?

Methods include letters to politicians, debates, petitions, inviting speakers into school, pupils' question time

## Appendix 4

### Key Oral Health Messages

- a. The importance of understanding that tooth decay is caused by frequent snacking on sugary foods and drinks between meals
- b. The only 'tooth-friendly' drinks are milk and water
- c. Sweet items, if deemed really necessary, should be consumed at the end of a meal rather than in between meals due to the buffering effect of the meal
- d. Squashes, if deemed unavoidable, should be diluted in the ratio of 10:1 due to their acidic nature.
- e. The importance of regular brushing of teeth.
- f. The importance of regular visits to the dentist.

# Appendix 5

## Healthy Rewards

### Using food as a reward:

Using food as a reward can undermine the healthy eating habits that you're trying to teach your children. Giving sweets, chocolate, confectionery, or sweet drinks as a reward often leads to children overeating foods that are high in sugar, fat, and empty calories. Worse, it interferes with kids' natural ability to regulate their eating. It also encourages them to eat when they're not hungry to reward themselves.

Offering otherwise off-limits food as a reward or special treat is also confusing. Children hear that they're supposed to enjoy foods that are good for them and stay away from foods with little nutritional value. Being told they can indulge in foods that are bad for them as a reward for doing something good sends a mixed message. They may also start relating unhealthy foods to certain moods—when you feel good about yourself, for instance, it's OK to reach for a sweet.

### Alternatives to food rewards

Social rewards, which involve attention, praise, or thanks are often more highly valued than food.

RECOGNITION	
Certificate or sticker acknowledging a 'great job'	Photo recognition board in a prominent place in the school
Recognise achievement on the noticeboard, website, or through school announcements.	A phone call or note to parents
PRIVILEGES	
Choosing a class activity.	Teaching the class.
Helping a teacher/member of staff.	Making deliveries to the office.
Extra playtime.	Designing a class bulletin board.
Homework pass.	Reading school announcements.
Show and tell time.	Sitting on a special chair or beanbag.
REWARDS FOR THE CLASS	
A book read aloud to the class.	Golden Time
Listening to music during lunch.	Playing a game or doing puzzles together.
Dancing or physical activity time.	Eating lunch or class time outdoors
Game Day	30mins
STATIONARY, SPORTS GEAR, TOYS	
Frisbees	Pencils
Skipping Ropes	Colouring books
Stickers	
Stencils/Stamps	



## Appendix 6

### Healthy Lunches from Home Guidelines

<b>YES</b>	
<b>Bread Sandwiches</b>	Meat, cheese, salad, butter
<b>Rolls</b>	Meat, cheese, salad, butter
<b>Pitta Bread</b>	Meat, cheese, salad, butter
<b>Wraps</b>	Meat, cheese, salad, vegetables,
<b>Whole-wheat crackers</b>	Plain, unsalted crackers with cheese, hummus, butter
<b>Plain breadsticks</b>	
<b>Plain rice-cakes</b>	No yogurt or chocolate covering
<b>Pasta</b>	
<b>Beans</b>	
<b>Lentils</b>	
<b>Salad</b>	
<b>Fruit</b>	Peeled and chopped for Early Start and Junior Infants
<b>Vegetables</b>	Peeled and chopped for all
<b>Dried fruit</b>	
<b>Popcorn</b>	
<b>Yoghurt</b>	Plain and low sugar only.
<b>Water</b>	
<b>Milk</b>	

<b>NO</b>	
<b>Fast Food</b>	
<b>Biscuits</b>	
<b>Crisps/crisp-like snacks</b>	
<b>Nuts</b>	
<b>Peanut butter</b>	For health and safety reasons - allergens
<b>Cereal bars</b>	
<b>Sweets</b>	
<b>Chocolate spread</b>	
<b>Cakes</b>	
<b>Krispie buns/snacks</b>	
<b>Jam</b>	
<b>Tucs</b>	
<b>Yogurt/chocolate rice cakes</b>	
<b>Croissants</b>	
<b>Pancakes</b>	
<b>Custard/rice pudding pots</b>	
<b>Dairylea Dunkers</b>	
<b>Lunchables</b>	
<b>Fruit juices</b>	
<b>Diluted drinks</b>	
<b>Fizzy drinks</b>	
<b>Flavoured milk</b>	
<b>Smoothies</b>	

# Appendix 7

## Alternative Fundraising Events

# **Appendix 8**

## **Food Allergy/Intolerance Policy**

# Appendix 9

## HEALTHY EVENTS

The number of birthdays and holidays in every school can mean that foods high in fat, salt, or sugar can become regular snacks rather than occasional treats.

Consider the following ideas to help parents and school staff. When it comes to celebrating birthdays and holidays, think beyond food.

### Birthdays

- Single out the birthday child with a 'VIP' badge or crown.
- Sing Happy Birthday to them.
- Allow the birthday child to be the first to do each classroom activity or be the line leader for the day.

### Christmas

Focus on community outreach:

- Decorate pillowcases for a homeless shelter.
- Make Christmas cards for a nursing home or day centre.

### Easter

- Decorate plastic or rubber eggs with paints, stickers, and glitter.
- Hide small toys or coins inside plastic eggs for Easter egg hunting.
- Fill Easter baskets with books, art supplies, washable stuffed animals, or other small trinkets.

### Halloween

- Encourage the children to wear their costumes and put on a play.
- Explore the history and legends behind Halloween.

### Valentine's day

- Invite children to write down one positive comment about each classmate and pass them out as Valentines.
- Ask children to write poems and read them aloud to the class.
- Vote the best one and have a Valentine's Assembly showing each classroom winner.

# Appendix 10

## Food Related Resources

### Videos

<b>1.</b>	<b>Jamie Oliver; Teach Your Child How to Eat</b> <a href="https://www.ted.com/talks/jamie_oliver_teach_every_child_about_food">https://www.ted.com/talks/jamie_oliver_teach_every_child_about_food</a>
<b>2.</b>	<b>Sam Kass. Want Your Child to Learn. Feed Them Well.</b> <a href="https://www.ted.com/talks/sam_kass_want_kids_to_learn_well_feed_them_well">https://www.ted.com/talks/sam_kass_want_kids_to_learn_well_feed_them_well</a>

### Websites

	<a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a>
	<a href="http://www.food.gov.uk/">http://www.food.gov.uk/</a>
	<a href="http://www.nutrition.org.uk/">http://www.nutrition.org.uk/</a>
	<a href="https://archive.nutrition.org.uk/healthyliving/resources">https://archive.nutrition.org.uk/healthyliving/resources</a>
	<a href="https://www.fountainmedical.co.uk/2021/10/25/african-and-caribbean-eatwell-guide/">https://www.fountainmedical.co.uk/2021/10/25/african-and-caribbean-eatwell-guide/</a>
	<a href="https://www.nutrition.org.uk/life-stages/children/">https://www.nutrition.org.uk/life-stages/children/</a>
	<a href="https://assets.publishing.service.gov.uk/government/">https://assets.publishing.service.gov.uk/government/</a>
	<a href="https://healthyschoolscampaign.org/about/">https://healthyschoolscampaign.org/about/</a>
	<a href="https://healthyschoolscampaign.org/resources/teachers/">https://healthyschoolscampaign.org/resources/teachers/</a>
British Nutrition Foundation:	<a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>
Change4Life:	<a href="http://www.nhs.uk/change4life/Pages/change-for-life.aspx">www.nhs.uk/change4life/Pages/change-for-life.aspx</a>
Children's Food Trust	<a href="http://www.childrensfoodtrust.org.uk/">http://www.childrensfoodtrust.org.uk/</a>
Core Competences 5-16 years:	<a href="http://www.nutrition.org.uk/foodinschools/competences/competences.html">http://www.nutrition.org.uk/foodinschools/competences/competences.html</a>
Countryside Classroom	<a href="http://www.countrysideclassroom.org.uk/">http://www.countrysideclassroom.org.uk/</a>
Design and Technology Association	<a href="http://www.data.org.uk">www.data.org.uk</a>
FACE	<a href="http://www.face-online.org.uk">www.face-online.org.uk</a>
Focus on Food	<a href="http://www.focusonfood.org">www.focusonfood.org</a>
Food – a fact of life	<a href="http://www.foodafactoflife.org.uk/">http://www.foodafactoflife.org.uk/</a>

Food for Life partnership	<a href="http://www.foodforlife.org.uk">http://www.foodforlife.org.uk</a>
Food Standards Agency	<a href="http://www.food.gov.uk">www.food.gov.uk</a>
Food Teachers Centre	<a href="http://www.foodteacherscentre.co.uk/">http://www.foodteacherscentre.co.uk/</a>
NHS Choices:	<a href="http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx">http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx</a>
School Food Plan	<a href="http://www.schoolfoodplan.com/">http://www.schoolfoodplan.com/</a>