



## Castlegar NS Healthy Eating Policy

### Introductory Statement

This policy was formulated in conjunction with our Code of Discipline and Behaviour. This process involved the Board of Management, staff, parents and pupils.

### Rationale

This policy was deemed a necessary part of school life as it was felt that:

- The need to encourage healthy eating habits needs to be consistent and constant.
- Children need to be made aware of the fact that eating habits formed in childhood can influence health and well being in later life.
- It would form a vital part of the S.P.H.E. curriculum being taught in our school.
- It would improve children's ability to concentrate and thus enhance the quality of their learning.

### Relationship to Characteristic Spirit of the School

We in St. Colmcille's are committed to the holistic development of the children under our care. We feel this also embraces the children's food and nutritional habits as healthy eating will encourage the child to lead a more active and healthy lifestyle. This will also lead to improved standards of concentration and learning. By implementing a healthy eating policy in our school we also hope to reduce litter and encourage recycling as much as possible.

### Aims

- To promote the personal development and well-being of the child
- To promote the health of the child and provide a foundation for healthy living in all its aspects.

### Objectives

- To enable the child to appreciate the importance of good nutrition for growing and developing and staying healthy
- To enable the child to accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet.
- To reduce litter and encourage recycling.



## Guidelines

The following guide is designed to help you provide quick, appetising, and nutritious lunches for your children

### **Bread & Alternatives**

Bread or rolls, preferably wholemeal  
Rice – wholegrain  
Pasta – wholegrain  
Potato Salad  
Wholemeal Scones  
Bread sticks  
Crackers  
Pitta bread

### **Fruit & Vegetables**

Apples, Banana, Peach  
Mandarins, Orange segments,  
Fruit Salad, dried fruit,  
Plum, Pineapple cubes  
Grapes, Cucumber, Sweetcorn  
Tomato, Coleslaw.

### **A Word about Milk**

Growing children should get approximately one pint of milk a day, or its equivalent as cheese, yoghurt or milk pudding. This ensures that they get enough calcium, which is essential for healthy bones and teeth. If a child does not drink a glass of milk at lunch, encourage him to have a carton of yoghurt or a small helping of cheese instead.

The following foods are not allowed:

- ❖ \_ Fizzy drinks
- ❖ \_ Sweets
- ❖ \_ Bars
- ❖ \_ Crisps
- ❖ \_ Chewing gum

**Exception:** At end of the term parties, children are allowed to have treats in school. Treats may also be distributed as rewards at certain times of the year.

This information is included in our Code of Discipline and Behaviour which all parents/ guardians receive on enrolment of their child. *The school wishes to make it clear that the primary role in encouraging and promoting healthy eating lies with parents/guardians.*

The children will learn about food as part of their S.P.H.E. programme (See appropriate section from curriculum guidelines-enclosed.)



### **Success Criteria**

Class teachers and classroom assistants will monitor lunches and encourage healthy choices at all times.

### **Roles and Responsibilities**

All teaching staff will monitor the progress of the policy. Teachers will use eating time before breaks to address the Food and Nutrition strand unit of SPHE. We will also encourage and accept feedback on its implementation.

### **Timeframe for Implementation**

This policy has been implemented in our school since 2011

### **Timeframe for Review**

Our healthy eating policy will be reviewed at the end of every school year and any amendments will be recorded.

### **Responsibility for Review**

The review of this policy will be undertaken by the staff in consultation with pupils, parents and Board of Management where appropriate.

### **Ratification and Communication**

This policy was ratified by the Board of Management on \_\_\_\_\_.  
Signed: \_\_\_\_\_ (Chairperson)

This Policy was reviewed on 1/3/2021  
Signed: \_\_\_\_\_

**N.B. Parents/guardians of any child with a medical condition which requires a special diet should contact the school.**



**Relevant Areas from SPHE Curriculum Guidelines**

**S.P.H.E.**

**Food and Nutrition**

<p>Class: Infants          Strand: Myself          Strand unit: Taking care of my body:          Food and Nutrition</p>	<p><b>Objectives P.17</b>          Become aware of the importance of food for growth and development          Food provides energy for work and play, food helps to protect against illness, food helps us to grow          Explore food preferences and their role in a balanced diet.          Treats, snacks, fruit, vegetables, foods that are unhealthy for some people and are not for others          Discuss and explore some qualities and categories of food.          Fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, foods that comes from animals.          Realise the importance of good hygiene when preparing food to eat.</p>
<p>Class: First &amp; Second Classes          Strand: Myself          Strand unit: Taking care of my body:          Food and Nutrition</p>	<p><b>Objectives p.27</b>          Explore the importance of food for promoting growth, keeping healthy and providing energy.          Appreciate that balance, regularity and moderation are necessary in the diet.          The food pyramid, the need for a balance diet, the importance of having an appropriate intake of liquids, food that is unhealthy for some people and is not for others          Identify some of the foods that are derived from plant and animal sources.          Realise and practise good hygiene when dealing with food.</p>
<p>Class: Third and Fourth Class          Strand: Myself          Strand unit: Taking care of my body:          Food and Nutrition</p>	<p><b>Objectives p.40</b>          Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation.          Identify the nutrients that are necessary in a balanced diet.          Exploring how diet promotes growth, performance and development.          Recognise the wide choice of food available and categorise food into four main food groups and their place on the food pyramid.          Bread, Potatoes, cereals: Fruit and Vegetables: Milk, cheese and yoghurt: Meat, fish and alternatives          Examine the dietary needs of his/her own age group and other groups in society.          Explore some factors that influence the consumption of different food products.          Presentation and packaging shelf life, advertising, imported or home-produced, price, and consumer demand.          Discuss and examine the importance of proper food hygiene.</p>
<p>Class: Fifth &amp; Sixth Class          Strand: Myself          Strand Unit: Taking care of my body:          Food and Nutrition</p>	<p><b>Objectives p.57</b>          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.          Exploring and examining the food pyramid.          Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found. Macro-nutrients: protein, carbohydrate, fat          Micro-nutrients: vitamins and minerals          Explore the factors that influence food choices          Cost, advertising, demand, peer pressure, and packaging, value for money, time for shopping and cooking, ideal body images.          Explore and examine some of the illnesses particularly associated with food intake or special health conditions: coeliac, diabetic, anorexia, bulimia, the dietary needs of different age groups and individuals.          Become aware of the importance of hygiene and care in the preparation and use of food: using before sell by date, reading contents, not chopping cooked foods and uncooked foods on the same board.</p>