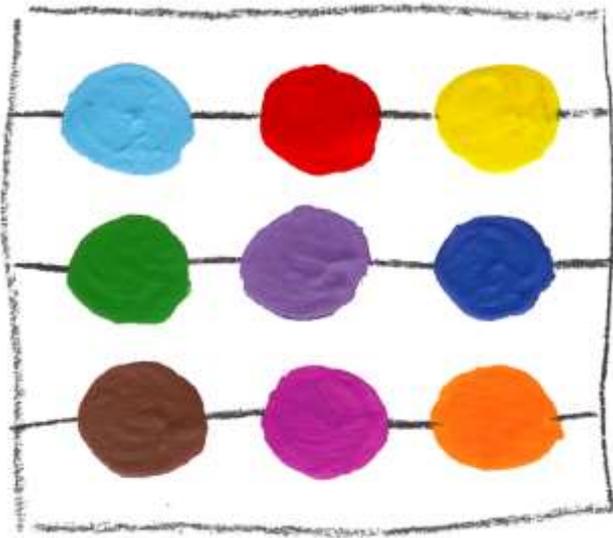


# Healthy Eating Policy



*Carrigaline Educate Together N.S.*

This document is intended to provide details of the main policies of Carrigaline Educate Together National School (CETNS) relating to Healthy Eating. It is intended to help the school community, including staff, parents, guardians and other relevant parties to understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

<b>Date</b>	<b>Description</b>	<b>Authors</b>
September 2011	Second version of policy	Board of Management
November 2014	Amendments made to existing policy	Teachers, Parents and Board of Management
October 2016	Amendments made to existing policy	Teachers, Parents and Board of Management

**School Contact Details**

**Principal:** Mel Thornton

**Board of Management Chairperson:** Eric Hurley

**School Phone Number:** 021 -4375616 or 087 7453659

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# Healthy Eating Policy

## Introductory Statement

This policy was drafted as a collaborative exercise between Board of Management (BoM), staff and parents. Members of the Policy Committee have formulated this policy in collaboration with the rest of the committee. It will be presented to the Board of Management for ratification. This policy will be reviewed on a regular basis. The Board of Management, teachers and parents are responsible for the implementation of the policy.

## Rationale

The school decided to focus on the area of healthy eating as it relates to curricular areas including:

**SPHE** (Social, Personal and Health Education):

- Strand Unit: Taking Care of My Body: Food and Nutrition (Curriculum J. Infants – 6<sup>th</sup> Class
- Making choices (*See Teacher Guidelines pp 11-13*)

**Science:**

- Strand Living Things: Strand Unit: Myself: Human Life Processes (Curriculum J. Infants – 6<sup>th</sup> Class) (*See Teacher Guidelines p.10-11*)

Furthermore, the promotion of healthy eating is of utmost importance for the healthy development of the children in our care.

## Relationship to the characteristic spirit of the school

The Healthy Eating Policy supports the ethos of Carrigaline Educate Together National School. Carrigaline Educate Together N.S. is one of a rapidly increasing number of equality based schools throughout the country. The representative organisation for these schools is 'Educate Together'.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education and Skills and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

- **Equality based** i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- **Co-educational** and committed to encouraging all children to explore their full range of abilities and opportunities,
- **Child centred** in their approach to education
- **Democratically run** with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (*Source: Educate Together Charter*)

Whilst the concepts of child-centredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

*Information taken from the Educate Together website [www.educatetogether.ie](http://www.educatetogether.ie)*

Carrigaline Educate Together N.S. makes the distinction between denominational education and moral/religious education. The ethical curriculum followed by the school is called the Learn Together Curriculum. It is comprised of four strands: *Morality & Spirituality, Equality & Justice, Belief systems, Ethics & the environment.*

Denominational instruction will be facilitated by the school insofar as groups will be permitted to use the school premises. This is organised by parents outside of school hours.

## **Aims**

The aims and objectives of the policy can be summarised as follows:

- To heighten an awareness of the importance of a balanced diet
- To encourage the children to make wise choices about food and nutrition
- To raise levels of concentration within class due to consumption of healthy food
- To encourage pupils to be aware, alert and responsive to litter problems caused by junk food, pre-prepared food, juice cartons etc.

## Guidelines

Good nutrition is essential for school children. Making healthy food choices enables children to attain their optimum growth, development and health potential. Healthy eating allows children to take full advantage of the opportunity to learn and to play during the school day. In addition, exercise is an essential part of a healthy lifestyle.

### *A Healthy Lunch Consists of:*

- ✓ **Two or more** servings from the *'Bread, Cereals & Potatoes Shelf of the Food Pyramid'*
- ✓ **One or more** servings from the *'Fruit & Vegetable Shelf'*
- ✓ **One or more** serving from the *'Milk, Cheese & Yoghurt Shelf'*
- ✓ **One** servings from the *'Meat, Fish & Alternatives Shelf'*

### *Steps to a Healthy Lunch Box:*

- Encourage wholemeal/wholegrain varieties of breads, rolls, scones and crackers
- Use butter or spreads sparingly
- Include salad vegetables in sandwiches and salad boxes, e.g. lettuce, tomato
- Include at least one piece of fruit at lunch e.g. apple, orange, banana, peach & dried fruit
- Encourage milk or yoghurt with every lunch
- Ensure that meat, chicken, fish, egg or cheese is included as part of lunch
- Include a drink at lunch e.g. milk, water, unsweetened pure fruit juice or diluted sugar free squash

### *Ideas for healthy lunches:*

- ☞ Wholemeal or wholegrain bread rolls with a cheese slice and tomato & one banana & sugar free squash
- ☞ Pitta bread with cooked ham, lettuce and cucumber & orange segments & milk
- ☞ Burger bun with chicken, relish, lettuce and grated carrot & dried fruit & yoghurt & water
- ☞ Salad box with cooked rice, lettuce, tomato, cheese cubes, cucumber, celery sticks, carrot sticks & dried fruit & water

### ☞ **Special Dietary Needs:**

Where a child has special dietary needs, these needs supersede the guidelines expressed in this policy.

## **Success Criteria**

- Observation of healthy eating practices throughout the school
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

## **Roles and Responsibilities:**

- The BOM (Board of Management) ratifies the policy. It supports staff, parents and the school community in their efforts to implement the strategies set out in the healthy eating policy.
- The school community i.e. children, staff, parents, board members are all responsible for the positive implementation of the healthy eating policy.
- The principal and all members of staff will coordinate and monitor the implementation of this policy.
- The principal, teachers and SNAs (Special Needs Assistants) will implement the healthy eating policy, report back on positive aspects of the policy and make recommendations for its improvement.
- The children are vital to constructive implementation of the Healthy Eating Policy. They will be encouraged to report back on positive aspects of the policy and make recommendations for its improvement in conjunction with their class teacher and the student council.
- The successful implementation of the Healthy Eating Policy is dependent on the support of parents/guardians. They are always encouraged to review the policy, report back on positive aspects of the healthy eating policy and make recommendations for its improvement.

## **Timeframe for Implementation**

This policy was implemented in September 2011. The operation of the policy will be reviewed and, if necessary, amended biennially.

## **Timeframe for Review**

This policy will be reviewed in the school year 2018/2019.

## **Responsibility for Review**

- Staff
- Pupils
- Parents
- Post holders/plan co-ordinator
- BOM/DES (Department of Education and Skills)/Others

## **Ratification and Communication**

Policy amendments were circulated to the members of the Board of Management prior to the meeting in November 2016. It was formally ratified on \_\_\_\_\_.

Notification that the policy is available to be viewed, will be communicated to parents via the next school communication. It will also be available to view in hard copy in the school's office by appointment.

Signed: \_\_\_\_\_  
CHAIRPERSON of the B.O.M

Date: \_\_\_\_\_

## ***Reference Section***

Primary School Curriculum: SPHE (1999)

Primary School Curriculum: Your Child's Learning: Guidelines for Parents (available on the NCCA website ([www.ncca.ie](http://www.ncca.ie)))

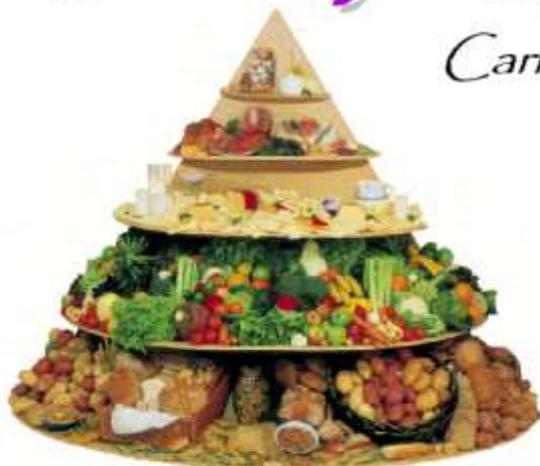
The What, Why and How of children's learning in primary school, NCCA (2006)

### **Useful Websites**

<a href="http://moocroo.ie">Moocroo.ie</a> the National Dairy Council lesson plans and interactive content, Gaeilge
<a href="http://www.nourishinteractive.com/nutrition-education-printables">http://www.nourishinteractive.com/nutrition-education-printables</a>
<a href="http://www.healthpromotion.ie">www.healthpromotion.ie</a>

# Healthy Eating Policy

*Carrigaline Educate Together N.S.*



## A Healthy Lunch Consists of:

- ✓ **Two or more** servings from the 'Bread, Cereals & Potatoes Shelf of the Food Pyramid'
- ✓ **One or more** servings from the 'Fruit & Vegetable Shelf'
- ✓ **One** serving from the 'Milk, Cheese and Yoghurt Shelf'
- ✓ **One** servings from the 'Meat, Fish & Alternatives Shelf'

## Steps to a Healthy Lunch Box

- ☺ Encourage wholemeal/wholegrain varieties of breads, rolls, scones and crackers
- ☺ Use butter or spreads sparingly
- ☺ Include salad vegetables in sandwiches and salad boxes, e.g. lettuce, tomato
- ☺ Include at least one piece of fruit at lunch e.g. apple, orange, banana, peach & dried fruit
- ☺ Encourage milk or yoghurt with every lunch
- ☺ Ensure that meat, chicken, fish, egg or cheese is included as part of lunch
- ☺ Include a drink at lunch e.g. milk, water, unsweetened pure fruit juice or diluted sugar free squash

## Healthy Lunch Box Ideas

- 👉 Wholemeal or wholegrain bread rolls with a cheese slice and tomato & one banana & sugar free squash
- 👉 Pitta bread with cooked ham, low fat mayonnaise, lettuce and cucumber & orange segments & milk to drink
- 👉 Burger bun with chicken, relish, lettuce and grated carrot & dried fruit & yoghurt & water to drink
- 👉 Salad box with cooked rice, lettuce, tomato, cheese cubes, cucumber, celery sticks, carrot sticks & dried fruit & water to drink
- 👉 Crackers with cheese slices, sliced peppers, grated carrot & apple and orange segments & water to drink



**Let's get physical with an hour's activity every day  
At school, at home and at play!**



# Healthy Eating Policy



## Objective

The objective of this policy is to improve the health and well being of all children at CETNS by promoting a healthy eating regime within the school and by giving the children an opportunity to learn about the effect of food on their bodies to help them make informed choices throughout their lives.

## Implementation

The policy will be implemented in accordance with current guidelines from the Department of Health and Children. The Food Pyramid, which is the education tool used nationally and internationally to communicate the healthy eating message, will be used at CETNS as the basis for healthy eating training.

## Scope

This policy applies to the food that children consume while at school, focusing on the contents of a healthy lunchbox and on health promoting activities within the school.

## Education

All classes will receive lessons on healthy eating, using the Food Pyramid and current literature from the Department of Health as the basis of the lessons.

Guest speakers for example nutritionists, a public health nurse, dental nurses, chefs and sportspeople may be invited to speak to the children on the importance of a healthy diet and exercise.

## Special Dietary Needs

Where a child has special dietary needs, these needs supersede the guidelines expressed in this policy.

## Review

This policy will be revised on an on-going basis to reflect changing trends in nutrition and to reflect input from the children of CETNS, their teachers and their parents/guardians.

## Guidelines

Good nutrition is essential for schoolchildren. Making healthy food choices enables children to attain their optimum growth, development and health potential. Healthy eating allows children to take full advantage of the opportunity to learn and to play during the school day. In addition, exercise is an essential part of a healthy lifestyle.



*Every school day  
at CETNS is a  
healthy lunch day!*



## Appendix 2:

### SPHE: Food and Nutrition

<p><b>Class:</b> <b>Infants</b> <b>Strand:</b> Myself <b>Strand unit:</b> Taking care of my body: Food and Nutrition</p>	<p><b>Objectives p. 17</b></p> <ul style="list-style-type: none"> <li>• Become aware of the importance of food for growth and development <ul style="list-style-type: none"> <li>○ Food provides energy for work and play, food helps to protect against illness, food helps us to grow</li> </ul> </li> <li>• Explore food preferences and their role in a balanced diet <ul style="list-style-type: none"> <li>○ Treats, snacks, fruit, vegetables, foods that are unhealthy for some people and are not for others</li> </ul> </li> <li>• Discuss and explore some qualities and categories of food <ul style="list-style-type: none"> <li>○ Fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals</li> </ul> </li> <li>• Realise the importance of good hygiene when preparing food to eat.</li> </ul>
<p><b>Class:</b> <b>First &amp; Second Classes</b> <b>Strand:</b> Myself <b>Strand unit:</b> Taking care of my body: Food and Nutrition</p>	<p><b>Objectives p. 27</b></p> <ul style="list-style-type: none"> <li>• Explore the importance of food for promoting growth, keeping healthy and providing energy</li> <li>• Appreciate that balance, regularity and moderation are necessary in the diet <ul style="list-style-type: none"> <li>○ The food pyramid, the need for a balanced diet, the importance of having an appropriate intake of liquids, food that is unhealthy for some people and is not for others</li> </ul> </li> <li>• Identify some of the foods that are derived from plant and animal sources.</li> <li>• Realise &amp; practise good hygiene when dealing with food.</li> </ul>
<p><b>Class:</b> <b>Third &amp; Fourth Classes</b> <b>Strand:</b> Myself <b>Strand unit:</b> Taking care of my body: Food and Nutrition</p>	<p><b>Objectives p. 40</b></p> <ul style="list-style-type: none"> <li>• Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation <ul style="list-style-type: none"> <li>○ Identify the nutrients that are necessary in a balanced diet</li> <li>○ Exploring how diet promotes growth, performance and development</li> </ul> </li> <li>• Recognise the wide choice of food available and categorise food into four main food groups and their place on the food pyramid <ul style="list-style-type: none"> <li>○ Bread, potatoes, cereals</li> <li>○ Fruit and vegetables</li> <li>○ Milk, cheese and yoghurt</li> <li>○ Meat, fish and alternatives</li> </ul> </li> <li>• Examine the dietary needs of his/her own age group and other groups in society.</li> <li>• Explore some factors that influence the consumption of different food products <ul style="list-style-type: none"> <li>○ Presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand</li> <li>○ Discuss and examine the importance of proper food hygiene.</li> </ul> </li> </ul>
<p><b>Class:</b> <b>Fifth &amp; Sixth Classes</b> <b>Strand:</b> Myself <b>Strand unit:</b> Taking care of my body: Food and Nutrition</p>	<p><b>Objectives p. 57</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of good nutrition for growing and developing and staying healthy.</li> <li>• Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet <ul style="list-style-type: none"> <li>○ Exploring and examining the food pyramid</li> </ul> </li> </ul> <p>Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found</p> <ul style="list-style-type: none"> <li>○ Macro-nutrients: protein, carbohydrate, fat</li> <li>○ Micro-nutrients: vitamins and minerals</li> </ul> <ul style="list-style-type: none"> <li>• Explore the factors that influence food choices <ul style="list-style-type: none"> <li>○ Cost, advertising, demand, peer pressure, advertising and packaging, value for money, time for shopping and for cooking, ideal body images</li> </ul> </li> <li>• Explore and examine some of the illnesses particularly associated with food intake or special health conditions <ul style="list-style-type: none"> <li>○ coeliac, diabetic, anorexia, bulimia, the dietary needs of different age groups and individuals</li> </ul> </li> <li>• Become aware of the importance of hygiene and care in the preparation and use of food <ul style="list-style-type: none"> <li>○ using before sell-by date, reading contents,</li> <li>○ not chopping cooked foods and uncooked foods on the same board</li> </ul> </li> </ul>