

Bellfield Primary School



Healthy Lifestyle Policy

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Aims

At Bellfield Primary School, we believe it is important that children know how to keep their bodies and minds healthy and that they make informed choices about healthy living. This policy outlines how the school promotes and facilitates healthy living across 3 strands; **Physical Education, Healthy Eating and Mindfulness**.

Physical Education

Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall well-being. At Bellfield, we believe it is important that children are given opportunities to participate in a range of enjoyable physical activities at an early age so they are more likely to continue being physically active throughout the rest of their lives.

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

The promotion of physical activity is delivered through:

- Physical education lessons led by members of staff, P.E. coaches or swimming teacher (LA)
- Cross-curricular links in the curriculum – EYFS programme, PE, PSHCE and Science
- Extra-curricular clubs
- Lunchtime activities

The objectives of P.E. in our school are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To show children how to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop and understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

P.E. Curriculum Planning and Delivery

The P.E. lead is responsible for determining the long-term plan for the teaching of P.E. in line with the aims and objectives of the National Curriculum (2014). At Bellfield, children are taught the basic skills in a range of different sports and activities as follows:

Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. Teachers will provide opportunities for children to access and meet the objectives set out in Development Matters in order for pupils to reach their 'Early Learning Goals' by the end of the Reception year. In addition to timetabled P.E. sessions, children have regular opportunity for physical activity in the foundation stage environment.

Key Stage 1

In Key Stage 1 (Years 1 and 2), children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. In order to do this, they have opportunity to take part in:

- Dance
- Gymnastics
- Multi-skills
- Striking and fielding games
- Athletics

Key Stage 2

In Key Stage 2 (Years 3-6), children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They develop and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. In order to do this, they have opportunity to take part in:

- Gymnastics
- Dance
- Swimming (Year 4 – purchased through LA SSA)
- Striking and fielding games (tri-golf, rounders, kwik-cricket, tennis, table-tennis, badminton)
- Invasion games (football, tag rugby, hockey)
- Boxing (Years 5 and 6)
- Outdoor adventurous activities (annual residential for Years 5 and 6)
- Athletics

Where possible, the school tries to bring in qualified external coaches to work alongside class teachers to deliver high-quality P.E. sessions. This acts as CPD for staff and also allows children to be taught by 'experts'. All sessions will take note of any health and safety requirements prior to commencement.

**NB: this intention will continue for as long as the school is in receipt of the Sports Premium.*

Access to Physical Education

All children at Bellfield have timetabled P.E. sessions per week. Where possible and appropriate, these sessions will be outdoors, where there is more space. For activities such as dance and gymnastics, these will be done in the hall.

In addition to timetabled sessions, all classes take part in 'The Daily Mile'.

The school offers a number of after-school clubs run by both teaching staff and external coaches, which will vary throughout the year. All children in Years 1-6 will have the opportunity to take part in an inter-school competition at some point throughout the academic year.

Children who show particular talents in areas of sport will be identified and signposted to appropriate teams/clubs outside of school so that they are able to develop their talents.

Equipment/Resourcing

It is the responsibility of the P.E. lead to monitor the type and quality of resources for Physical Education. They will work closely with the Head and School Business Manager to allocate additional funding (i.e. The Sports Premium, Awards for All) so that 'best value' is applied. All resources/equipment will support the schools aim of 'Healthy Body, Healthy Mind'.

Healthy Eating

At Bellfield, we understand that healthy eating is one of the many contributors to good health. All staff at Bellfield are dedicated to helping each child understand the role of healthy eating in achieving good health. We also recognise that healthy eating does not mean having 'no' treats but means having them at appropriate times and in proportion.

In order for children to become more aware of healthy choices we:

- Provide opportunities for children to access knowledge, understanding and skills related to healthy eating so that they make informed choices;
- Raise awareness of the concepts of 'healthy eating' and 'balanced diet' and their importance in maintaining good health;
- Encourage children to develop a positive attitude towards their eating habits;
- Provide opportunities within school for children to pursue a healthy diet, making healthier choices;
- Help children understand that some foods should be eaten in moderation;
- Work in partnership with catering staff to ensure nutritional standards are implemented;
- Work in partnership to achieve a pleasant and sociable dining experience which enhances the social development of each pupil;
- Involve pupils in decision making.

The above may be done thorough curriculum coverage, whole-school projects and/or every day discussions with children.

EYFS and Key Stage 1

Subsidised milk is available for children in Nursery and Reception, up to the age of 5 years old. They also have access to water when they require it. Each child in EYFS and KS1 also has access to fruit on a daily basis, which changes each day and includes: apples, pears, bananas, tangerines, strawberries, cherry tomatoes and split peas. This provides children with a daily healthy snack and encourages social eating. Any fruit left over from EYFS/KS1 is passed up to KS2.

Playtime

Children may bring a healthy snack e.g. fruit or vegetables to school for morning break. Other items such as sweets, crisps, biscuits etc. are not allowed.

Lunchtime

School lunchtime menus are agreed between the school and HCAT Catering Team, and go through rigorous checks to ensure that they are balanced.

The lunchtime meal offers a choice of hot foods and cold wraps/sandwiches, which allows children to exercise their knowledge of healthy eating. We currently use HCAT Catering services, who follow healthy schools' guidelines. There is a two-week cyclic menu offering a choice of two main meals daily, one of which is

suitable for vegetarians. Each main course comes with two vegetable options and children are encouraged to try vegetables even if it is a small portion. Guidelines are followed that ensure menus include:

- Reduced fat, sugar and salt
- Increased fibre
- A wide range of freshly prepared salads and vegetables available daily
- Fresh fruit and yoghurt

Packed Lunches

Some children opt to have packed lunches instead of school meals. For these children, we ask that packed lunches are in an appropriate box with the child's name on. No sweets, nuts, chocolate bars or fizzy drinks are permitted. Packed lunches should include some fruit or vegetable e.g. a piece of fruit or fruit juice, dried fruit, raw carrot, cucumber wedge etc. As some of our children have allergies to nuts, we request that these are not in packed lunches, including nut bars.

The school provides a suitable storage area for lunch boxes. Any uneaten food is returned in the child's packed lunch box so that parents/carers can see what the child has eaten at school.

Drinking Water

Every child is encouraged to purchase/bring in a water bottle, which will be stored in their classroom. This is filled with fresh water on a daily basis and children have access to it as and when needed. Staff encourage hydration, especially in the summer months and when children are taking part in physical activity.

Mindfulness

As current research suggests an increase in child mental health, the school is very committed to ensuring that children are able to control their thoughts and feelings in a confident, calm way. With the pressures that everyday life brings, we acknowledge that children sometimes bring in to school 'a heavy weight on their shoulders'. We want our children to be free from worry and to focus on the present moment, focusing their attention on making good choices and being happy.

The school promotes 'a healthy mind' in a number of ways including:

Jigsaw

We have regular whole-school 'Jigsaw' assemblies, which focuses on key themes either from the curriculum or from issues arising in the school/wider community. Discussions in class circles include breathing techniques to help children focus their minds on the key theme. The themes encourage social interaction and decision making and cover the following: 'Being me in my World', 'Celebrating Difference'; 'Dreams and Goals'; 'Healthy Me', 'Relationships' and 'Changing Me'. The focus on the world around them encourages children to think and reflect on their own life and role in an ever-changing world.

Yoga

Although yoga does not constitute 'mindfulness', we offer children the chance to take part in yoga clubs, which helps them focus on their breathing and relaxation techniques.

The school is constantly reviewing the impact of mental health on our children and keeps abreast of any new research and/or publications on the topic.

Reviewer: P.E. Lead