



Roll No. 12180 U

# Presentation Primary School

Clonmel, Co. Tipperary.

Phone: 052 - 6123548/6122940. Fax: 052 - 6121253. E-mail: [presclon.ias@eircom.net](mailto:presclon.ias@eircom.net)

## Healthy Eating Policy

The aims of this policy are:

- To heighten an awareness of the importance of a balanced diet and of dental hygiene
- To encourage the children to make wise choices about food and nutrition
- To raise levels of concentration and engagement in learning in class.

This policy has been drawn up in consultation with students, parents and staff. A two-pronged approach will be used to encouraging co-operation with the school's healthy eating policy – immediate intervention when there is a concern about a child's lunch, and a long-term educational approach to training children to make better choices.

Healthy Options could include:

### Bread & Alternatives

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

Crackers  
Pitta bread  
Rice cakes  
Popcorn

### Fruit & Vegetables

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

### Savouries

Lean Meat  
Chicken/Turkey/Ham  
Tinned Fish e.g. tuna/sardines  
Cheese  
Quiche  
Pizza  
Stew  
**Foods from other countries**  
Spicy chicken  
Curried rice  
Chapati  
Saxatka  
Foul Medamas  
Couscous

### Drinks

Water  
Milk  
Fruit juices/Cordial, i.e. low sugar  
Yoghurt

Master

### **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.

### **A word about water**

Pupils attending our school are encouraged to drink water at intervals during the day as regular drinking of water is proven to raise concentration levels. Parents are asked to provide children with a re-useable container which can be refilled in school if necessary. Pupils are asked not to add juice or cordial to water bottles. Pupils may drink juice/cordial at break times only as regular sipping on juice throughout the day has been proven to cause tooth decay.

**We ask that children do not bring the following to school**

**Snacks known to be high in sugar, saturated fat, salt, additives and preservatives, including the following:**

- Crisps (including crisp-style snacks e.g. Oddities/Snack o’Jacks)
- Fizzy drinks (including fizzy fruit-flavoured water, juices, etc)
- Sweets
- Chocolate biscuits/bars e.g. Jaffa Cakes/Oreos/Animal Biscuits
- Cereal bars e.g. Square bars
- Chewing gum
- Fruit winders

Staff will regularly monitor what children are eating. Given the need for sensitive judgement about a child’s eating patterns, it is important that the class teacher always takes first line responsibility for the care of the child. Supervising teachers and assistant staff will support the class teacher with general encouragement and affirmation of healthy choices, and will inform the class teacher if there is a concern about the diet of a particular child/ren.

#### **Concerns -Immediate intervention:**

- Fizzy drinks – replace with water if a child has no other drink and direct the child to bring fizzy drink home
- Sipping drinks other than water in class – direct the student to leave drink aside until break time, encourage child to bring water to school if she/he may need to sip during day. Children will only take a drink at transition time between activities/subjects. Water containers will not be kept on desks.
- Glass bottles, chewing gum and lollipops – remove from younger child and return at home time, direct older child to put away in school bag.

#### **Long term strategies for encouraging healthy choices:**

Healthy eating policy, HSE (2007) data on cereal bars and SESE curriculum summary to be given to parents/guardians

September – All classes will cover SPHE Strand ‘Myself’ Unit: Taking care of my body. In visual arts all classes will construct a food pyramid will be displayed in their classroom. Links will be made with data strand of the maths curriculum, e.g. displays of graphs depicting fruits, yoghurts being eaten in class etc.

The class teacher will regularly monitor lunches, particularly during September. ‘Spot the dog’ will do checks with younger classes Assistant staff will keep teacher updated of any concerns.

<ul style="list-style-type: none"> <li>• Crisps, crisp-type snacks, hard/sticky sweets, chocolate bars/biscuits and high-sugar cereal bars – if child has enough to eat, ask child to put back in lunchbox and bring it home. If child has not enough to eat, allow the child to eat this food item on this occasion but ask that a healthier choice would be brought in future.</li> <li>• If there are persisting concerns about a child’s eating habits, the class teacher will consult with the principal with a view to discussing the concerns with a parent/guardian.</li> </ul>	<p>Class discussion will take place with students so that they respect the different food preferences of other children and of other cultures. Children will understand that it would never be acceptable (as per school anti bullying policy) to make a negative comment about the appearance or smell etc. of another person’s food.</p> <p>Class teacher, assistant staff and supervising teachers will give positive recognition to children for healthy choices. Staff will give good example to children with their own healthy options.</p> <p>Displays and tasting opportunities will be planned by class teachers during year e.g. food and multicultural themes, fruits at Halloween, Food Dudes</p> <p>Throughout the year, healthy eating theme will be integrated in as many subjects as possible. The school will consult with healthcare agencies and visits from these agencies will be arranged.</p> <p>Exceptions to this policy can be made on occasions of school and class celebrations.</p>
---	---

**SPHE**

**Food and Nutrition**

<p><b>Class: Infants</b>  <b>Strand: Myself</b>  <b>Strand unit: Taking care of my body:</b>  <b>Food and Nutrition</b></p>	<p><b>Objectives p. 17</b>  Children will learn:  To 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 them to grow  To 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  To discuss and explore some qualities and categories of food  Fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals  To realise the importance of good hygiene when preparing food to eat.</p>
<p><b>Class: First &amp; Second Classes</b>  <b>Strand: Myself</b>  <b>Strand unit: Taking care of my body:</b>  <b>Food and Nutrition</b></p>	<p><b>Objectives p. 27</b>  Children will learn:  To explore the importance of food for promoting growth, keeping healthy and providing energy  To appreciate that balance, regularity and moderation are necessary in their diet  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  To identify some of the foods that are derived from plant and animal sources  To realise &amp; practise good hygiene when dealing with food.</p>

<p><b>Class: Third &amp; Fourth Classes</b>  <b>Strand: Myself</b>  <b>Strand unit: Taking care of my body: Food and Nutrition</b></p>	<p><b>Objectives p. 40</b>  Children will learn:  To differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation  To identify the nutrients that are necessary in a balanced diet  To exploring how diet promotes growth, performance and development  To recognise the wide choice of food available and categorise food into four main food groups and their place on the food pyramid:  1. Bread, potatoes, cereals      2. Fruit and vegetables  3. Milk, cheese and yoghurt      4. Meat, fish and alternatives  To examine the dietary needs of their own age group and other groups in society.  To explore some factors that influence the consumption of different food products  Presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand  To discuss and examine the importance of proper food hygiene.</p>
<p><b>Class: Fifth &amp; Sixth Classes</b>  <b>Strand: Myself</b>  <b>Strand unit: Taking care of my body: Food and Nutrition</b></p>	<p><b>Objectives p. 57</b>  Children will learn:  To appreciate the importance of good nutrition for growing and developing and staying healthy.  To realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet  To exploring and examining the food pyramid  To 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  To explore the factors that influence food choices - cost, advertising, demand, peer pressure, advertising and packaging, value for money, time for shopping and for cooking, ideal body images  To 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 ages, groups and individuals  To 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>

This policy was drawn up in consultation with the Parents' Council, Staff and the Board of Management of the school and reviewed in September 2019. It will be reviewed regularly.

Signed: Anne Breen (Chairperson B.O.M) Date: 9/10/2019  
Anne Breen