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Policy Name: Food and Fitness Policy

To be reviewed: Autumn 2026

Edition/Version Number: v4

Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

Aims

- To improve the health of the whole school community by equipping pupils with ways to establish and maintain life-long active lifestyles and healthy eating habits.
- To ensure that food and nutrition and physical activity become integral to the overall value system of the school and a common thread of best practice runs through the curriculum, the school environment and community links.
- To develop a whole school approach to food and fitness, in order to offer a shared vision, coherence in planning and development, and consistency in the delivery of services, curriculum messages and supporting the environment.

Objectives

Ethos

- Recognise the significant impact of the informal curriculum on the social and emotional education of pupils as well as their physical health and well-being.
- Understand and maximise opportunities for social and educational development through the organisation and delivery of food and fitness activity throughout the day, and promote pupil participation in decision-making.
- Ensure that all activities and services related to food and fitness provided for pupils throughout the school day are consistent with the food and fitness content of the curriculum and appropriate national guidance and regulation where possible.
- Ensure that pupils are involved in the decision-making process relating to food and fitness activities where appropriate.

Rights of the Child

Melin Primary School respects the Rights of the Child and firmly believes that it contributes positively to both the four purposes of our curriculum, but also our vision as a school. This policy supports these aims through the following rights:

- **Article 1** - Everyone under 18 has all these rights.
- **Article 2** - The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 13** - You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.
- **Article 15** - You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.
- **Article 23** - If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.
- **Article 27** - You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.
- **Article 28** - You have the right to education.
- **Article 29** - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment
- **Article 31** - You have the right to play and relax by doing things like sports, music and drama.

Curriculum for Wales

Progression Step One

I have the confidence and motivation to move in different ways and I am beginning to develop control of *gross motor movements* and *fine motor movements* in different environments, moving safely in response to instructions

I am beginning to make connections between my diet and my physical health and well-being.

I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.

I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.

Progression Step Two

I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.

I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

I can describe the way in which physical and emotional changes are connected in different contexts.

I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

Progression Step Three

I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.

I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.

I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.

I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.

Community

Within its broad purpose of 'education for life', the school will seek to:

- Raise awareness of, and promote, the activities and policy of the school around food and fitness in partnership with key community and health agencies;
- Encourage the provision of healthy food and snacks from home through the curriculum, by giving information to parents, and in partnership with key community and health agencies;
- Investigate the opportunities for the development of eco clubs for pupils, parents and community interests;
- Extra-curricular clubs to promote fitness, health and wellbeing for both Foundation Phase and Key Stage Two children e.g. parachute club, netball club, running club and sports club

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the Insight Assessment system as part of our formative assessment procedures. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Curriculum for Wales. Reasonable

adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Monitoring, Evaluation and Review

- Healthy Schools co-ordinator in conjunction with the Headteacher and Deputy Headteacher will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Food and Fitness Policy, where resources allow and where identified as priorities in the School Development Plan
- SMT will take advantage of the existing national and local initiatives and resources relating to food and physical activity where appropriate for all children.
- Progress will be monitored through the year and progress reported in the Governing Body Annual Report to Parents

Review

This policy will be reviewed in Autumn Term 2026.

D. Harris

October 2023