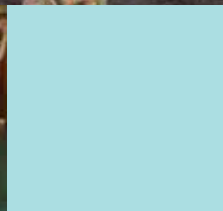
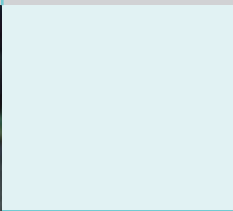
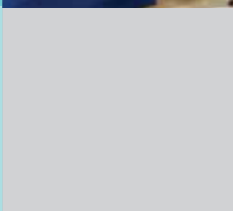
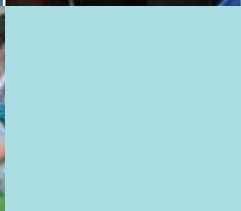
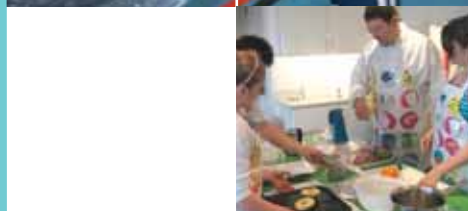


# Food and fitness

in the curriculum in Wales



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Department for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Food and fitness in the curriculum in Wales

<b>Audience</b>	Teachers, headteachers and governing bodies of all maintained primary and secondary schools in Wales; institutes for teacher education and training, local education authorities (LEAs); teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales and others with an interest in education
<b>Overview</b>	This publication provides guidance about where requirements and opportunities for work on food and fitness can be found in the revised curriculum in Wales for learners aged 3–16, to be implemented in September 2008.
<b>Action required</b>	To review policies and procedures to promote work on food and fitness for learners aged 3–16.
<b>Further information</b>	Enquiries about this document should be directed to: Curriculum and Assessment Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW  Tel: 0800 083 6003 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
<b>Additional copies</b>	Can be obtained from: Tel: 0845 603 1108 (English medium) 0870 242 3206 (Welsh medium) Fax: 01767 375920 e-mail: dcells1@prolog.uk.com  Or by visiting the Welsh Assembly Government's website <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>



# Contents

<b>Introduction</b>	<b>2</b>
<b>Why is work on food and fitness an important part of the curriculum?</b>	<b>3</b>
<b>Where is the work on food and fitness in the curriculum?</b>	<b>6</b>
<b>What accreditation, qualifications and opportunities for employment relating to food and fitness are available?</b>	<b>10</b>
<b>Where are we now on food and fitness?</b>	<b>14</b>
<b>Case studies</b>	
1. Starting young: promoting cultural awareness and healthy eating in a city primary school	17
2. Developing a Healthy School policy	19
3. Developing a whole school approach to healthy eating and fitness	21
4. Health and fitness in an urban comprehensive school	23
5. An approach to developing a food and fitness policy	25
6. Using a day to consolidate food and fitness messages with Year 7 learners	29
7. Grow your own: a primary school allotment project involving the local community	31
8. An organic garden at a school in Monmouthshire	33
9. Seed-2-Plate – growing and preparing food in a secondary setting	35
10. Unpacked Lunch: a dance project for primary learners exploring attitudes to food and fitness	36
11. Cafeteria: a food-based enterprise in a special school	38
12. The Cooking Bus	39
<b>How is work on food and fitness in the settings/schools inspected?</b>	<b>41</b>
<b>Appendix 1: Audit of national curriculum requirements relating to food and fitness</b>	<b>43</b>
<b>Appendix 2: Useful references and websites</b>	<b>51</b>
<b>Acknowledgements</b>	<b>56</b>

## Introduction

The revised national curriculum Orders together with the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales*, *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*, *Personal and social education framework for 7 to 19-year olds in Wales*, the non-statutory *Skills framework for 3 to 19-year-olds in Wales* and the *National exemplar framework for religious education for 3 to 19-year-olds in Wales* were distributed to settings/schools in spring 2008 for implementation in September 2008.

This guidance forms part of a series of publications being produced by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) to help settings/schools plan and implement the revised curriculum.

The guidance underlines the importance that the Welsh Assembly Government attaches to education about food and fitness. The guidance will help practitioners in the non-maintained sector, curriculum managers in primary, secondary and special schools, and curriculum leaders/heads of department of design and technology, personal and social education (PSE), science, and physical education in particular to plan and provide effective education about food and fitness.

A list of useful publications and websites is provided in Appendix 2 for further reference.

## Why is work on food and fitness an important part of the curriculum?

‘Evidence increasingly shows that coordinated actions to improve children and young people’s eating habits and levels of physical activity are effective.’

*(Food and Fitness – Promoting Healthy Eating and Physical Activity for children and young people in Wales: 5-year Implementation Plan, Welsh Assembly Government, 2006)*

It is in schools, where children and young people spend a considerable amount of their time between the ages of 3 and 16, that such coordinated action can most effectively be planned and implemented. The creation of a whole school approach to healthy eating and physical activity will ensure consistent messages, appropriate development of skills, a supportive school environment and links into community resources. In consequence, learners will be helped to acquire the confidence and competence to make sensible dietary choices, to purchase, prepare and cook for themselves safely and to make physical activity an integral part of their lifestyle. This knowledge will undoubtedly enhance their self-esteem, independence, enjoyment and social integration and, in the long term, help them to become responsible parents/carers.

The Welsh Assembly Government wants to promote the contribution that settings/schools can make to young people’s understanding of the importance of food and fitness for health and well-being.

In June 2006, the government published *Food and Fitness – Promoting Healthy Eating and Physical Activity for children and young people in Wales: 5-year Implementation Plan* ([www.wales.gov.uk](http://www.wales.gov.uk)). The plan illustrates how the government is moving towards the integration of nutrition and physical activity policies and programmes, and recognises that the effects of diet and physical activity are often interactive in relation to not only physical, but also mental and emotional health.

The need for action is outlined at the beginning of the 5-year Implementation Plan where the following issues and concerns are listed:

- A balanced diet and appropriate levels of physical activity are important for good health, and for children and young people they are essential for healthy growth and development. They can help to maintain a healthy body weight and enhance physical and mental health and well-being.

- Poor nutrition and lack of physical activity in children and young people can lead to a number of health problems including being overweight or obese. The 2005 European Commission Green Paper, *Promoting healthy diets and physical activity* highlighted that, during childhood and adolescence, young people make important lifestyle choices that predetermine health risks at adult age. The report emphasised that it is vital for children to be guided towards healthy behaviours while they are at school.
- Data collected for the *Health Behaviour in School-aged Children* survey in Wales (Welsh Assembly Government, 2004) indicated that 22 per cent of 15-year-old boys and 17 per cent of 15-year-old girls are overweight or obese.
- Nutrition in infants and children appears to affect health in later life. Breast feeding may help increase immunity and reduce some allergies. The diets of many children and young people are inadequate, with low intakes of fruit and vegetables and high intakes of snacks that are high in fat, sugar and salt. In addition, vitamin and mineral deficiencies (vitamin D and iron) are common in certain groups. Early intervention is important as eating habits can become established in early childhood.
- A balanced diet in childhood and adolescence is likely to reduce the risk of dental problems. While aspects of dental health have improved in recent years, there are inequalities throughout Wales in oral health, associated with a variety of factors including social deprivation and lifestyle.
- For children and young people evidence indicates that 60 minutes of activity on most days will help them achieve healthy growth and development. There is strong evidence that a more active and fitter population would have lower rates of obesity, cardiovascular disease, type 2 diabetes, some cancers and fewer mental health problems. The proportion of young people meeting recommended activity levels is worryingly low and declines between the ages of 11 and 15.
- A number of researchers have noted improved behaviour and school performance following a healthy meal and adequate hydration.
- There is growing evidence of effective action that can be taken to improve children and young people's eating habits and levels of physical activity.

Full details of the sources of the evidence quoted here can be found in the Welsh Assembly Government publication, *Food and Fitness – Promoting Healthy Eating and Physical Activity for children and young people in Wales: 5-year Implementation Plan*, 2006.

A further aspect that can be addressed through education is the issue of food safety. This is often a focus of public concern and the frequent food scares experienced by people in Wales and elsewhere have highlighted the importance of safe storage, handling, preparation and serving of food. A worrying survey by the Food Standards Agency in 2002 revealed that a significant number of workers in the food industry did not wash their hands before handling food. It is essential that we teach children the rules of simple food hygiene, such as the importance of hand washing, together with helping them to develop an appropriate understanding of the principles that underlie these rules. This understanding, along with the provision of opportunities to put the rules into practice, should help to address issues of food safety in the future and reduce the incidence of food poisoning including *E.coli* and salmonella.



## Where is the work on food and fitness in the curriculum?

The revised curriculum contains specific requirements to teach learners about food and fitness and also identifies other opportunities that could be provided for learners to learn about these topics.

The specific requirements in relation to the relevant national curriculum subjects, as well as the frameworks for the Foundation Phase and PSE, are set out in Appendix 1. This audit should help practitioners, curriculum planners and teachers to provide education about food and fitness. This will be most effective if it is part of a whole school approach, ideally coordinated by a designated practitioner/teacher.

### Specific requirements

The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* has, as one of its seven Areas of Learning, Personal and Social Development, Well-Being and Cultural Diversity; this provides children with the opportunity to develop an understanding of the importance of food and fitness in their daily lives.

The framework states that children should be given opportunities to take risks and become confident explorers of their indoor and outdoor environment, to understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings, and to develop an understanding that exercise and hygiene as well as the right types of food and drink are important for healthy bodies.

The place of food and practical skills in the national curriculum Order for **design and technology** has been given greater significance and status. Practical food preparation skills have been made compulsory at Key Stages 2 and 3 and food has been made a compulsory material at both key stages.

Learners are encouraged to apply current healthy eating messages in relation to the nutritional needs of different groups in society and to make informed choices when planning, preparing and cooking meals or products. They are also helped to classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties. They are given the opportunity to use a broad range of skills, techniques and equipment, as well as standard recipes, to cook meals and products, and to plan and carry out cooking tasks safely and hygienically.



The national curriculum Order for **physical education** has as its first area of experience Health, fitness and well-being activities at all key stages. It requires learners to be given opportunities to engage in frequent and regular physical activity through opportunities in school, at home and in the community, to identify how to eat and drink healthily in order to meet the energy requirements of different activities and to find out how exercise affects the body.

The national curriculum Order for **science** states that science provides background evidence to health and well-being. It requires that learners at Key Stage 2 should be given opportunities to study the need for a variety of foods and exercise for human good health and, at Key Stage 3, how food is used by the body as fuel during respiration and why the components of a balanced diet are needed for good health.

Additionally, the framework for **personal and social education** has Health and emotional well-being as one of its five key themes, with a clear emphasis placed on food and fitness and the importance of healthy eating requiring learners to understand the relationship between diet, exercise and good health.

## Opportunities for work on food and fitness

As well as these explicit requirements, there are further opportunities for learning about food and fitness throughout the curriculum. In the language-based subjects – **Welsh, Welsh second language, English** and **modern foreign languages** – opportunities for research and discussion of related issues are plentiful.

In **Welsh, Welsh second language** and **English**, for example, food and fitness could be the stimulus for oral work, reading and writing. Learners might talk about healthy eating and fitness in a presentation for which they have had to read and organise material from a range of sources, focus on media reports of food or fitness-related issues or prepare posters or pamphlets persuading the reader of the importance of these areas.

In **modern foreign languages**, learners can talk about healthy eating and lifestyles in order to meet the requirement to develop their language skills through using language in a variety of relevant, engaging and up-to-date contexts, developing their awareness of current events, news, people and issues in relation to the countries and communities of the target language.

In **mathematics**, there are opportunities for learners to analyse and represent data related to food and fitness as a context for handling data. For example, learners could investigate how many hours of exercise their classmates do or how many portions of fruit and vegetables they eat in a normal week, or they could analyse and represent data gathered in other curricular areas.

In **geography**, the range of contexts studied provides many opportunities to develop understanding of food and fitness issues through learning about living in Wales and in other countries, as well as carrying out investigations of 'geography in the news', topical events and issues in the local area and the wider world. Learners might investigate where the food in their local shops comes from and monitor what they eat in a typical day, finding out who has been involved in the processes by which that food reaches their table. Learners might carry out a survey of their local shops and discuss the merits and problems associated with fast food or fair trade. They might carry out research and debate whether farmers should grow organic food, or how walking to school might solve local traffic problems at the same time as providing regular exercise.

In **history**, the historical contexts studied provide opportunities to investigate a range of issues relating to food and fitness in the past. At Key Stage 2, the questions asked support investigations of changing diets and pastimes at different times, and their effect on people's health. At Key Stage 3, the investigations range more widely, and learners might explore:

- the changes in diet in the sixteenth and seventeenth century, when new foods from the Americas, such as potatoes, were introduced to the European diet
- the social and political consequences of the Corn Laws and the poor harvests of the early nineteenth century.

At both Key Stages 3 and 4, many learners investigate the causes and effects of the agrarian and industrial revolutions.

The *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* offers the opportunity for learners to explore both the food and the fitness industries in Wales and other countries. Related local businesses might well offer openings for work experience placements.

The *National exemplar framework for religious education for 3 to 19-year-olds in Wales* offers opportunities to explore the religious, social and symbolic aspects of food and to consider physical fitness as it applies to mental and spiritual well-being.

### **Additional learning needs**

In relation to food and fitness, special consideration should be given to the needs of children and young people from certain cultural and/or religious backgrounds.

In order to develop interfaith/multicultural understanding and social cohesion, it is important for learners to understand and respect religious food requirements and prohibitions. For example, from a cultural perspective some foods might be outside the learners' experience and/or taste preference; from a religious perspective some foods might be restricted owing to religious requirements (for example halal, kosher or vegetarian foods) and abstinence from food might be required at specific times during religious observances such as Ramadan.

In religious education, fitness would not only be equated with physical fitness but also with mental and spiritual well-being. For example, yoga and religious dance from Hinduism are not merely undertaken for physical fitness, but are important for religious and spiritual reasons. Such activities should, therefore, be approached with sensitivity.

# What accreditation, qualifications and opportunities for employment relating to food and fitness are available?

## Accreditation

Accreditation for aspects of work on food and fitness is available for learners at Key Stages 2 and 3 as well as for learners working at Levels 1 and 2, at Entry level and below Entry Level 1 at Key Stage 4. The following organisations/schemes provide some examples. Details of relevant websites can be found in Appendix 2.

Sports Leaders Awards include:

- Young Leaders Award for learners aged 9–13 years
- Sports Leaders Awards at Levels 1 and 2 for learners aged 14 years and over
- Dance Leaders Award.

## Children's University

There are branches throughout Wales including Cardiff, Swansea, Wrexham and Torfaen. Learners aged 5–19 can gain credits for participating in a wide range of activities undertaken outside normal school hours. These credits lead to a series of awards.

## ASDAN

- Stepping Stones Awards: Key Stage 2
- Key Steps Awards: Key Stage 3
- Short Course Awards
- Towards Independence: for learners working below Entry level.

## Equals 14–19 Programme

- Moving On, accredited through the AQA Unit Award Scheme.

## Qualifications at Key Stage 4

At Key Stage 4 and beyond, the flexibility provided by Learning Pathways 14–19 enables learners to pursue their work on food and fitness in a variety of ways. A wide range of qualifications is available, either focusing specifically on or including some important aspects relating to food and fitness. It is not practical to list all these qualifications here but schools can consult the National Database of Accredited Qualifications at [www.ndaq.org.uk](http://www.ndaq.org.uk) for further detailed information. The following examples provide a partial list of what is available.

### Level 1 and 2 qualifications

GCSE qualifications in:

- Design and Technology
- Personal and Social Education
- Additional Science (Applied)
- Physical Education.

NVQs in:

- Food Processing and Cooking
- Bakery
- Sport, Recreation and Allied Occupations
- Instructing Exercise and Fitness.

BTEC Awards in:

- Healthy Eating
- Nutrition Awareness
- Sport and Leisure.

ASDAN short course awards including:

- Activities Award
- Sport and Fitness Award
- Certificate of Personal and Social Development.

OCN awards in:

- Community Food and Nutrition Skills
- Practical Cooking Skills.

### **Entry level qualifications**

For candidates in Key Stage 4 who are working at levels broadly equivalent to Levels 1, 2 and 3 of the national curriculum, Entry level qualifications that relate to food and fitness are also available. These include:

- Food Studies
- Physical Education.

### **Qualifications for learners working below Entry Level 1**

Food, in particular, forms an important part of the curriculum for those learners working to acquire independent living skills. For ASDAN and Equals 14–19 programmes, see pages 12–14 and Appendix 2.

### **Opportunities for employment and voluntary work**

The areas of food and fitness offer many opportunities for employment in Wales and further afield. The Welsh Assembly Government's drive to encourage healthier lifestyles and increase participation in physical activity as well as the popularity of Wales as a tourist destination are likely to increase these opportunities and provide key employment growth areas in future years. Schools and the curriculum have an important part to play in providing pupils with opportunities to develop skills appropriate to the wide range of jobs in Wales relating to food and fitness.

In food, jobs relate to the following categories:

- agriculture/horticulture
- fishing, fish hatcheries/farms
- manufacture of food products and beverages
- wholesale of agricultural raw materials

- wholesale of food and beverages
- retail food, etc., in specialised stores
- restaurants and hotels/tourism
- canteens and catering
- food science.

Employment opportunities relating to fitness encompass:

- sport and recreation
- health and fitness
- dance
- outdoor and adventurous activities
- manufacture, wholesale and retail of specialist equipment.

The *Sector Skills Agreement: Wales*, published in November 2006, indicates that there are 241 public sports centres in Wales with a further 28 planned, as well as 52 private health clubs with a further 46 planned. In addition, Wales is marketed as a venue for a range of outdoor activity centres that can be found throughout the country. All these need staff. Overall, employment in the active leisure and learning sector has grown almost two-and-a-half times faster than the Welsh economy over the last five years and is forecast to continue to increase.

It is also significant to note that a large number of volunteers supports the paid workforce, particularly in sport, participating in unpaid work. These volunteers, for example, organise and run sports clubs, undertake activities relating to scouting, guiding and the Duke of Edinburgh's Award Scheme, and run life saving and lifeguard groups. They fulfil an important role in improving standards of health and fitness across the country.



## Where are we now on food and fitness?

The Welsh Assembly Government has provided funding and support to help health and education services work in partnership to set up and run local healthy school schemes, notably through the Welsh Network of Healthy School Schemes (WNHSS) which was launched in 1999. A progress report on the first year of the *Food and Fitness – Promoting Healthy Eating and Physical Activity for children and young people in Wales: 5-year Implementation Plan* shows that a great deal of good practice has become established within the schools of Wales. More than 1,548 (84 per cent) schools are now actively involved in the schemes, and food and fitness projects have included playground markings, bike racks, fruit tuck shops, school gardens, water coolers, healthy vending and staff training. Schools that are involved in the WNHSS will gain a series of ‘leaf’ awards for their participation.

The School Nutrition Action Group (SNAG) Toolkit was developed in two Cardiff secondary schools as a result of Big Lottery funding. It provides detailed advice and guidance on working with pupils as part of SNAG. The Welsh Assembly Government has provided copies of this for all secondary schools in Wales via the local healthy school coordinators.

*Clued up on Food* is a CD-ROM that provides detailed ideas for use in primary schools, including lesson plans and policy guidance. It was produced in Rhondda Cynon Taf with Big Lottery Funding. The Welsh Assembly Government has provided copies of this for all primary schools in Wales via the healthy school coordinators.

Following a consultation exercise in 2006, the Appetite for Life Action Plan was launched in November 2007. This sets out the strategic direction and actions required to improve the nutritional standards of food and drink provided in schools in Wales. Having reflected on all the information gathered via the consultation process, the Welsh Assembly Government has decided not to introduce change through regulations. It will, however, put in place an action research project involving four local authorities; in addition it will make funding available to those schools not involved in the project who wish to progress to the new standards proposed in the Action Plan.

Work has been continued by the Public Health Improvement Division (PHID) of the Welsh Assembly Government to improve the quality and nutritional standards of food and drink consumed in school and a range of guidance publications has been distributed to all schools in Wales. This includes:

- *Fruit tuck shops in primary schools*
- *Think Water: Guidance on water in schools*
- *Think healthy vending*
- *The Class Moves!*
- *Healthier lunchboxes, healthier children*
- *Teach germs a lesson! Infection Control Guidance for Primary and Secondary Schools*
- *Mind the germs! Infection Control Guidance for Nurseries, Playgroups and other Childcare Settings*

Full details of these and other relevant publications can be found in Appendix 2.

Physical Education and School Sport (PESS) partnerships are highly successful, with 154 partnerships operating. Half of Welsh secondary schools have now signed up to be part of the 5x60 programme providing out-of-school-hours activities, and 94 per cent of primary schools participate in Dragon Sport.

In addition, Priority 3C of the Better Schools Fund for 2008/09 provides funding to help schools develop a whole school approach to food and nutrition (including supporting training for teachers and support staff in Key Stage 2 in food handling and the safe use of specialist equipment) as well as funding to help schools acquire the necessary equipment and designated areas for practical food activities. Schools are expected to consider the impact of physical activity in developing their whole school food policy and to refer to the guidance publication, *Developing a Whole School Food and Fitness Policy* (Welsh Assembly Government, 2007).

A Cooking Bus has visited primary schools, initially in Communities First areas, delivering cooking lessons for learners, a training session for teachers and a cookery session for parents/carers of young children. See Case study 12 and:

[www.wales.gov.uk/topics/health/improvement/children/schools/nutrition/cooking/?lang=en](http://www.wales.gov.uk/topics/health/improvement/children/schools/nutrition/cooking/?lang=en)

The publication, *In Perspective: Food and Fitness* was first published by the Welsh Assembly Government in June 2006 and contains a broad range of case studies that focus on nutrition and physical activity in 22 schools – one from each of the WNHSS areas. It is being issued again, in conjunction with this publication, since it provides details of a useful and inspiring selection of projects and complements the case studies that follow.

## Case studies

### 1. Starting young: promoting cultural awareness and healthy eating in a city primary school

This urban primary school has approximately 300 full-time pupils. Almost one-third of these come from minority ethnic backgrounds; the school has therefore introduced several initiatives to raise awareness of healthy eating and foods from different cultures, especially in the Foundation Phase classes.

Links have been established with parents, as well as the minority ethnic food retailers that supply the local community. In addition, during celebrations such as Christmas, Eid, Divali, Chinese New Year and St David's Day, children in the Foundation Phase help to prepare and taste a range of Welsh and minority ethnic foods.



The children also grow a range of fruit and vegetables including tomatoes, strawberries, cucumbers and courgettes, plus several types of herbs, in containers in the school yard. They are encouraged to taste and compare what has been grown.

Foundation Phase staff have completed basic food hygiene training and a food preparation area has been specifically developed within the teaching space. Food preparation surfaces and utensils, a fridge and a microwave oven are available for use with the children.

Staff continually reinforce key health and safety messages. They are aware of any reported allergies the pupils may have and ensure that the sampling of unfamiliar foods is carried out safely. As part of the whole school approach to embed key messages about healthy eating, fruit is provided daily for all Foundation Phase children while the older learners in Key Stage 2 are encouraged to bring fruit to school as a healthy snack.

The school has also used a Healthy Schools food and fitness grant to promote the '5-a-day' message to children, staff and parents. Activities included a visit from a trained chef who ran healthy eating/food preparation workshop sessions in which Year 1 learners prepared and tasted fruit kebabs, while Year 5 and 6 learners made fruit smoothies. As a result of the visit and the whole school approach, the children show more understanding of the importance of healthy eating.

A transition element has also been introduced where Year 6 learners are invited to take part in an after-school *Ready Steady Cook*-type project at the local secondary school.

In future, the school intends to develop a further area for food preparation with Key Stage 2 learners, and plans are in hand for an additional group of ten staff to undertake basic food hygiene training.



## 2. Developing a Healthy School policy

A primary school PE coordinator and PSE tutor, in conjunction with its partner secondary school, worked together to review procedures and develop a Healthy School policy for this large school.

Key features of their development work included:

- inviting parents to take part in playground activities with their children for 15 minutes before the start of school, three days a week
- starting a fruit tuck shop that opens daily during morning break and is 'staffed' by Year 6 learners
- developing more active break times
- introducing Brain Gym® activities and The Class Moves!® activities after staff continuing professional development (CPD) training
- enabling learners to access water during lessons and break times
- introducing healthy eating options, hot and cold, in the school canteen for each day of the week
- prohibiting chocolate as part of pupils' lunch boxes
- introducing Dragon Sports after school for learners and parent volunteers
- starting yoga classes, taken by a local tutor, for learners and parents on one night a week after school (donations made by parents towards the cost)
- introducing a PE and School Sports Council with representatives from all classes. The first meeting was chaired jointly by the PSE and PE staff and the first item on the agenda was 'How can we increase participation in activity at our school?'

The revised policy and activities were launched with a Health, Fitness and Well-being week in the summer term. Each day included approximately three hours of different activities related to the policy, and much of it was open to both learners and parents.

Sixth form students who had been trained to deliver Dragon Sports, as well as volunteers from the community, helped with activities in the playground. Parents had the opportunity to see the healthy eating options, to take part in playground activities and to try an introductory yoga class.



### 3. Developing a whole school approach to healthy eating and fitness

In a large town primary school in an area of social deprivation, there is a strong emphasis on the importance of healthy eating.

Learners have opportunities to eat sensibly throughout the school day and beyond through the following initiatives:

- Healthy breakfast is available from 8.00 a.m., free of charge for all children as part of the primary school Free Breakfast Initiative.
- At break time, only healthy snacks of fruit and milk are encouraged.
- Fruit and fruit smoothies are prepared by children and sold daily by SNAG members.
- Sports water bottles are supplied to all by the school. These are washed and distributed daily by the children and re-filled from the water cooler.
- Learners have a choice of three hot or cold healthy nutritious school lunches every day. When parents joined their children for lunch, they were impressed with the choice available and the quality of the food.
- Fruit is provided free for Early Years children during afternoon break.
- The after-school club provides healthy snacks and a 'Cook it!' healthy cooking programme.
- Staff training has been provided to reinforce key messages.

A range of initiatives is also in place to encourage physical fitness. The school is involved in the PESS programme which supports:

- 'In the Zone' playground activities, organised by playground 'buddies'
- opportunities for sports programmes throughout the year, including football, tennis and cricket
- an eight-week swimming programme in the autumn term, Kelloggs Swim Active, which culminates in 'Swimfest'

- a 'Transition Festival' for Year 6 – netball and rounders
- a gym/ICT pilot for Year 2 and Year 5/6 learners
- Health Related Fitness workshops for learners in Key Stage 2.

The school has made effective use of the invaluable and ongoing support it has received from external agencies, including the Healthy Schools scheme, the PESS coordinator, the school nurses and the out-of-school-hours cookery programme.

They consider that the success of this aspect of the curriculum and the whole school approach is owed to several factors including:

- the enthusiasm of staff within the school who work as a team
- the enthusiasm of the children
- the enthusiasm and support of the Healthy Schools coordinator
- the ongoing INSET training available.

## 4. Health and fitness in an urban comprehensive school

This high school is an urban comprehensive with approximately 1,600 learners from a mixed catchment area.

All Year 11 learners undertake an eight-week Health and Fitness programme as part of the timetabled PSE provision. The rationale for introducing this programme centred around concern from school staff regarding media coverage of the increasing incidence of obesity and the sedentary lifestyles of many young people. The programme provides a final opportunity to reinforce key food and fitness messages before learners come to the end of their statutory education.

The programme was planned by the PSE coordinator and Healthy Schools coordinator in consultation with the science, PE and design technology departments to ensure an integrated approach. Assessment evidence indicated that learners had a good understanding of key principles but that many were not applying their knowledge and understanding to put their learning into practice. Following a curriculum audit and consultation with the young people, the emphasis is on health-related fitness.

The programme is delivered by the PSE 'health' team, 20 staff who have received specific training. The team includes PE staff who provide specialist units. At the start of the programme, learners examine their lifestyle and carry out a simple cardiovascular fitness test. Care is taken to make the activities enjoyable, inclusive and to avoid potential embarrassment. Learners review personal healthy eating choices and the need for a balanced diet is reinforced. Interactive British Heart Foundation ICT resources are used to allow independent self-supported study.

Using FITT principles (frequency, intensity, type, time) the learners develop a personal exercise plan that emphasises the interrelationship between food and fitness. Learners identify ways to incorporate exercise into their daily lives by researching local amenities as well as looking for opportunities that encourage whole family participation. At the end of the programme, learners are reassessed and any cardiovascular improvements noted. After the programme, the learners are able to analyse and evaluate dietary information and know that maintaining regular exercise can have both mental and physical benefits.

Strong links have been established with local leisure-related businesses and sporting groups, such as the local rugby team. Achievement is celebrated through a year group assembly, with a range of rewards provided to those learners who show most improvement. Whole school recognition is achieved via the local Healthy School Scheme. The PSE faculty leader has evaluated the programme with learners and with teaching staff, during CPD sessions. Feedback has been overwhelmingly positive. Most learners demonstrate a greater willingness to apply the key principles in terms of taking responsibility for keeping the body safe and healthy, and being able to set personal goals for fitness and healthy eating.

### **Future plans**

The school already encourages learners to cycle to school. Staff are also encouraged to cycle to provide positive role models. To support this initiative, the school council has identified the need for additional secure cycle storage racks as a priority. The school has also been allocated funding for this and is also working closely with the Safe Routes to School officer to extend local cycle routes to encourage more learners to cycle to school.

## 5. An approach to developing a food and fitness policy

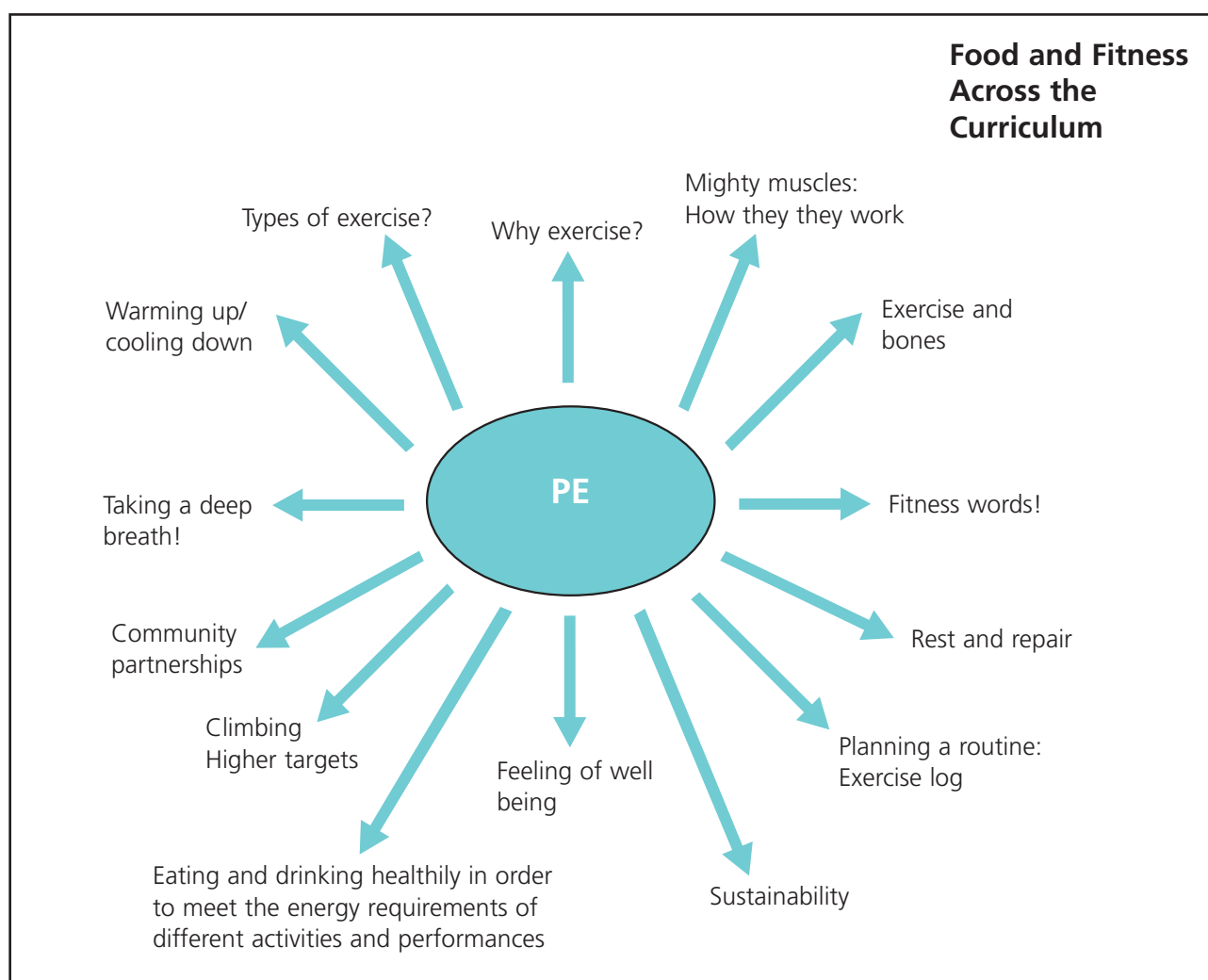
The following slides illustrate how one LEA support organisation is helping schools to develop an effective cross-curricular policy for food and fitness.

The slides form a presentation that is used at the beginning of the work. They provide a set of steps that might be taken and a collection of diagrams that illustrate the possible involvement in subjects of the curriculum.

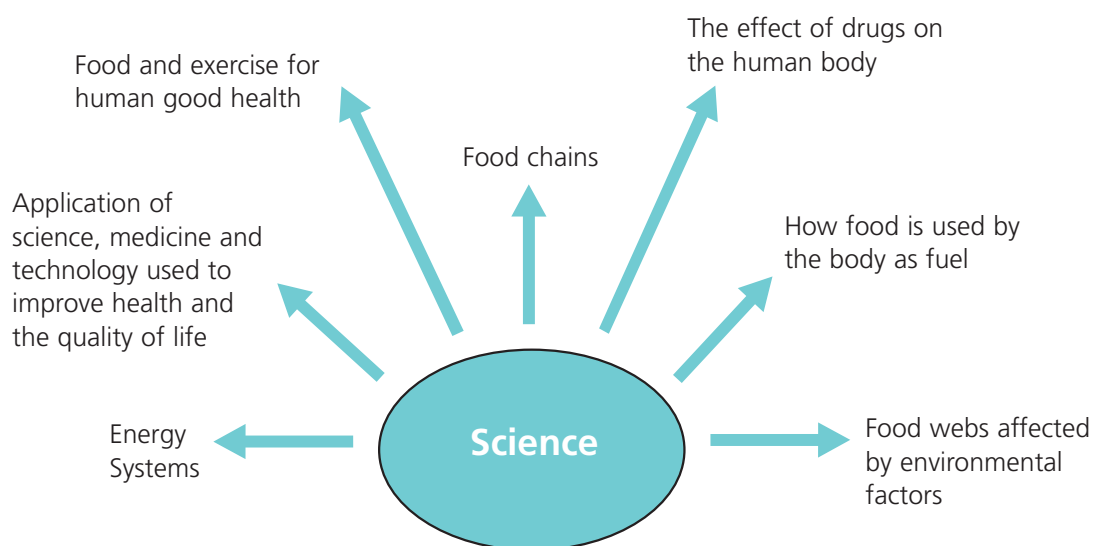
### Steps involved

1. Create a Food and Fitness Group within the school.
2. Audit current provision across the curriculum, identifying where it might be enhanced.
3. Develop a whole school policy.
4. Consult on the draft policy.
5. Modify policy as necessary.
6. Disseminate policy to all staff.
7. Implement the policy.
8. Choose target group to apply the rationale and to measure success against the intended outcomes.
9. Establish the intended outcomes/success criteria – learner, curriculum, learning and teaching.
10. Establish the 'evidence base' through which to evaluate success (for example discussion with learners, class observation, video evidence).
11. Monitor, evaluate, review.

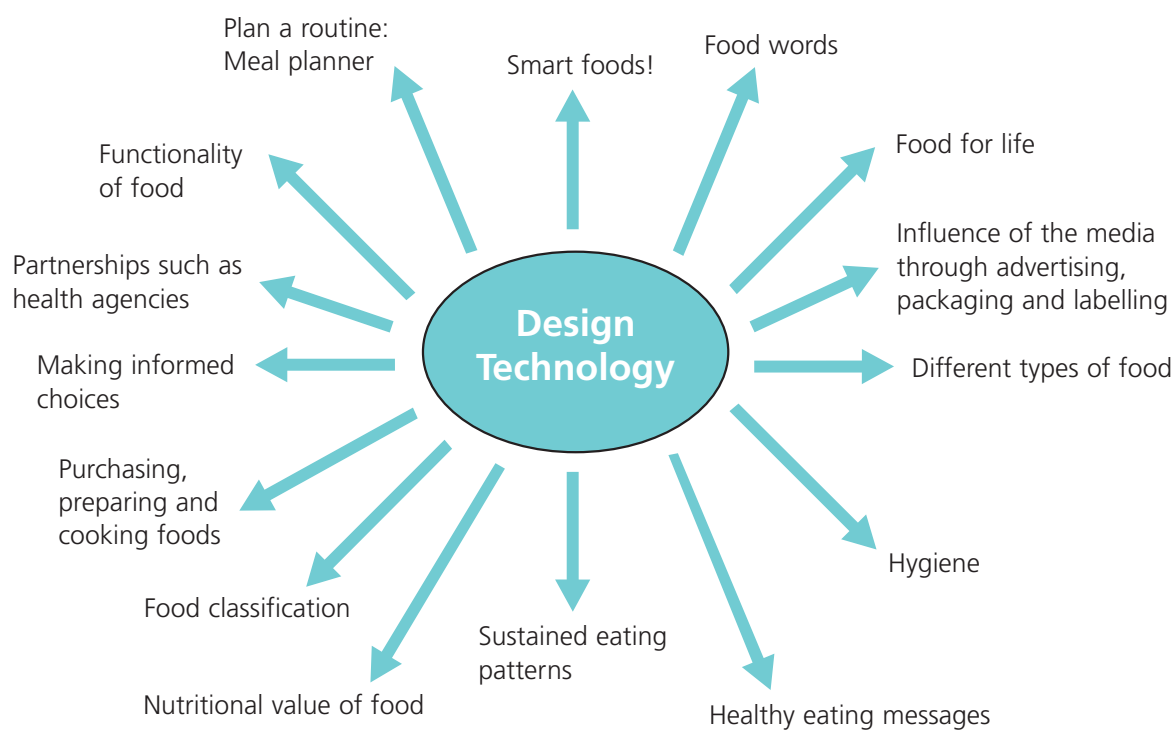
An audit of the curriculum shows how a range of subjects can provide opportunities for work on food and fitness. The following diagrams provide some examples.



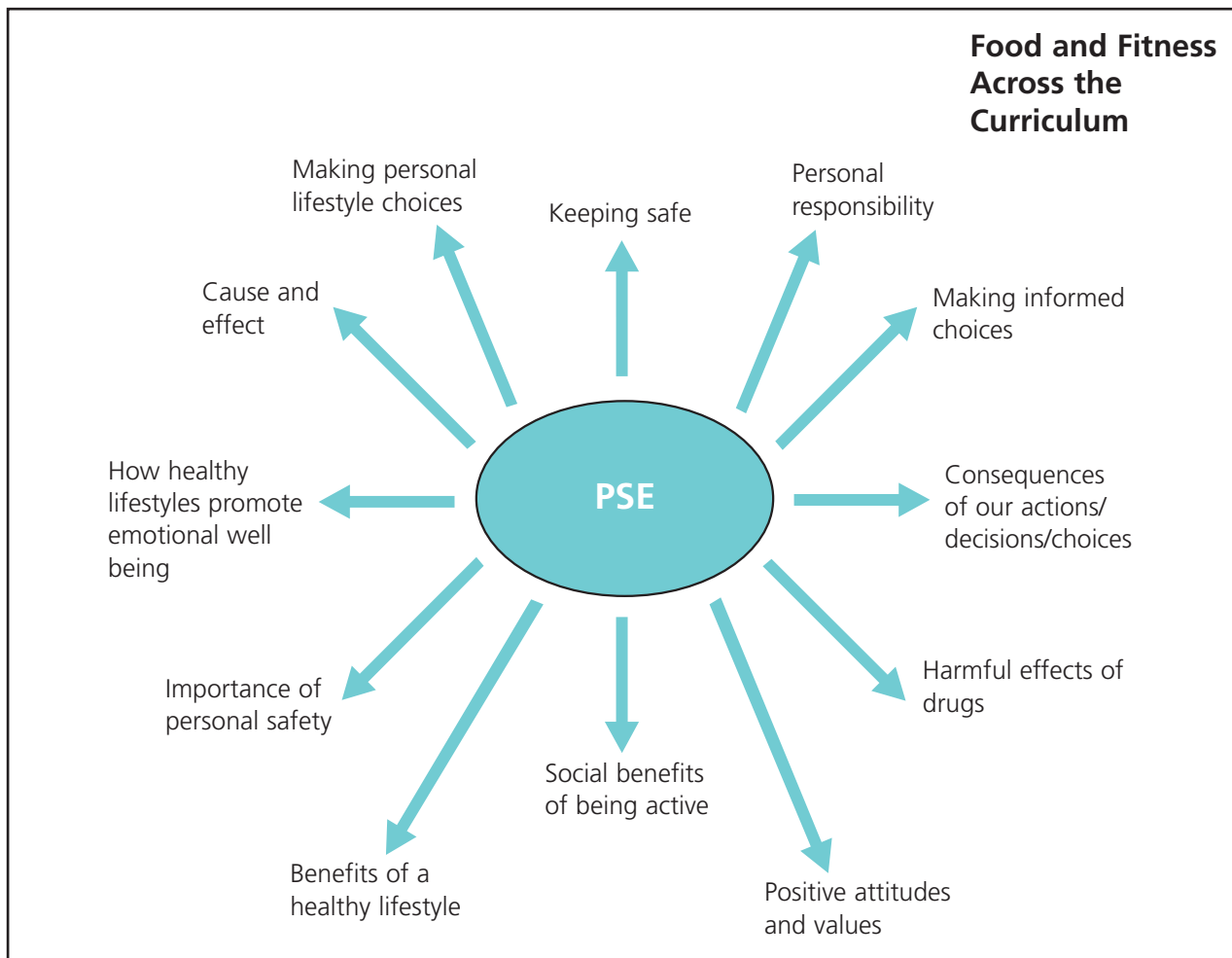
## Food and Fitness Across the Curriculum



## Food and Fitness Across the Curriculum







This programme has been promoted and discussed at INSET sessions and is being used in schools as a basis for the development of whole school policies on food and fitness in the four LEAs served by ESIS.

## 6. Using a day to consolidate food and fitness messages with Year 7 learners

Learners in a comprehensive school and its partner primary schools have been working with LEA advisers to produce county guidelines for a food and fitness policy. As part of this work, a very successful 'Food and Fitness' day was held last year as part of the schools' transition programme. Activities were recorded on a DVD which was subsequently used as an example of good practice at the annual Healthy Schools awards ceremony.

The activities were actually held on two separate days with identical programmes as this was the only means of accommodating all 178 Year 7 learners. All these learners had come from primary schools that were members of the WNHSS and it was felt that a day such as this would provide a valuable boost to their ongoing understanding of food and fitness messages. An additional social advantage was gained when learners were grouped so that they had to mix with those who were not in their usual form and lesson groups. Ten members of staff from various subject departments (including PSE, D&T and English) were involved, as well as several learning support assistants and external instructors.

The day began with an introductory session. Learners then moved between four sets of workshops, spending about 20 minutes in each. These were:

- 'The balance of good health' where 'Food bingo', 'Getting to know you' and balanced diet activities took place
- food labelling – a discussion and writing activity
- making fruit smoothies
- creating a food-related rap.

A member of staff moved around the groups taking photographs and videoing the activities

After a short break, the learners moved on to more energetic, physical activities – boxercise for an hour, dance for 30 minutes and finally yoga for 30 minutes.



By this time, they were more than ready for a healthy buffet lunch prepared by the school caterers. Learners then gathered in the school hall where certificates, T-shirts, water bottles and health leaflets were distributed to all and video clips and photographs of the morning sessions were projected. Awards (vouchers) for those learners who had worked exceptionally well were also presented and the day finished with a sharing of the raps and dance practised during the morning. A display from the food labelling activity had also been set up so that all the learners had the opportunity to share what others had produced.

The wide range of activities provided was very well received. Evaluations from learners and staff showed agreement that the day had been memorable and effective in consolidating messages about healthy living that had already been addressed in primary schools and in regular timetabled lessons in the secondary school.



## 7. Grow your own: a primary school allotment project involving the local community

Following a successful gardening project between the learners of a primary school and the local landscape improvement and nature team, the school set up its own allotment within the school grounds and used it to grow produce for the school dinners.

The school allotment project was very successful. With the help of parents and volunteers two polytunnel structures were erected and were used as a learning base where the children grew their own organic vegetables to be used in their school dinners. The children (along with the staff) decided on what was grown and tended the allotment (with the assistance of volunteers) on a daily/weekly basis.



There were many positive outcomes from this project. Learners:

- began to get an understanding of where their food actually comes from
- learned new skills in gardening and facts about food origins and nutrition
- grew their own food, and wanted to eat it so that the project supported healthy eating
- were responsible for the maintenance of the allotment; therefore they took part in physical activity.

Other benefits included:

- the vegetables grown were used within the school dinners, therefore cutting costs and ensuring that healthy fresh food was on the menu
- local volunteers undertook gardening as a hobby through helping to maintain the school garden
- there was scope for the garden to support the community by selling the excess produce in order to create a social enterprise.

The project manager reported:

The project has been incredibly successful. The children are learning about gardening, food and are choosing to eat more healthily. Parents and other residents from the area are now getting more involved and the support from the teachers and external partners has been exceptional. This is a fantastic bonus for the community where all generations are coming together to support a worthwhile project that not only provides a large number of benefits for our local children, but also for the wider community.





## 8. An organic garden at a school in Monmouthshire

Each year group at this primary school has its own raised bed to work with in their organic garden, and between them they grow a fantastic variety of vegetables and fruit. While the younger ones are introduced to growing with spring onions and lettuce, the older learners are producing everything from sweet corn to prize parsnips.

Their teacher says:

The children love it! I think that's because they are working together and actually producing something. It's lovely to see Year 6 children helping our reception children and passing on their advice. Initially, we looked after the garden as an after-school activity, but soon all of the children wanted to join in. So we designated a bed to each class and linked their activities to the national curriculum – you can teach almost anything you want through gardening.

The school first branched out into gardening through fruit, rather than vegetables. Villagers had expressed concern that local apple varieties growing in their gardens might be lost forever if they were not protected, so five years ago the school came to the rescue by creating an apple orchard in its grounds using cuttings from all of those cherished varieties.



The following year the school decided to create 'The Organic Garden'. Teachers and learners knew little about gardening to begin with. They had to learn by trial and error – providing some marvellous meals for caterpillars in the early days – but they are now harvesting plenty of wonderful vegetables and fruit that they have the chance to enjoy themselves.

The school has been a member of the Duchy Originals Garden Organic for Schools project almost from the start. They feel it is important for the children to learn that what they eat will affect their well-being.

Organic gardening has also inspired the children to look after themselves and their environment in other ways – their teacher describes this as the ‘domino effect’. For example, the children were given an opportunity to try 30 different varieties of apples, in a bid to encourage them to enjoy healthy, fresh food. They are now happy to eat only fruit at break times, instead of chocolate and crisps, and this has helped to clear up the school’s litter problem because the fruit peelings go straight into their compost bin.





## 9. Seed-2-Plate – growing and preparing food in a secondary setting

The three-year Food Matters project in Ely, Cardiff – funded by the Big Lottery Fund – has aimed to improve the diet of children and to influence their parents to provide healthier meals.

For the last three years students from two local secondary schools have been growing beetroot, radishes, broccoli and tomatoes on sites in St Fagans in conjunction with Hafal, a charity for people with severe mental illness in Wales.

In 2006, the horticulture project at Hafal Cardiff became involved in the Seed-2-Plate project in order to teach children (aged 11–15) how to grow vegetables. The learners had their own plot of land and Hafal staff showed them how to propagate and cultivate vegetables. Over the course of months they learned about planting, growing, and about healthy eating. When the crop was ready, the learners took their vegetables back to their school and were taught how to cook healthy, nutritious meals.

At one of the schools, each Friday retired members of the local community attended classes with Year 11 catering students. Together the adults and young people planned and prepared a range of foods following healthy recipes. The sessions provided opportunities for mutual sharing of knowledge and expertise, and the older members of the community got to know and interact with young people in a learning environment.

At the end of the project last summer the Hafal service manager and instructor were invited to the college, along with the then Minister for Health, for a lunch prepared by the students.

Future plans involve converting a quadrangle at one school site into an organic garden that will form part of the curriculum for technology students.

A senior manager said:

The initial scheme proved so successful both in terms of promoting healthy eating as well as building closer links with the community that we wanted to expand it. The first part of this next phase is to clear an overgrown area to create an organic garden. It's a real team effort with staff, students and parents involved.

## 10. Unpacked Lunch: a dance project for primary learners exploring attitudes to food and fitness

Learners from all primary schools in one cluster have had the opportunity to participate in a project led by a dance specialist exploring attitudes to food and fitness. The project aimed to:

- signpost cross-curricular links regarding education about food and fitness
- develop extra-curricular dance opportunities for young people
- provide professional development opportunities for staff in curriculum and extra-curricular dance
- work with external agencies – in this case, with students from UWIC
- contribute to transition links through using the linked secondary school's site for rehearsal and showcasing learners' performances
- developing curricular transition links by using the secondary Media Studies students to produce a DVD of the showcase event, including interviews with learners and the dance specialist.

In each school, learners from Key Stage 2 initially carried out baseline assessment tasks to ascertain the level of their knowledge and understanding of the issues involved around healthy eating. These were repeated at the end of the programme as part of the evaluation process. Aspects assessed were:

- knowledge of different food groups
- understanding of what different food groups do to keep the body healthy
- knowledge of the different types of activities that produce health benefits
- understanding of how often young people need to be active to remain fit and healthy.

Each school received six one-hour weekly sessions working with a dance specialist, using units of work, music and resources produced specifically for this programme. The sessions and their logistics were coordinated by the local PESS development centre manager. A further cross-curricular pack of resources was produced for follow-up, classroom-based work including games, puzzles and suggestions for other activities.

In addition to the weekly sessions, each school group spent half a day at the secondary school site, developing and refining their dance performance.

Teachers who were interested in developing this further attended a twilight course focusing on how to deliver the 'Unpacked Lunch' theme in curriculum dance lessons. They were encouraged to set up extra-curricular dance clubs over a five-week period, supported by three sessions from the dance specialist. This led to an after-school club.



The programme culminated in a showcase event hosted by the secondary school. Special guests, parents and children all attended to share in the performances by the learners and the UWIC students and to look at a wide range of display material generated by the classroom activities.

Evaluation of the programme has shown it to have been very successful in improving learners' understanding of food and fitness issues as well as creating in them a real enthusiasm for dance – so much so that the secondary school's PE curriculum is being changed to accommodate this new interest.

## 11. Cafeteria: a food-based enterprise in a special school

In a large special school in North East Wales for learners from 11 to 19, there is a significant emphasis on the importance of healthy living and on preparing students to make appropriate choices about food and fitness in their lives beyond school.

After receiving appropriate training in food hygiene, students themselves run a cafeteria that serves daily 30 or more healthy hot meals with fresh vegetables plus a selection of healthy snacks. They are involved in planning a weekly menu and, on a rota, prepare and cook the meals each morning. Afternoon sessions include cleaning, planning and shopping for the following day.

Other school students can order meals from the cafeteria and local people use it on a regular basis, including local bus/taxi drivers and customers who are taking advantage of the school's other enterprises – the hairdressing salon and car wash. Sandwiches, snacks and drinks are sold to staff and members of the local community. These include a selection of fair trade foods – tea and coffee, for example – sold in the Fair Trade Shop. Special events include a meal for local pensioners at Christmas.

This enterprise offers useful opportunities for accreditation. Students can gain Open College Network Accreditation for the following:

- cleaning walls and floors
- shopping for food
- preparing cold sandwiches and rolls
- basic food hygiene
- personal hygiene.

Students can also complete the Chartered Institute of Environmental Health (CIEH) Level 1 Award in Food Safety Awareness in Catering. Further accreditation is available including Entry Level Food Studies (WJEC), Open College Network units on nutrition and food safety and relevant ASDAN awards.

The students involved in this enterprise are mostly post-14 students from the school but the facility also takes learners from other local schools under the 'Unlocking the Potential of Special Schools' initiative.

## 12. The Cooking Bus

The Cooking Bus, funded by the Welsh Assembly Government, is run by the Focus on Food Campaign.

This giant, hi-tech articulated lorry opens out into a spectacular purpose-built kitchen/classroom where qualified food teachers give pupils, parents and the community practical cooking lessons. It also trains teachers so they can continue helping youngsters learn about food and cooking in the classroom.



The emphasis of all lessons is teaching people how to prepare, cook and enjoy real food which is both tasty and healthy.

The Cooking Bus was commissioned by the Welsh Assembly Government to help take cooking skills into the community and it goes to primary schools in Communities First areas. More than 75 schools have benefited from visits in the first 18 months.

Evidence suggests that a coordinated approach to food and fitness is likely to be the most effective. Therefore the bus visits schools that are already undertaking complementary work on food and fitness as part of their healthy school development. Local Healthy School coordinators have assisted in the identification of schools that meet these criteria.

Out of term time the bus, which conducts lessons in both English and Welsh, takes part in various community events including the Urdd Eisteddfod.

In 2007, the Cooking Bus played host to finals for six competitors in each of four age ranges, with celebrity chef Dudley Newbery acting as judge. He commented:

Having the Cooking Bus on site takes these competitions into a different dimension. The Urdd's competitions are all about giving children and young people confidence. By giving them the opportunity to prepare and cook food in this kind of environment, they'll learn quickly.

The aim is to involve children and young people in the process of preparing and cooking healthy food. I want them to see how easy it is to make a healthy snack and offer them an alternative to a packet of crisps or a chocolate bar.

Competitors cooked a range of items including Caerphilly Salad, Bacon and Sun-dried Tomato Muffins, Tuscan Tomato Soup, Kaleidoscope Couscous, Grilled Plums with White Cheese and Cinnamon, and a range of smoothies.

In 2008, the Cooking Bus again made a stop at the National Urdd Eisteddfod in Conway where it hosted the finals of cookery competitions for 9 to 25-year-olds in four age groups. There were also cooking sessions, including cooking with the same celebrity chef.



## How is work on food and fitness in the settings/schools inspected?

Estyn has recently updated its guidance on the inspection and reporting on physical activity and healthy living. The following text is based on *Estyn's Newsletter for Schools – September 2007*.

Learners in all types of settings/schools, across all phases, take part in physical activity and healthy living initiatives. Inspectors look for evidence of learners' awareness and understanding of the importance of healthy and active lifestyles, and of how well the school promotes these matters.

In all types of inspection, Estyn would expect to see work on promoting healthy and active lifestyles. The *Personal and social education framework for 7 to 19-year-olds in Wales* sets out the skills and range of contexts through which learners can be helped to maintain their health and emotional well-being. Activities to promote physical activity and healthy living should make a substantial contribution to the development of this theme of PSE.

The inspection framework makes specific references to healthy and active lifestyles in physical education, design and technology, and food technology. Other subjects can also contribute, particularly science and, in secondary schools, vocational subjects.

As well as inspecting learners' understanding of healthy and active lifestyles, inspectors evaluate the extent to which the school encourages and supports learners to be healthy and active.

All schools in the Development Centres set up under the PESS initiative should have healthy and active lifestyle policies. Schools that are involved in the WNHSS may have gained Welsh Assembly Government recognition.

When inspectors judge standards in relation to healthy and active lifestyles, they consider the following questions:

- Does the PSE provision give enough attention to healthy and active lifestyles?
- Are the statutory requirements for health, fitness and well-being in PE being met?
- Do learners show an appropriate level of awareness and understanding of healthy and active lifestyles and have enough opportunities to develop and extend this in other subjects/extra-curricular work?



- Does the school have enough resources and well-trained staff to promote healthy and active lifestyles?
- Does the school have a good understanding of healthy and active lifestyles?
- Does the school have a policy on healthy and active lifestyles that has a beneficial effect on practice?
- Does the school provide a healthy environment for learners and members of staff during the inspection?
- Does the school engage in projects or has it gained an award that promotes healthy and active lifestyles?

### **How Estyn reports on physical activity and healthy living**

All inspection reports evaluate physical activity and healthy living in relation to the sections under the following Key Questions (KQs):

- KQ 1: Do learners progress well in their personal, social, moral and wider development?
- KQ 3: Is the experience of learners enriched, through a variety of activities, including out-of-hours and off-site provision? Do the learning experiences promote learners' personal development including their spiritual, moral, social and cultural development? Are they enriched by effective partnerships with other providers and with all interested parties?
- KQ 4: Are learners provided with high quality personal support and guidance, including access to personal and social education, tutorial programmes and specialist services? Does the support and guidance assure the healthy development, safety and well-being of all learners?

Further guidance can be found in the publication:

*Supplementary guidance on inspecting healthy living (including physical activity and food and drink)*, Estyn, May 2007 – see Appendix 2 for full details.



# Appendix 1: Audit of national curriculum requirements relating to food and fitness

## Foundation Phase

### Personal and Social Development, Well-Being and Cultural Diversity – Well-Being

#### Children should be given opportunities to:

- understand and recognise the changes that happen to their bodies as 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.

### Physical Development – Personal

#### Children should be given opportunities to:

- develop coordination
- develop gross motor skills
- develop fine manipulative skills
- develop confidence
- control body movements
- develop muscle tone, appropriate tension and balance
- develop an understanding of how their bodies move.

### 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.

## Science

### Key Stage 2 Programme of Study Range

#### **Pupils should be given opportunities to study:**

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

### Key Stage 3 Programme of Study Range

#### **Pupils should be given opportunities to study:**

- how food is used by the body as fuel during respiration and why the components of a balanced diet are needed for good health.

## Physical education

### Key Stage 2 Programme of Study Skills

#### **Health, fitness and well-being activities**

#### **Pupils should be given opportunities to:**

- engage in frequent and regular physical activity beneficial to their health, fitness and well-being
- plan daily physical activity through opportunities in school, at home and in the community
- identify how to eat and drink healthily in order to meet the energy requirements of different activities
- find out how exercise affects the body
- 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.*

## 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 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.

## Key Stage 3 Programme of Study Skills

### **Health, fitness and well-being activities**

#### **Pupils should be given opportunities to:**

- engage in frequent and regular physical activity beneficial to their health, fitness and well-being
- investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles
- try different activities that affect their fitness and find out how appropriate training can improve fitness and performance
- identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance.

## 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 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.

### **Key Stage 4 Programme of Study Skills**

#### **Health, fitness and well-being activities**

##### **Pupils should be given opportunities to:**

- select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being
- refine and apply more complex techniques in their chosen activities
- conduct safe, activity-specific warm-up and cool-down routines as appropriate, taking responsibility for their planning and execution
- plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals
- revise the plan effectively when necessary and be able to explain why amendments were made.

### **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 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. By Key Stage 4, young people should know the type of experience they enjoy and could develop as a part of their active lifestyle; this might include a competitive, creative or adventurous activity, or one chosen specifically for its contribution to health, fitness and well-being.

## Design and technology

### Key Stage 2 Programme of Study

#### Food

##### **Pupils should be given opportunities to:**

- plan and carry out a broad range of practical food preparation tasks safely and hygienically
- apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks
- classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties, *e.g. meat, fish, fruit, vegetables*.

#### Health and safety

Pupils should be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities, behaviour and lifestyle. They should be able to follow instructions to control risk to themselves and others, *e.g. ensure that food preparation areas are scrupulously clean; risk associated with hand tools*.

They should be made aware of the impact on their health and safety of certain behaviour, *e.g. healthy eating*.

## Key Stage 3 Programme of Study

### Food

#### Pupils should be given opportunities to:

- use a broad range of skills, techniques and equipment, as well as standard recipes, to cook meals and products
- plan and carry out a broad range of practical cooking tasks safely and hygienically
- apply current healthy eating messages in relation to the nutritional needs of different groups in society and consider issues of sustainability in order to make informed choices when planning, preparing and cooking meals or products
- classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties.

### Health and safety

Pupils should be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities. They should be able to follow instructions to control risk to themselves and others, *e.g. electrical tools/utensils, rotating machinery, sewing machines*. When designing and making, pupils should take account of user safety, *e.g. the build quality of products, how hygiene standards should be maintained in the production of a food product*.

They should be made aware of the impact on their health and safety of certain behaviour, *e.g. healthy eating*.

## Personal and social education framework

### 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. As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

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.

### Key Stage 2 learning outcomes

#### Health and emotional well-being

##### Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
- feel positive about themselves and be sensitive towards the feelings of others

##### and to understand:

- the features and physical and emotional benefits of a healthy lifestyle, *e.g. food and fitness*.

### Key Stage 3 learning outcomes

#### Health and emotional well-being

##### Learners should be given opportunities to:

- display a responsible attitude towards keeping the mind and body safe and healthy
- develop positive attitudes towards themselves and others

##### and to understand:

- the relationship between diet, exercise, and good health and well-being.

### Key Stage 4 learning outcomes

#### Health and emotional well-being

##### **Learners should be given opportunities to:**

- accept personal responsibility for keeping the mind and body safe and healthy

##### **and to understand:**

- the short and longer term consequences when making decisions about personal health.



## Appendix 2: Useful references and websites

The national curriculum orders for all subjects together with the frameworks for the Foundation Phase, personal and social education, careers and the world of work and the National Exemplar Framework for RE can be accessed at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

### **Welsh Assembly Government publications relevant to food and fitness**

*Food and Fitness – Promoting Healthy Eating and Physical Activity for children and young people in Wales: 5 Year Implementation Plan* (2006)

*Appetite for Life* (2006) consultation document

*Appetite for Life Action Plan* (2007)

*In Perspective: Food and Fitness* (2006)

*Developing a Whole School Food and Fitness Policy* (2007)

*Climbing Higher* (2005) and *Climbing Higher – next steps* (2006)

*Fruit tuck shops in primary schools*

*Think Water: Guidance on water in schools*

*Think healthy vending*

*The Class Moves!®*

*Healthier lunchboxes, healthier children*

*Healthier lunchboxes: Ideas for Primary Schools*

*Teach germs a lesson! Infection Control Guidance for Primary and Secondary Schools*

*Mind the Germs! Infection Control Guidance for Nurseries, Playgroups and other Childcare Settings*

*The Health Promoting Playground*

*Food in School Assessment Tool*

All of the above can be accessed at [www.wales.gov.uk](http://www.wales.gov.uk)

## Food Standards Agency Wales

For resources on healthy eating, information on food safety and allergies visit [www.foodstandards.gov.uk/wales.htm](http://www.foodstandards.gov.uk/wales.htm)

For general healthy eating messages visit [www.eatwell.gov.uk](http://www.eatwell.gov.uk)

## Sports Council for Wales

This site provides information on the following schemes:

- **PESS** – Physical Education and School Sport including a range of resources for primary and secondary schools
- **Dragon Sport** – sporting experiences for Key Stage 2 learners
- **Chwarae Teg** – promoting fair play and sporting behaviour
- **'In the Zone'** playground project.

[www.sports-council-wales.co.uk](http://www.sports-council-wales.co.uk)

## Estyn

*Food and Fitness in Schools: a report on how well schools in Wales support children and young people to be healthy and active* (Estyn, April 2008)

*Supplementary guidance on inspecting healthy living (including physical activity and food and drink)* (Estyn, May 2007)

These publications are available from:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW

or by e-mail to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

Or from [www.estyn.gov.uk](http://www.estyn.gov.uk)

## Other relevant websites

Nutrition Network for Wales includes information about the Focus on Food Cooking Bus.

[www.nutritionnetworkforWales.org.uk](http://www.nutritionnetworkforWales.org.uk)

Information about Welsh food products, food festivals, farmers' markets, etc., can be found at [www.foodwales.com](http://www.foodwales.com)

A range of food technology as well as health and safety materials is published by the Design and Technology Association at [www.data.org.uk](http://www.data.org.uk)

Information about the Focus on Food Campaign which promotes cooking for young people, provides recipes and resources as well as the Cooking Bus can be found at [www.focusonfood.org](http://www.focusonfood.org)

Information about the Cooking Bus can be found at [www.wales.gov.uk/topics/health/improvement/children/schools/nutrition/cooking/?lang=en](http://www.wales.gov.uk/topics/health/improvement/children/schools/nutrition/cooking/?lang=en)

Fairtrade is an organisation that promotes an international trade system based on justice and fairness. Information can be found at [www.fairtrade.org.uk](http://www.fairtrade.org.uk)

Information on SNAG can be found at [www.healthedtrust.com](http://www.healthedtrust.com)

Information about Physical Activity and Nutrition Networks for Wales can be found at [www.panw.org.uk](http://www.panw.org.uk)

The Association for Physical Education website is [www.afpe.org.uk](http://www.afpe.org.uk)

The British Heart Foundation provides advice and resources (such as *Food 4 Thought*) at [www.bhf.org.uk](http://www.bhf.org.uk)

Hafal is a national charity working with people with severe mental illness in Wales. Information can be found at [www.mentalhealthwales.net](http://www.mentalhealthwales.net)

Information about education programmes at the National Botanic Garden can be found at [www.gardenofwales.org.uk](http://www.gardenofwales.org.uk)

Information about organic food and farming in Wales can be accessed from the Organic Centre Wales at [www.organic.aber.ac.uk](http://www.organic.aber.ac.uk)

Advice and resources relating to setting up organic gardens in schools can be accessed from Duchy Originals Garden Organic for Schools at [www.gardenorganic.org.uk](http://www.gardenorganic.org.uk) or [www.foodforlife.org.uk](http://www.foodforlife.org.uk)

Education for Sustainable Development and Global Citizenship directory of resources relating to sustainable development for schools can be found at [www.esd-wales.org.uk](http://www.esd-wales.org.uk)

Information about health and well-being for the people of rural Wales can be found at [www.ruralwellbeing.org.uk](http://www.ruralwellbeing.org.uk)

Information about the organisation Careers Wales can be found at [www.careerswales.com](http://www.careerswales.com)

Information about careers/skills predictions in Wales can be found at [www.futureskillswales.com](http://www.futureskillswales.com)

A bilingual information service specifically designed for young people in Wales is available at [www.canllaw-online.com](http://www.canllaw-online.com)

## **Accreditation**

National Database of Accredited Qualification  
[www.ndaq.org.uk](http://www.ndaq.org.uk)

Network for Accrediting Young People's Achievement (NfAYPA)  
[www.nya.org.uk](http://www.nya.org.uk)

## **Awarding Bodies**

For information about awarding bodies please visit the following websites:

Welsh Joint Education Committee (WJEC)  
[www.wjec.co.uk](http://www.wjec.co.uk)

The Assessment and Qualifications Alliance (AQA)  
[www.aqa.org.uk](http://www.aqa.org.uk)

Oxford Cambridge and RSA Examinations (OCR)  
[www.ocr.org.uk](http://www.ocr.org.uk)

Edexcel  
[www.edexcel.org.uk](http://www.edexcel.org.uk)

Council for the Curriculum Examinations and Assessment (CCEA)  
(for Northern Ireland)  
[www.ccea.org.uk](http://www.ccea.org.uk)

ASDAN  
[www.asdan.org.uk](http://www.asdan.org.uk)

The National Open College Network (NOCN)  
[www.nocn.org.uk](http://www.nocn.org.uk)

ASET  
[www.ASET.ac.uk](http://www.ASET.ac.uk)

### **Other organisations**

Entitlement and Quality Education for Pupils with Learning Difficulties  
[www.equals.co.uk](http://www.equals.co.uk)

Sports Leaders UK

[www.sportsleaders.org.uk](http://www.sportsleaders.org.uk)

Information about the Children's University can be found at  
[www.newi.ac.uk/en/Academicschools/EducationCommunity/ChildrensUniversity/ChildrensUniversityacrossWales/](http://www.newi.ac.uk/en/Academicschools/EducationCommunity/ChildrensUniversity/ChildrensUniversityacrossWales/)

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