



## Theme - Healthy Eating and Activity

		Criteria for Development
<b>1</b>	<b>Policy &amp; Leadership</b>	<p>a) Developments in food and physical education/school sport provision in school are driven by SLT. There is an identified member of staff(s) with the role of leading on development in these areas. (3)</p> <p>b) The schools vision for food/physical education/school sport is included within the school development plan and is communicated to all staff in school including support staff e.g. catering staff, lunchtime supervisors, coaches and volunteers. (1, 2)</p> <p>c) The school has an active School Council/School Nutrition Action Group (SNAG) or (equivalent) and the work of the group is recognised as essential to the development of healthy eating, physical education and school sport within school. The group has some decision making responsibility and the work of the group feeds in to governor, SLT meetings, staff meetings, and school council and helps to inform the school improvement plan. The group has a role in the monitoring and evaluation of healthy eating and physical education work.</p> <p>d) School and locality data is used in planning of healthy lifestyles' interventions. Through monitoring and evaluation the school can show how these interventions impact on school and local priorities.</p> <p>e) The school has a current Whole School Food policy and a Physical Activity policy (8) (last two years). The Policies are reviewed systematically and:</p> <ul style="list-style-type: none"> <li>⇒ Reflect current local and national guidance</li> <li>⇒ Reflect current developments in school around food/physical activity.</li> <li>⇒ Are available to members of the school community and the public.</li> <li>⇒ Show a commitment to the delivery of high quality PE and school sport/ a whole school ethos that promotes healthy eating.</li> <li>⇒ Are consistent with the health and wellbeing needs of the whole school community and the school locality.</li> </ul> <p>f) Food provided throughout the school day meets the statutory requirements.</p>

2	<b>Curriculum</b>	<ul style="list-style-type: none"> <li>a) The school delivers universal healthy eating/nutrition education to all pupils ensuring continuity and progression across the key stages.</li> <li>b) The curriculum for healthy eating/nutrition education is mapped in to a schools provision for PSHE education. It is imaginative and stimulating and is well designed to match the range of pupil's needs, interests and aspirations.</li> <li>c) Through regular review and comprehensive assessment the curriculum identifies and responds in an exemplary way to new and emerging priorities e.g. body image, eating disorders etc.</li> <li>d) All pupils should receive two hours of high quality timetabled PE each week. (Where this is not the case the school should have a plan of how they intend to increase allocated time.) (4)</li> <li>e) Weekly swimming is provided for key stage two pupils for a minimum of two terms. (4)</li> <li>f) The Physical Activity curriculum is imaginative and stimulating and is well designed to match all pupil's needs and aspirations which provides a range of activities throughout the extended school day.</li> <li>g) Assessment and recording procedures are effectively used to monitor progress in PE and raise the achievement of pupils. This also allows for smooth transition across the key stages. (5)</li> <li>h) The school has embedded locally recommended programmes where appropriate e.g. Phunky Foods, play nicely, sports champions, sports leaders.</li> <li>i) The school has excellent partnerships with a range of external visitors to enhance provision for healthy eating, physical education and school sport. Visitors are well planned into the design of the curriculum to ensure maximum impact.</li> </ul>
3	<b>Early Intervention &amp; Pupil Support</b>	<ul style="list-style-type: none"> <li>a) The school has extensive and effective partnerships with local and national agencies to support children and young people who may be more vulnerable in relation to healthy eating and physical activity e.g. obesity, eating disorders, body image.</li> <li>b) Members of staff are aware of local and national services and referral pathways, in relation to healthy eating and exercise, and are able to signpost and/or refer children and young people as appropriate.</li> <li>c) Information on support services, in relation to healthy eating and exercise, are made available to pupils through advertising, PSHE lessons, assemblies, notices, newsletters, website, school nurse etc.</li> <li>d) The school provides planned interventions and well established support mechanisms for pupils who are vulnerable in terms of diet, weight, body image, eating disorders and inactivity.</li> <li>e) The school participates in the National Child Measurement Programme and provides support to the children and young people and their families, who are identified as part of this process.</li> </ul>
4	<b>Pupil &amp; Parent</b>	<ul style="list-style-type: none"> <li>a) Pupils contribute to the review and the development of provision for healthy eating and physical activity e.g. through the SNAG or school council, HRBS.</li> <li>b) Pupils are involved in special events for healthy eating and physical activity e.g. through sponsored physical activities, national days and weeks.</li> </ul>

	<b>Involvement</b>	<ul style="list-style-type: none"> <li>c) There are many opportunities for pupils to take on positions of responsibility with regard to healthy eating and physical activity e.g. fruit and milk monitors, sports champions, playground leaders, lunchbox monitors, coaches and officiators. (4)</li> <li>d) The school participates in the Health Related Behaviour Survey and uses the data to inform practice and provision within school in relation to food, physical education and school sport provision.</li> <li>e) Parents/carers are involved in and informed of developments and provision of healthy eating, physical education and school sport.</li> <li>f) Parents/carers are able to access information on local and national services that can support their family on issues faced with regard to healthy eating and physical activity e.g. obesity, eating disorders, body image.</li> </ul>
5	<b>Training &amp; CPD</b>	<ul style="list-style-type: none"> <li>a) The schools CPD programme proactively addresses staff training needs in order to ensure effective practice in nutrition and physical activity in and beyond the classroom. (3)</li> <li>b) Staff demonstrate high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in healthy eating and physical activity. (5) Staff feel confident and skilled to discuss sensitive and controversial issues e.g. weight, body image, eating disorders.</li> <li>c) The school has at least one member of staff who has gained an accredited qualification in food safety, nutrition or understanding eating disorders.</li> <li>d) The school regularly accesses training opportunities for food, nutrition and physical education, for a range of school staff including teachers, governors, support staff and lunchtime supervisors (within the last 12 months.)</li> </ul>
6	<b>School Culture &amp; Environment</b>	<ul style="list-style-type: none"> <li>a) The school presents consistent, informed messages about healthy eating and extends messages to families, visitors and the wider local community. (E.g. food is not used as a reward; the Eatwell plate is used throughout school; healthier choices are available at all school events).</li> <li>b) Adequate time is allocated for all children and young people to eat and to have a break, including those involved in lunchtime activities.</li> <li>c) The dining room environment encourages social eating skills. Consideration is given to seating arrangements, queuing time and displays.</li> <li>d) The school environment promotes healthy eating</li> <li>e) and exercise through interactive displays which provide relevant, age appropriate information and are changed/updated regularly.</li> <li>f) The school actively promotes the uptake of school meals, especially by those children and young people entitled to a free school meal.</li> <li>g) A range of extra-curricular activities are provided for both genders, all abilities and across all key stages. The views of children and young people are considered when setting up new extra-curricular clubs. (7)</li> <li>h) Extra-curricular clubs involve both participation and leadership and are designed to engage those who may be less likely to participate in physical activity. (7)</li> <li>i) The school has good links to local clubs and agencies. Links to local clubs are promoted in school to both pupils and parents to help pupils to maintain their interest. (7)</li> </ul>

Note:

This tool links to the PASS - Physical Education and Schools Sport self review template. Criteria that link to this tool are shown in brackets above and are numbered to correspond to the appropriate sections.