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PREFACE

The nutrition and oral health of children and young people is fundamental to their physical, mental, social and educational development and wellbeing.

In the last decade, we have seen the publication of national policy documents such as:

• The Regulation of Care (Scotland) Act 2001,
• National Care Standards (2005),
• An Action Plan for Improving Oral Health and Modernising NHS Dental Services in Scotland (2005),
• Nutritional Guidance for Early Years (2006),
• The passing of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 in the Scottish Parliament,
• The development of Childsmile a national oral health improvement programme for children,
• Achieving Our Potential (2008),
• Equally Well Implementation Plan (2008),
• Early Years Framework (2008), and
• Curriculum for Excellence (2009).

In 2007, a multi-agency and multi-disciplinary steering group comprising staff from key agencies across Lanarkshire convened to examine access to resources and training in nutrition and oral health for childcare providers. Following the updating of the Nutrition and Oral Health Pack – Strategy into Practice in the Early Years, the group prioritised the development of a similar resource for staff working with children and young people aged between 5–14 years and in out of school care (OSC) services.

This finished resource complements the Nutrition and Oral Health Pack - Strategy into Practice in the Early Years edition and contains updated factual information on a range of issues relating to healthy eating and oral health, and provides practical advice for incorporating food into the informal curriculum and OSC activities.

ACKNOWLEDGEMENTS

Thank you to all who were involved in the development of this resource and to the group who developed and updated the Nutrition and Oral Health Pack – Strategy into Practice in the Early Years, on which this resource is based. Thank you to the OSC services who provided photographs.
3: INTRODUCTION

This resource will support childcare services to become health promoting by providing guidance on good nutrition and oral health and enable services to incorporate the health messages outlined in this resource into daily activities. It is intended that this resource will complement existing work, support the development of future activities and link activities with the National Care Standards (2005) and Curriculum for Excellence (2009).

As health and wellbeing is now the responsibility of all within the learning community (Learning and Teaching Scotland, 2009), the information presented is in a format that can easily be shared with all staff members, parents, carers and children.

National Care Standards (2005)
This resource will support OSC services to achieve the following National Care Standards:

• National Care Standard 3: Health and Wellbeing
  ○ 3.3 Opportunities to learn about healthy lifestyles and relationships.
  ○ 3.4 Access to a well balanced and healthy diet.
  ○ 3.5 Regular access to fresh air and energetic play.

• National Care Standard 4: Engaging with Children
  ○ 4.3 Build confidence, extend learning and encourage and value contributions.

• National Care Standard 9: Involving the Community.

This resource contains a range of information including eating well, food safety and hygiene, oral health, developing food skills, and ideas for healthy snacks and special occasions. This resource can support the development of nutrition and oral health policies within your own service.

Curriculum for Excellence is also introduced in Chapter 17. This chapter outlines how OSC services can link their activities to the national curriculum.
4: POLICY CONTEXT

National Policy Context

Let’s Make Scotland More Active sets out a variety of actions to encourage and enable children and adults to take part in regular physical activity.

National Care Standards (2005)
The Regulation of Care (Scotland) Act 2001 was introduced to ensure a greater standard of care provision and requires certain care services to be regulated. Those providing care services to children are regulated by the Care Commission against a set of National Care Standards. These set out the quality of care that care services should provide.

The Dental Action Plan saw the beginning of Childsmile. Childsmile is a national programme designed to improve the oral and general health of children in Scotland, and reduce inequalities, both in dental health and access to dental services.

Nutritional Guidance for Early Years (2006)
Nutritional Guidance for Early Years: food choices for children aged 1–5 years in early education and childcare settings is a national guidance document which provides support to meet the standard outlined in National Care Standard 3. Although aimed at children in early years and the childcare setting, this document contains useful information and ideas for snacks that should be continued beyond the age of five years old.

Schools (Health Promotion and Nutrition) (Scotland) Act 2007
The Scottish Government introduced legislation to help schools become health promoting establishments, which includes serving healthy food and drinks to pupils. The legislation ensures that food and drink served in school premises complies with national nutritional standards. OSC services operating in school premises should adhere to this legislation.

Equally Well Implementation Plan (2008)
The Ministerial Task Force on Health Inequalities published the Equally Well Implementation Plan in December 2008 to ensure that improvements in health are seen across the whole population and are shared more equally between rich and poor and across both urban and rural settings. The plan brings local and national action together across four key priority areas and calls on public sector resources to address health inequalities in an upstream manner through early intervention and prevention.

This framework for tackling poverty and income inequality fits with other Scottish Government policies. The framework recognises that having the best possible start in life, a good education, good health and enough money can all help make society more equal. The framework aims, through a variety of policy documents and working with all
parts of society, to tackle the causes of poverty and make lasting improvement to the lives of those in poverty.

**Early Years Framework (2008)**
The Early Years Framework sets out to improve the future outcomes of our youngest children. The Framework emphasises the importance of providing children with the best start in life by maximising positive opportunities, reducing poverty and health inequalities, and focusing on prevention and early intervention. The role of parents and the wider community are key to providing supportive and nurturing environments for children, as is the availability and accessibility of high quality services, where these are required.

**Curriculum for Excellence (2009)**
Curriculum for Excellence provides a framework for learning and teaching which promotes successful learners, confident individuals, responsible citizens and effective contributors. It takes a holistic approach to health and wellbeing, which includes experiences and outcomes for children around food and nutrition. Health and wellbeing is the responsibility of all in the learning community, including OSC services.

**Aiming High Scotland (2009)**
Aiming High Scotland is the national quality assurance scheme for OSC services in Scotland and is delivered by the Scottish Out of School Care Network (SOSCN). Aiming High Scotland ensures services are committed to promoting and supporting the United Nations Convention on the Rights of the Child by creating a child centred service which supports the development of physical and emotional health and wellbeing of school-aged children within a caring environment.

**Local Policy and Activity**

**NHS Lanarkshire Breastfeeding Policy**
The overall aim of the NHS Lanarkshire Breastfeeding Policy is to ensure that all mothers have the right to make a fully informed choice as to how they feed and care for their babies. It encourages and enables health care staff to create an environment where more women choose to breastfeed and are supported to breastfeed exclusively for the first six months and beyond. The policy supports breastfeeding in all public areas of NHS Lanarkshire and partner premises.
Health Promoting School Award Scheme
A Health Promoting School is one in which all members of the school community work together to provide children with integrated and positive experiences that promote and protect their health. Many OSC services operate on the premises of schools that are health promoting. Positive health promotion messages should therefore be consistent, continually cascaded, implemented and reinforced to children by education staff and OSC staff. As a result, a whole establishment approach to raising the profile of health is promoted by way of the Health Promoting School Award Scheme.

Health and Wellbeing Portfolio
This portfolio enables all education establishments who participated in the Health Promoting School Award Scheme to embed the Health and Wellbeing experiences and outcomes into the curriculum. It also provides a framework for maintaining Health Promoting School status and monitors compliance with the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. It reflects that health is now the responsibility of all and should sit within the school’s normal planning cycle.

Lanarkshire’s Childrens Healthy Weight Strategy
This strategy has been developed to address the increasing levels of childhood obesity in Lanarkshire. The strategy targets children from birth to eleven years of age and aims to determine the actions and progress required to reduce the high prevalence of obesity in children. The focus of activity is in four key areas: antenatal/postnatal, early years, primary school aged children, and community treatment programmes.

North Lanarkshire Council Diet and Nutrition Policy
North Lanarkshire Council Diet and Nutrition Policy (2008–2012) has been developed with the whole of the North Lanarkshire population in mind. In addition, specific commitments have been made in the following areas: breastfeeding mothers, children and young people, older adults, individuals requiring special diets, communities, and individuals and families who are temporarily accommodated. The policy also commits to improving food provision for employees, as well as raising awareness of and promoting healthy eating to staff and customers.

Hungry for Health
North Lanarkshire Council, in partnership with Focus on Food, has developed a food and health curriculum pack for nurseries and schools - Hungry for Health. This pack raises awareness among children regarding the importance of positive dietary habits, and focuses on nutrition and health. This resource also aims to encourage the development of food preparation and cookery skills in children from a young age.
5. BREASTFEEDING

Research shows that children who are breastfed have a better nutritional start in life. Breast milk is superior to formula milk as it contains anti-infective properties and antibodies that boost the immune system and protect babies from infection. Evidence also shows that breastfeeding offers protection from a range of childhood infections, reduces hospital admissions in the first year of life and continues to give added protection into the teenage years. The protective effect of breastfeeding is dose related i.e. the longer and more exclusive the breastfeeding is, the greater the protection. When a child is exclusively breastfed it is given only breastmilk and nothing else, not even water.

Babies who are exclusively breastfed are:
- protected against diarrhoea, gastro-enteritis and tummy upsets,
- protected against chest infections and wheezing,
- protected against ear infections,
- protected against colds, flu and sore throats,
- less likely to have eczema and other allergies,
- less likely to develop diabetes, and
- more likely to have prolonged natural immunity to mumps, measles, polio and other diseases.

Breastfeeding is good for mothers too; breastfeeding mothers have a reduced risk of breast cancer, ovarian cancer and breastfeeding aids an earlier return to pre-pregnancy weight.

Despite the growing evidence for the health benefits of breastfeeding, fewer children in Lanarkshire are breastfed compared with other areas in Scotland. To ensure that more children and women experience the full benefits of breastfeeding, a number of local partnership initiatives are in place to encourage and support more mothers to choose breastfeeding.

Childcare providers can support women to continue breastfeeding by ensuring parents or staff members are welcomed and supported to breastfeed within the establishment and appropriate facilities to store expressed breast milk are provided.

If necessary, expressed breast milk can be stored for up to five days in the fridge. Bottles should be clearly labelled with the child’s name and date. Any unused milk should be discarded after five days. If you require further clarification or advice contact your local environmental health officer within your local authority.

OSC can participate in Lanarkshire’s Breastfeeding Friendly Campaign. The aim of the campaign is to support a woman’s right to breastfeed whenever and wherever she chooses. The campaign rewards organisations that welcome breastfeeding on their premises. To find out more about the campaign, log on to www.nhslanarkshire.org.uk/Services/Breastfeeding/LBI/Pages/BreastfeedingFriendlyCampaign.aspx
Eating Well

Children and young people need the right balance of food and nutrients to help them grow and develop. A healthy diet can positively influence children and young people’s current and future health; reducing the risk of diet-related diseases and conditions such as overweight and obesity, diabetes and dental decay. Healthy eating does not mean denying children and young people the foods they enjoy. It is the balance and variety of food in the diet that is important.

The eatwell plate below shows the types and proportions of food needed to make up a healthy, well balanced diet.

Each day children and young people should be encouraged to eat a variety of foods from the four main food groups:

1. **Fruit and vegetables**
   Fruit and vegetables are good sources of a wide range of vitamins, especially A, C and folate. Children and young people should eat at least five portions each day (see Appendix 1 for more information on portion sizes). Children and young people should eat as wide a variety as possible; fresh, frozen, dried and canned (in own juice) varieties are equally nutritious and all count towards the five-a-day recommendation. Fresh fruit and vegetable juice also counts as a portion, but only once each day, no matter how much is consumed. Smoothies can count as two of the five-a-day but only if they contain 150 ml of fresh fruit juice and 80 g of crushed fruit or vegetable pulp.
A long list of fruit and vegetables includes grapes, cherries, melons, pears, kiwi fruits, bananas, pineapples, oranges, strawberries, apples, peaches, plums, nectarines, sweetcorn, broccoli, peas, beans, cabbage, spinach, mushrooms, lettuce, parsnip, cauliflower - the list goes on and on!

2. **Bread, rice, potatoes, pasta and other starchy foods**
   This food group includes all types of bread and rolls (such as white, brown, wholemeal, granary), pitta, baps and bagels, potatoes, pasta, rice and breakfast cereals. These foods are good sources of starchy carbohydrate which supply energy. They are packed with vitamins like thiamin, riboflavin, niacin and folate, and also provide fibre. Children and young people should have an item from this food group at every meal.

3. **Milk and dairy foods**
   Milk and dairy foods (such as yoghurt, cheese and fromage frais) are good sources of protein and calcium, which is needed for the development of strong bones and teeth. Choose lower fat milk, yoghurt and cheese, such as edam, mozzarella, cottage or reduced fat cheddar. Plain semi-skimmed or skimmed milk should be encouraged as a drink and for use in meals. Children will not be missing out on calcium by moving from whole milk to semi-skimmed or skimmed milk (after the age of five), in fact semi-skimmed and skimmed milk have more calcium than whole-milk and contain less fat. Children and young people should have three foods from this food group each day.

4. **Meat, fish, eggs, beans and other non-dairy sources of protein**
   This food group includes beef, lamb, pork, chicken, turkey, fish, eggs, pulses (such as beans, peas and lentils) and soya products. These foods are all good sources of protein and iron, therefore essential for growing children and adolescents. Children and young people should have two to three foods from this group each day.

The fifth food group shown in the eatwell plate is foods and drinks high in fat and/or sugar. Research tells us that children and young people in Scotland are consuming too many foods and drinks high in fat, saturated fat, salt and sugar. Therefore, children and young people need to consume these foods and drinks less frequently to prevent diet-related diseases and conditions.

**Foods containing fat**

Fat is a good source of energy and provides essential fatty acids that the body cannot make itself. Fat in our diet helps the body to absorb some vitamins. However, eating too much fat can lead to weight gain; and eating a diet high in saturated fat can raise levels of blood cholesterol, which increases the risk of heart disease.

It is important to try to eat less fat and choose foods which are rich in unsaturated fats instead of saturated fats. Foods that contain a lot of fat include: butter, margarine and oil; cream and ice-cream; pastries, cakes and biscuits; fatty cuts of meat and meat products (such as pies and sausages); some savoury snacks (such as crisps); chocolate; fried foods and some ready-made meals. Foods that contain unsaturated fats include oily fish, avocados, nuts and seeds, sunflower and olive oils.
Foods containing sugar
Foods such as cakes, sweets, chocolate, biscuits and sugary drinks are high in sugar. They are low in nutritional value because they do not contain nutrients such as vitamins or minerals and are high in calories. These foods need not be avoided completely, but when they are given, they should be offered occasionally after mealtimes rather than between meals to avoid tooth decay (tooth decay is discussed in more detail later).

Foods containing salt
Some salt (or sodium chloride) is necessary in everyone’s diet, but too much can be harmful. A high salt intake is linked with high blood pressure and increases the risk of stroke later in life. If children become accustomed to a high amount of salt from an early age they will develop a taste for it, making it difficult to change. Children aged four to six years should have no more than three grams of salt a day; seven to ten year olds no more than five grams a day and children and young people aged eleven years and over, no more than six grams a day.

Convenience foods (such as canned products, ready-made meals and sauces) are often high in salt. Savoury snacks (like crisps and corn snacks) should be limited to no more than two or three times per week as these are salty and high in fat. Smoked foods like smoked bacon, fish and cheese are high in salt so try not to have more than one of these foods per day. Children and young people get enough salt from the amount that is naturally present in food so avoid adding it during cooking or at the table. When reading food labels look out for ‘sodium’ and ‘monosodium glutamate’. Products containing these are likely to be high in salt.

Vitamins
Vitamins are necessary in our diet for a variety of functions: to maintain healthy skin, hair, bones and teeth; maintain the immune system and offer protection against chronic diseases such as heart disease and cancers.

Vitamins are split into two groups: fat-soluble and water-soluble. Fat-soluble vitamins are vitamins A, D, E and K - these can be stored by the body. Water-soluble vitamins are B vitamins (including thiamin, riboflavin, niacin, B6 and B12), folate and vitamin C - these cannot be stored by the body so a daily intake of these is important.

Appendix 2 lists the main functions and food sources of key vitamins and minerals.

Minerals
Like vitamins, minerals are required in our diet for a range of functions: to develop strong teeth and bones; to maintain healthy blood; to help breakdown carbohydrate and fat and for a healthy immune system. There are a number of important minerals, but for children and young people the key minerals are iron, calcium and zinc.
Iron
Iron is involved in the formation of red blood cells which carry oxygen around the body. A deficiency of iron in the diet leads to anaemia. Anaemia is common in children and young people, particularly adolescent females due to the onset of menstruation. Children with anaemia may appear pale, tired and lethargic and have a poor appetite. Prevention of iron deficiency is important as it affects intellectual achievement and is linked to poorer development and health overall.

There are two forms of iron: haem iron and non-haem iron. Haem iron is easier for our bodies to absorb and is found in meat and meat products such as red meat (e.g. beef and lamb), chicken, turkey and some fish such as sardines. Liver, in particular, is a rich source of iron. Non-haem iron is harder for our bodies to absorb than haem iron. Non-haem iron is found in plant foods such as pulses (e.g. peas, beans and lentils), dark green vegetables, dried fruit (e.g. apricots and raisins), fortified breakfast cereals, bread and eggs.

Vitamin C helps the body absorb iron so encourage children and young people to have a glass of fresh fruit juice (such as orange or apple), vegetables or some fruit with a meal. Tannin, found in tea and coffee, hinders the absorption of iron so these should be avoided or, if given, only offered between meals and without sugar.

Calcium
The main function of calcium is to form and maintain strong bones and teeth as well as to build muscle and maintain the nervous system. Often older children, particularly teenagers, have a worryingly low calcium intake. This is likely to lead to problems later in life with osteoporosis, or thinning of the bones, which can be very debilitating.

Children and young people should be encouraged to eat foods rich in calcium such as milk and milk products (e.g. yoghurt, cheese and fromage frais), sardines, pilchards, pulses, eggs, spinach and dried fruits.

Zinc
Zinc plays a part in a variety of functions including the breakdown of protein, fat and carbohydrate, wound healing, and maintaining the nervous and immune systems. Children and young people should be encouraged to eat rich sources of zinc including milk and milk products, meat, eggs, pulses and wholegrain cereals.
7: SPECIAL DIETS

Occasionally childcare providers may have to cater for children and young people who require a special diet. A number of common special dietary needs are detailed below. In all instances, staff should consult with the child and their parents/carers; no assumptions should ever be made about an individual’s food choice.

Vegetarian diets

By excluding meat and animal products from the diet, consideration has to be given to alternative sources of key nutrients such as protein, iron, calcium and some vitamins. Staff should ask the parents of vegetarian children and young people for information on the foods that the child should/should not be given. For example, some vegetarians will eat eggs or fish while others will not. It should not be assumed that all vegetarians follow the same diet or exclude the same foods.

Some people exclude animal products completely and follow a vegan diet. To ensure an adequate protein intake, food such as milk, cheese, fish and eggs should be included. However, if these are not eaten then pulses such as chickpeas, beans (butter, haricot, broad, pinto) and lentils are good sources of protein. Similarly for calcium, milk and dairy products are the best sources although spinach, pulses, dried fruit, oranges, white bread and tofu are good alternatives. Non-meat sources of iron must be included in a vegetarian diet on a daily basis to prevent anaemia (see previous section on iron). Remember that vitamin C helps the body absorb iron so include fruits, vegetables or fruit juices with meals.

Children and young people with special dietary requirements

Fortunately, very few children require a restricted diet and, often, any restriction may only be for a short period of time. Children and young people with special dietary requirements should be under the supervision of a registered dietitian or other health professional. Parents or carers should provide staff with a copy of any relevant dietary information specific to their child. In some cases it may be necessary to request that parents or carers provide specific food items such as milk, snacks or packed lunches. Some of the more common conditions that staff may encounter in children in their care are outlined below.

Coeliac disease

This is a condition where gluten (protein found in wheat) is not tolerated by the digestive system. Here, the child would need to avoid all foods containing wheat, rye, barley and oats. These may be contained in foods such as biscuits, puddings, cakes, soups, and some canned and packet foods. Parents should be able to provide a comprehensive list of fresh, canned and packet foods that are gluten free. Further information can be obtained from Coeliac UK (see Useful Contacts and Further Reading section for details).

Food allergy

Food allergy involves an adverse response of the immune system and affects fewer than two percent of children in the UK. The effects of an allergic response can be minor, although in some cases, can cause a severe reaction or even be life-threatening. Research shows that many people perceive they have a food allergy when in fact it is food intolerance.
Food intolerance
Intolerance to a number of foods, or a specific food, can result in a range of symptoms from wheezing to gastrointestinal upset or discomfort. In all cases of suspected food allergy or intolerance, parents should seek medical advice for accurate diagnosis and future dietary management. It could be harmful for parents to exclude foods from their child’s diet without proper advice, as this could lead to malnutrition and be unnecessarily restrictive.

Foods which can result in an adverse reaction caused by allergy or intolerance described above are: hen’s eggs, cow’s milk, fish, shellfish, soya beans, wheat (gluten), peanuts, some other types of nuts and products containing any of these foods.

Diabetes
Diabetes is a condition where the hormone insulin is not produced, resulting in the body’s inability to control blood sugars. Children and young people with diabetes may require two or three injections of insulin daily. A healthy and varied diet should be encouraged. The timing and frequency of meals and snacks is crucial to ensure good control of blood sugars. A regular intake of carbohydrate (bread, fruit, crackers), usually every two hours or so, will ensure a steady blood sugar level.

If children and young people with diabetes miss a snack or a meal, are unwell, or are more active than usual, this can increase their need for foods containing carbohydrate. At these times, they may need extra snacks containing carbohydrate to prevent hypoglycaemia (low blood sugar level). Hypoglycaemia (a ‘hypo’) can present in different ways for different children. Staff should ask parents or carers for information on recognising symptoms in their child and the appropriate action that should be taken. Generally, if a child is hypoglycaemic, they require sugar, glucose or a sugary drink quickly, followed by a more substantial snack or meal. For general information on diabetes, staff can contact Diabetes UK in Scotland (see Useful Contacts and Further Reading section for details).

Children and young people with additional support needs
Some children and young people, with additional support needs, may not be able to chew, eat and enjoy a wide range of foods and textures. Working with parents to ensure meals and snacks are of an appropriate texture and consistency is essential. This may involve input from a range of professionals, including a registered dietitian, speech and language therapist, occupational therapist or physiotherapist. Children and young people may require foods modified in consistency, specialised feeding equipment, safe seating and positioning for eating or a high level of one-to-one support to eat and drink. If a parent expresses concern over their child’s eating or drinking, staff should suggest that they contact their health visitor/public health nurse, or an appropriate health professional for further advice.

Children and young people with chronic illness may require regular, frequent medication and therefore should be under the continuing care of a dentist. As with all children, parents should be encouraged to request sugar-free medicines and pay attention to maintaining good oral hygiene.
Autism

There may be instances where childcare providers cater for children and young people on the autistic spectrum. Some children with autism have particular issues relating to food and will only eat a limited variety. Childcare providers should ensure that children with autism are provided with food that they will eat, whilst making every effort to encourage them to consume healthy snacks and drinks.

Religious and cultural diets

Many families have religious and cultural beliefs which influence the food they eat.

People of Muslim faith are only permitted to eat foods that have been slaughtered in the correct Islamic way (Halal). Meat from pigs and other meat-eating animals is strictly forbidden. Fish, eggs and dairy foods are permitted; however, cheese should not contain animal rennet. Muslims will avoid food items thought to contain lard or fat from animals not slaughtered in the correct way (for example, cakes, biscuits and pastries). Alcohol is also forbidden.

People of Jewish faith will only eat meat which is Kosher (a Jewish slaughter method which allows as much blood as possible to be drained from the meat before preparation and cooking). Only meat from cloven hoof animals may be eaten (beef and lamb); meat from pigs is strictly forbidden. Most Jewish people will eat eggs and fish, however, only fish with fins and scales are permitted. Meat and milk foods must be kept apart when cooking and eating, some Jewish people will usually wait three hours between eating these types of foods. Cooking and eating utensils for milk and meat are kept separately.

Most people of Hindu faith are vegetarian and many (especially women) avoid eggs. The cow is sacred and even Hindus who are non-vegetarians will not eat beef. Non-vegetarian Hindus will eat lamb, pork, chicken and some fish. Staple foods include baked cereal products (chapattis and breads), rice, pulses, milk, yoghurt and cheese (made without animal rennet). Lard and other carcass-derived fats are strictly forbidden.

Ask the parent or carer for specific advice if you have children or young people within your service who have specific religious and/or cultural dietary requirements.
8: DEVELOPING A HEALTHY EATING POLICY

A healthy eating policy is a method of ensuring that everyone is clear about the healthy eating messages that the childcare provider aims to promote. It can be used to provide information to both staff and parents and it should be written in agreement with parents, carers and children and young people. It allows staff to clearly state what their approach to food and nutrition will be, and creates the opportunity for food and oral health issues to be discussed and agreed with parents, carers and children and young people. The policy should be given out to parents and carers, and can be updated as new information becomes available.

This section provides the sort of information you may wish to consider when developing a policy.

Support offered to breastfeeding women (parents and staff)
You may wish to identify an area where women (parents or staff) can breastfeed their baby or express breast milk comfortably. All staff should be aware that the establishment welcomes breastfeeding mothers and that breastfeeding is seen as the healthiest way to feed a baby for both the mother and her child.

Types of food provided as snacks
Healthy food items will be offered e.g. fruit and vegetables and food items low in fat, salt and sugar.

You could explain who will shop for and prepare snacks and how decisions about food provision are made e.g. food labels are checked, food preferences are considered, and children and young people are involved in food preparation and choosing healthy snacks.

Types of drinks provided
Plain, still drinking water will be available at all times. Plain semi-skimmed or skimmed milk and plain still water will be the only drinks offered between meals. Fresh fruit juice and sugar-free squashes may be offered at mealtimes. Sugary, fizzy drinks will not be offered.

Types of restaurants for outings
Carefully consider any venue when taking children and young people out to eat. The venue should reflect the principles of the healthy eating policy and cater to children and young people with special dietary requirements.
Communication and dissemination of the policy
You may wish to give a copy of the policy to all staff, parents and carers, and then to all new staff, parents and carers thereafter. The policy should contain a list of the snacks and drinks that will be provided by the service and which foods and drinks children will be discouraged from bringing to the service with them.

Feedback from staff, parents and carers should be encouraged and any changes to the policy could be posted on the notice board or communicated via a newsletter.

How you will encourage good eating habits in children
This section could include, for example, that:
• Staff will encourage children to enjoy sitting with others to eat and drink; supporting good table manners and social interaction.
• Staff will exhibit good eating habits in order to be positive role models.
• Children and young people will be encouraged to participate in games and activities related to food and health to instil an interest in food and nutrition.

What you will do if a child does not eat
Children and young people who do not eat the snacks provided should not be forced to do so and will be offered a suitable alternative e.g. fruit, yoghurt, plain crackers and cheese or toast.

Include that regular, informal contact with parents and carers will take place to let them know how their child has been eating at the service and make them aware of any difficulties.

Advice you will give to parents about providing food
Parents and carers should not give children sweets, chocolate or sugary drinks to bring to the service; healthy snacks and drinks will be provided.
9: FOOD SAFETY AND HYGIENE

Participation in food preparation is a valuable learning experience for children and young people, providing a great opportunity to reinforce basic personal and food hygiene procedures. It is essential that children who are involved in the preparation of snacks are always closely supervised.

The Elementary Food Hygiene Certificate

The Elementary Food Hygiene Certificate is required for the level of food preparation discussed in this pack and we strongly recommend that at least one member of staff involved in food or snack production completes the course.

A number of colleges in North Lanarkshire run the Royal Environmental Health Institute of Scotland (REHIS) Elementary Food Hygiene course. Staff should contact Coatbridge, Cumbernauld or Motherwell colleges directly.

Staff in South Lanarkshire should contact the environmental health department within the local authority for further information on the REHIS Elementary Food Hygiene course.

We recognise that the majority of establishments will not provide lunches and will only handle a limited range of snack foods. However, it is intended that the information below can be shared with parents, as it gives advice on the appropriate handling of high risk foods such as raw meat and poultry.

If your service is responsible for providing lunches or cooked meals we recommend that you consult with your local environmental health officer for advice on food hygiene training, registration and risk assessment. Depending on the type of foods you prepare in your service, you may be required to complete a food registration form. You should contact your environmental health officer in your local authority for advice on whether this is necessary for your service.

Safe Food Preparation

- Always wash hands thoroughly with warm running water and a bactericidal liquid or clean soap in a wash hand basin or nominated sink, and dry using disposable towels. Do this before preparation of food, between preparation of raw meat, vegetables or fresh shelled eggs, after going to the toilet, blowing your nose, changing nappies, handling waste or handling pets.
- Make sure food is kept at safe temperatures: for hot food this is above 63 °C, for cold food this is below 5 °C.
- Do not use unpasteurised milk or milk-based products such as goat’s cheese.
- Fresh shelled eggs should be used with caution within OSC services and often, dried or pasteurised eggs are recommended as a suitable alternative. Seek advice from your local authority.
- Wash all fruit and vegetables thoroughly before eating. Take extra care when washing vegetables, especially if eating raw. Always use a clean chopping board and knife. Vegetables for young children should be washed and peeled.
- Wash the sink with a bactericidal detergent before and after any use, after cleaning vegetables or food preparation. Separate sinks should be used for food preparation and other activities e.g. washing paint brushes.
• Wash dishes, cutlery, worktops, equipment and tabletops with hot water and a bactericidal detergent and rinse in designated sinks, preferably twin sinks, or use a dishwasher if available.
• Separate chopping boards and knives, preferably colour coded, should be used for ready to eat foods and vegetables and for the preparation of fruit.
• Change cloths or sponges often. Always disinfect worktops and tabletops before and after food preparation. Wipe the tops of cans before opening them.
• Bring milk indoors as quickly as possible and place in the fridge. Any damaged cartons should be discarded. Provide a covered holder for any deliveries of food to avoid contamination from birds.
• Take off jewellery such as rings or bracelets before preparing food to avoid germs getting into food.
• Always cover cuts or sores with a blue waterproof dressing.
• If a member of staff is unwell they should not handle food, especially if they have been sick or have diarrhoea. Report any such illness to the supervisor, who should exclude the member of staff from any work that involves food exposure until they are asymptomatic for at least 48 hours.
• Clean protective clothing should be worn when preparing food.
• Never smoke when handling food.
• Ensure long hair is tied back.

Storage

• Perishable foods such as meat and poultry will be labelled with a ‘use by’ date and should not be kept beyond this date. Foods that can be kept for longer such as bread will be labelled with a ‘best before’ date. When this date runs out it does not mean that the food is dangerous but it may no longer be at its best. So, to enjoy food at its best, use it before the ‘best before’ date (see Appendix 3 for further information).
• Always store food in accordance with the labelling instructions.
• The fridge should be cleaned with a bactericidal spray and defrosted following the manufacturer’s instructions. The fridge should be fitted with a thermometer. The fridge should be capable of storing perishable foods at a temperature of between 0 °C and 5 °C. Adhere to any recommended storage temperatures marked on food labels and check and record temperatures of chilled foods regularly and of fridges daily.
• Do not overload the fridge as this will increase the temperature.
• Part-used canned food should be transferred to an airtight container and stored in the fridge.
• Raw meat and fish should be kept covered at the bottom of the fridge.
• Raw and cooked food should be stored and prepared separately.
• Packed lunch boxes should be refrigerated if possible. If not, they should always be stored in a cool place with a cool pack inside. Ensure the child’s name is clearly marked on the lunch box.
• Do not use any leftover food.
• Insulated cool boxes, or a cool box with cool packs, should be used for carrying food when taking children on trips or outings.
• Ready to eat foods such as cooked meats, dairy products and pasta dishes provided by parents and intended to be shared by children should not be accepted as it is not possible to verify the conditions under which the food has been prepared and stored. However, foods brought in for snacks such as fruits, vegetables, bread and rolls are acceptable.
10: MAKING THE MOST OF MEALTIMES

Staff and parents/carers play an important part in the development of a healthy lifestyle for children and young people. Young children depend on carers to make healthy choices for them. As they grow older, children develop independence and can start to make their own choices so it is essential that they receive healthy and consistent messages early in life.

• Make mealtimes sociable. Sit with children as a group during meals or snacks, it’s a nice time to chat and talk about likes and dislikes.
• Children will imitate important people in their life and this applies to eating and drinking habits. Be a good role model.
• Make mealtimes relaxed and calm by avoiding distractions such as television and toys.
• Encourage children and young people to try all the food offered to them; they will develop new tastes as they experiment and will get a more balanced diet if they eat a variety of foods.
• Encourage good table manners as it will lead to pleasant mealtimes and develop self-esteem.
• Be patient. Children need repeated exposure to an unfamiliar food in order to learn to accept it and eat it. If an unfamiliar food is refused use gentle encouragement but do not force a child to eat. If, after encouragement, the food is still refused, take the food away without comment or fuss – it can be offered again at a later date.
• Involve children and young people in choosing and preparing snacks; this may help develop their interest in different foods.
• Present food in a variety of ways, for example, offer vegetables raw instead of cooked, cut vegetables into different shapes e.g. carrot sticks or cubes instead of circles.
• Avoid using food as rewards. For example, withholding a dessert until all the vegetables are eaten may establish a preference for the dessert and a dislike of vegetables.
• Praise children and young people when they try new foods.
• Whilst encouraging children and young people to enjoy all food, remember they will have their own likes and dislikes, so respect individual preferences.

Breakfast

Breakfast is a very important meal. Children and young people should be encouraged to develop the habit of having breakfast every morning. Breakfast provides us with the energy we need to start the day, as well as essential vitamins and minerals. Eating breakfast can help with weight control as people who eat breakfast are less likely to snack on high fat and high sugar foods later in the morning.

Breakfast should be based on starchy foods such as breakfast cereal and bread. Some healthy breakfast ideas are provided below:

• Choose low sugar breakfast cereals, and preferably those which contain wholegrain. Some examples of low–medium sugar cereals include: cornflakes, Rice Krispies, Weetabix, Shreddies or porridge. Serve cereals with semi-skimmed or skimmed milk. Try adding some fruit as a topping e.g. chopped banana, grapes, berries or raisins. Do not add sugar.
• Make toast with wholemeal, granary or brown bread as these are higher in fibre. Use a small amount of polyunsaturated spread or try topping with jam, marmalade, banana, or soft-cheese. For a change, try toasting a bread roll, English muffin, bagel or fruit bread.
• Always have some fruit at breakfast time; fresh, frozen, canned (in juice not syrup) or dried all count towards the five portions of fruit and vegetables recommended each day. Wash down breakfast with some fruit juice; this will count as one of the fruit and vegetable portions and contains vitamin C which will help the body to absorb iron.
• Porridge oats contain vitamins, minerals and fibre. Make porridge with semi-skimmed or skimmed milk, or water. Try not to add sugar or salt, but top with fruit instead.
• Eggs are versatile at breakfast time and can be boiled, poached or scrambled. Try adding some mushrooms or grilled tomatoes.
• Try low fat natural yoghurt with added fresh, canned or dried fruit.

**Drinks and snacks**

Snacks and drinks should be low in fat, sugar and salt and contain fruit and/or vegetables where possible. Some examples of healthier snacks and drinks which may be provided are given below. However, remember plain milk and water are the only safe drinks for teeth.

**Drinks**
- Plain water (still or sparkling not flavoured).
- Semi-skimmed, skimmed or other lower fat milks.
- Pure, unsweetened/unsalted fruit/vegetable juices.
- Water and pure fruit juice combinations (one part water to one part juice).
- Sugar-free fruit squash (diluted one part juice to at least eight parts water).
- Flavoured milk and drinking yoghurts which are lower in fat and sugar (e.g. contain no more than 1.8 g total fat/100 ml, no more than 10 g total sugars/100 ml and no more than 20 g total sugars/portion size).

**Snacks**
- A variety of fresh fruit, including, apples, satsumas, pears, grapes, bananas, strawberries, peaches, plums, kiwi fruits, melon, pineapple and cherry tomatoes (fruit prepared into small cubes or slices may encourage consumption).
- Raw vegetables, including, carrots, cucumber, peppers, celery and courgette.
- Lower fat yoghurt or fromage frais (plain or fruit).
- Toast (including wholemeal, granary or brown varieties) with a small amount of polyunsaturated spread.
- Small sandwiches and filled rolls (with cheese, salad, tuna, thin slices of meat or banana).
- Plain, cheese or potato scones, pancakes, crumpets, breadsticks, crackers, oatcakes or rice cakes (may be served with a small amount of polyunsaturated spread or soft cheese).
- Fruit or yoghurt loaf, plain or fruit muffins.
- Low sugar breakfast cereal.
- Plain popcorn.
- Small servings of homemade pizza.
**Treats**

Many of the ‘treats’ given to children and young people can be high in fat, sugar and salt. A treat might be confectionery (chocolate/sweets), biscuits, cakes, doughnuts, ice-cream, crisps and savoury snacks and fizzy juice. However, these types of foods and drinks should be kept to a minimum. Treats which are high in sugar should be eaten only at mealtimes to avoid tooth decay. Consider the appropriateness of the treat (size and frequency) in line with your healthy eating policy when offering them. Treats should be given occasionally rather than daily. When providing treats, think about the portion size given e.g. a mini-sized chocolate bar or only one biscuit is sufficient for children.

For more information on portion sizes see Appendix 1: Portion Sizes.

**Eating out**

Childcare, including OSC, services will often find themselves out and about during after school sessions and school holidays. Just as being out and about is seen as the norm, so should the healthy eating policy and practices that have been embedded.

Consider the following when planning to eat out:

- Ensure that all medically prescribed diets, allergies and any religious and cultural specifications are appropriately considered in the planning and preparation of foods and eating out (as per the guidance within this resource).
- Take snacks with you that have been prepared in advance (on site), do not require refrigeration and can be contained as individual portions.
- Even when going on special outings, ensure that the healthy eating policy and practice is communicated to parents in advance if they are providing snacks or packed lunches.
- Ensure that all consumables are stored at the correct temperature (as per the guidance within this pack).
- The purchase of snacks and/or lunches from food retailers or restaurants should be considered at the planning stage and options considered in line with the healthy eating policy.
- If opting to purchase snacks and/or lunches from food retailers or restaurants, ensure that such purchases follow the healthy eating policy and practices.

Be aware that some of the food choices on offer at some venues will be attractive to children and could be seen as a treat or a quick, easy option. Visiting venues that offer unhealthy choices will reduce the impact of your efforts to maintain the healthy eating policy and deliver consistent messages to both children and parents.
Different festivals are celebrated throughout the year. Some of these originate from religious beliefs, while others are based on events from history. The celebration of festivals is often a child’s first introduction to understanding and appreciating the beliefs of children from other cultures. They can begin to learn to appreciate, respect and value the beliefs of their peers.

‘Festival’ derives from ‘feast’ and often a feast can be a delightful introduction to multicultural awareness. Services should invite parents/carers from different cultural backgrounds to contribute to an activity involving their own culture, for example, a baking activity.

Dates of festivals often change from year to year and it would be impossible to celebrate them all, so be selective and decide which ones are appropriate to your own service taking into account the needs of the children and their parents. Remember, it is still a good idea to celebrate a cultural event that may not be represented among the children, as this may be the only occasion they have to learn about this particular culture.

**January**
1st New Year’s Day
6th Epiphany: Three Kings Day (Christian)
7th Rastafarian New Year
25th Burns Night

**February**
Chinese New Year (occasionally late January)
3rd Japanese Bean Scattering
14th St Valentine’s Day
Shrove Tuesday (Pancake Day) 40 days before Easter (Christian)
Mardi Gras (same day as Shrove Tuesday)
Jewish New Year for Trees
Chinese Lantern Festival

**March**
1st St David’s Day
17th St Patrick’s Day
Purim (Jewish)
Baha’i New Year
Holi (Hindu Festival of Love)

**Late March/ Early April**
Mothering Sunday
Easter (Christian)

**April**
13th April Baisakhi (Sikh New Year)
23rd St George’s Day
Passover (Jewish Festival of Pesach)
May
1st May Day
5th Children’s Day (Japanese)
Wesak Buddhist festival, first day of full moon in May

Late May/Early June
Shavuot: Jewish Festival of Weeks
Tuan Yang Chieh: Chinese Dragon Boat Festival
Father’s Day

July
O’bon (Japanese Buddhist festival)

August
28th Ganesh-Chaturthi (Hindu)
Raksha Bandhan: Indian celebration of brother or sisterly love

September
Jewish New Year: Rosh Hashanah
Chinese Moon Festival

Late September/Early October
Sukkot (Jewish)

October
Yom Kippur: Day of Atonement (Jewish)
Harvest Festival
31st Halloween

Mid October – Mid November
Diwali (Sikh/Hindu Festival of Lights)

November
5th Guy Fawkes Night
Thanksgiving (American)
30th St Andrew’s Day

December
6th St Nicholas (European)
Hanukkah (Jewish Festival of Lights)
25th Christmas Day (Christian)
26th Boxing Day (Christian)

Festivals such as Eid-Ul-Fitr Islamic festival of fast breaking linked to Ramadan, occur at a different time each year. Parents will be able to advise of these dates or contact Education Resources in your local authority for a current calendar of festivals.
ACTIVITIES FOR COMMON FESTIVALS AND RELIGIOUS CELEBRATIONS

Chinese New Year

The Chinese New Year is seen as a time to celebrate the end of winter. It is a very colourful occasion and a time when Chinese people traditionally right their wrongs, discard negative thoughts, words and deeds and wish each other good luck for the coming year. It is a very important time for the family. At Chinese New Year, some Chinese people honour the ancient Chinese customs. Children and young people could look at the Chinese zodiac calendar and find out which Chinese animal symbol represents their birth year.

Chinese foods are readily available from supermarkets. Suitable snack foods might include water chestnuts, beansprouts, lychees, cooked noodles, dates and mandarin oranges. Children love to experiment with chopsticks but this can become quite a messy business!

The traditional Chinese New Year cake is ‘Nian Gao’. The children and young people could help to make this. This is a very sweet cake, serve small slices and keep for after a meal if possible.

Nian Gao
Ingredients
• 500 g brown sugar
• 500 g glutinous rice flour

Method
1 Boil 1 litre water in a small pan, add sugar and mix well until it becomes syrupy.
2 Pour the rice flour into a bowl, add the syrup a little at a time, stirring the mixture until smooth.
3 Pour the mixture into a 15 cm round cake tin.
4 Boil plenty of water in a large pot, place the cake tin on a steaming rack, cover and steam for an hour until cooked.
5 Cut into slices and eat hot or cold.

Other healthier recipes include Ginger and Spring Onion Noodles. There are a variety of types of soy sauce including low sodium and those that are suitable for children and young people with special dietary requirements.

Ginger and Spring Onion Noodles
Ingredients
• 2 spring onions
• Small piece of fresh root ginger (about 2 cm)
• 130 g medium dried egg noodles
• 1 tbsp soy sauce

Method
1 Chop the spring onions finely, removing the tips and bottom of the white bulb.
2 Peel the ginger and finely chop or grate.
3 Bring a pan of water to the boil, add the noodles and cook as per packet instructions until they begin to go soft.
4 Drain the noodles, add the spring onions, ginger and soy sauce.

**Chinese Dragon Boat Festival**

The Dragon Boat Festival is celebrated by racing boats which have been decorated in the shape of dragons and eating ‘Tzung Tzu’ (rice dumplings). The boat races represent attempts to rescue the patriotic poet Chu Yuan who drowned on the fifth day of the fifth lunar month in 277 B.C. Chinese citizens raced to save the poet and pounded drums and threw bamboo leaves filled with cooked rice into the water. They drummed the drums to scare the fish away and threw rice to ensure that the fish did not eat the poet, but the rice instead. The Dragon Boat Festival is a lunar holiday, occurring on the fifth day of the fifth lunar month.

Some Chinese people will hang herbs on the front door and drink nutritious drinks, all to protect themselves from evil and disease.

To celebrate the Dragon Boat Festival, you can buy rice dumplings and steam them within the service. Other activities include:
- Drawing/making dragons and dragon heads.
- Create dragon boats; create a large boat that the children can decorate or make and decorate small dragon boats from plastic containers.

**Chinese Moon Festival**

The Chinese Moon Festival celebrates the harvest season and is held on the 15th day of the eighth month in the Chinese calendar, which is usually around late September or early October. Chinese families traditionally gather on this day to admire the moon and eat mooncakes and pomelos under the moon as a family. There are many different varieties of mooncake (a baked pastry), while a pomelo is a citrus fruit similar to a grapefruit and sometimes known as a Chinese grapefruit. Other additional activities that traditionally accompany the Moon Festival include carrying lanterns and dancing Dragon Dances.

To celebrate this festival, children could make and decorate lanterns using the traditional gold and red Chinese colours, try out exotic fruits in fruit tasting, make a dragon kite or dance a Dragon Dance to traditional Chinese music.

**Making a Dragon**

Each child should decorate a paper plate. String the plates (maximum of 5) together with knotted string.

**Materials**
- Ball of string
- Paper plates (one per person)
- Paper and glue
- Coloured streamers
- Glitter
- Paints/crayons/coloured pencils and pens
Method
1 Ask the children to think about what a dragon would look like. What colours would they be? Would they be fierce or friendly? Discuss.
2 Hand each child a paper plate, suggest or ask for a volunteer to design the dragon head, while the rest of the children should decorate the body.
3 When they are finished, help them to thread the paper plates together to form a dragon. They should be joined horizontally at three different points on the outside rim of each paper plate to form a tube like shape. Tie the three strings together at the head and tail end of the dragon.

Shrove Tuesday

Shrove Tuesday or ‘Pancake’ day, is the day before Ash Wednesday and marks the start of Lent, a Christian celebration. The period of Lent, which leads up to Easter is a time when Christians used to abstain from meat, fat, eggs and dairy products. Shrove Tuesday was traditionally a time when people used up all the ingredients from their store cupboards and making pancakes became a popular way of doing this. Pancakes can be made with many tasty fillings. A basic recipe would be:

Pancakes
Ingredients
• 100 g flour
• Pinch of salt
• 1 egg (or dried egg equivalent)
• 300 ml milk
• Olive oil

Method
1 Sieve flour and salt into bowl.
2 Make a well in the centre and add the egg.
3 Add the milk a little at a time, mixing with a wooden spoon, drawing in all the flour.
4 Beat the batter mixture until smooth.
5 Heat a little olive oil in a heavy-based frying pan until hot. Pour batter into the pan until the base of the pan has a thin even covering of batter.
6 Place over a moderate heat and cook until the bottom side of the pancake is golden brown.
7 Carefully turn the pancake to cook the other side.

Try fillings such as cheese, tomatoes, mushrooms or other vegetables.

Mardi Gras

Mardi Gras is held on the same day as Shrove Tuesday and is French for ‘Fat Tuesday’. Again, it refers to using up the foods that would be abstained during Lent which starts on Ash Wednesday. Popular customs include wearing masks and costumes, taking part in parades and dancing.

A traditional cake made and eaten at Mardi Gras is the King Cake. This is a type of sweet bread with an almond filling and is frequently coloured yellow, purple and green, the colours of Mardi Gras. Other Mardi Gras recipes are Cajun-spiced and include rice and beans for example jambalaya and gumbo. The following recipe is Red Bean and Rice Salad and provides eight child portions.
Red Bean and Rice Salad

**Ingredients**
- 400 g brown rice
- 1 x 400 g can kidney beans (rinsed and drained)
- 150 g green pepper (finely chopped)
- 100 g mango or peaches (peeled and cubed)
- 1 large red onion (finely chopped)
- 100 g tomatoes (finely chopped)

**Method**
1. Cook the rice as per packet instructions.
2. In a large bowl, combine the ingredients.

Eid-ul-Fitr

This Muslim festival means ‘festival of fast breaking and happiness forever’ and marks the end of the fast during Ramadan. During this festival, Muslims fast through daylight hours by not eating or drinking anything at all. During this period of fasting Muslims are preparing themselves to face the difficulties of life which lie ahead and the regime is followed by rich and poor alike. This enforces an important rule of Islam – to give to charity, ‘Zakat’. A traditional Eid dish is Wedhmi. This can be simply made by the children with some help from an adult. This is a sweet cake, serve small slices and keep for after a meal if possible.

Wedhmi

**Ingredients for pastry**
- 100 g plain flour
- Pinch of salt
- 100 g butter or margarine
- Small bowl of water (1–2 tbsp would be plenty)

**Ingredients for the filling**
- 200 g desiccated coconut (soak in water for 30 minutes)
- 4 tbsp sugar
- ½ tsp cardamom seeds
- ½ tsp cinnamon powder
- Sunflower oil

**Method**
To make pastry: mix flour and salt, rub in butter or margarine, add water and mix until stiff dough is formed.

**To make the filling**
1. In a bowl, mix the soaked desiccated coconut, sugar, cardamom seeds and cinnamon powder.
2. Melt a little oil in a saucepan and gently shallow fry the ingredients.
3. Divide the dough into fairly large pieces, roll out, fill with the coconut mixture and deep fry in oil.
Holi

Holi is an Indian spring festival when thanks are given for a good harvest. Since India is mainly an agricultural society it is essential to most Indian families that they have a good harvest. As well as a religious and social occasion, Holi has cleansing elements too. People in India traditionally ‘spring clean’ at this time.

At Holi, the coconut is thrown on bonfires to symbolise triumph over evil. As a result coconuts often feature in religious ceremonies. Children could be given the opportunity to investigate a coconut and be told about its uses. They could taste some of the juice and flesh and decorate whole coconuts for display. Sweets are traditionally eaten at Asian festivals and a popular sweet at Holi is Gulab Jaman, although it is high in fat and sugar. Here is a healthier alternative. The children could help to prepare this.

Carrot Pudding
Ingredients
- 400 g carrots (grated)
- 1.2 litres semi-skimmed milk
- 4 tbsp sugar
- 4 tbsp basmati rice

Method
1 Mix all the ingredients together in a pan and bring to the boil.
2 Simmer for 20 minutes or until the mixture becomes a ‘pudding’ consistency.
3 Top with raisins or almonds if desired.

Easter

The Christian festival of Easter is traditionally a time for Easter eggs, but there are other foods which have come to symbolise Easter. There are many variations on the ‘bird’s nest’, including melted chocolate through shredded wheat topped with mini chocolate eggs, but perhaps a healthier option would be this recipe:

Easter ‘bird’s nest’
Ingredients
- Raw carrot (grated)
- Cherry tomatoes
- Lemon juice
- Raisins or sultanas
- Grapes
- Button mushrooms

Method
1 Soak raw carrot in lemon juice for a couple of minutes and shape into a nest.
2 Use other ingredients to represent the eggs in the nest.

Hot cross buns are also traditionally eaten at this time of year.
Baisakhi

Baisakhi, the Sikh New Year, was originally a harvest festival in the Punjab region of India. This festival celebrated the founding of the Sikh community, the Khalsa, in 1699 by the 10th Sikh Guru, Guru Gobind Singh. It also marks the beginning of a new solar year, and new harvest season. Many recipes to celebrate Baisakhi can be hot and spicy so try the following Mango Lassi instead or learn the bhangra dance.

Mango Lassi

Ingredients
- 200 ml whole milk
- 400 ml natural unsweetened yoghurt
- 400 ml mango pulp
- 4 tsp caster sugar

Method
Blend the ingredients together and serve with ice.

Halloween

This is a time for the pumpkin – for making lanterns or for pumpkin soup or pumpkin pie. There are many recipes around for each, but here is a very simple one for Pumpkin Soup.

Pumpkin Soup

Ingredients
- 1 pumpkin (approx. 1.4 kg)
- 2 small onions
- 100 ml vegetable stock
- 3 tbsp flour
- 500 ml milk
- A little cheese (grated)
- ½ –1 small carton of cream
- 1 tbsp sunflower oil

Method
1. Lightly fry pumpkin and onions in oil for 5 minutes – do not colour.
2. Add stock, cover and simmer for an hour or until vegetables are soft, adding extra water as necessary.
3. Sieve or puree soup and return to pan.
4. Blend flour with a little of the milk to a smooth cream.
5. Add the rest of the milk to the soup and reheat.
6. Stir a little of the soup into the blended flour and milk and return this mixture to the pan.
7. Bring to the boil, stirring until it thickens and cook for a further 2–3 minutes.
8. Stir in cheese, cream and season.
Diwali

Diwali, also known as the Festival of Lights, is a five day festival celebrated across the world by Hindus and Sikhs. Traditionally during Diwali, people light small clay lamps (Diya) to signify a triumph of good over evil. In many countries, Diwali is an official holiday. Diwali celebrants wear new clothes, send greeting cards and share special foods with their family and friends. Traditional foods include Dhokla (similar to pakora), but Dhokla may be too complicated to make within the premises. Other activities could include learning the Dandia Raas or Garba, which are traditional dances, or children could make Diwali greeting cards.

Thanksgiving

Thanksgiving is celebrated in the United States of America on the fourth Thursday in November. Thanksgiving was first celebrated in 1621, but has been an annual celebration since 1863, to thank God for helping the Pilgrims of Plymouth Colony survive the brutal winter in Massachusetts in December 1620. At the first Thanksgiving feast, the pilgrims ate food they grew and harvested themselves – turkey, pumpkins, corn, sweet potatoes and cranberries. The following is a fun and fruity activity for all children to celebrate Thanksgiving.

Fruit Cockerel/Turkey

Ingredients
• Pear (for head)
• Melon (for body)
• Red, yellow, orange peppers (for snood, feet and side feathers)
• Raisins (for eyes)
• Cubed fruit such as pineapple, apple, peach/nectarine, plum and grapes (for tail feathers)
• Bamboo skewers
• Toothpicks

Method
1 Stabilise the melon body by cutting a shallow slice off the rind to form a flat base. Using a toothpick, attach a pear head to the melon. Decorate the pear to resemble a turkey face.
2 Use the red pepper to form the cockerel’s comb.
3 Cut red pepper feet and set them in place.
4 For tail feathers, allow the children to decorate the skewers with cubed fruit. An adult should then insert the skewers into the melon and pin the side feathers, made of peppers, in place with toothpicks.

This activity and other fruit animal activities will require adult supervision. However, fruit animals are easy and fun to make and can be used as an activity to celebrate many festivals – all you need is a little imagination.
Another harvest recipe is Lentil and Vegetable Stew.

**Lentil and Vegetable Stew**

**Ingredients**
- 200 g lentils
- 2 potatoes (diced)
- 3 courgettes (sliced)
- 2 leeks (trimmed and sliced)
- 1 stalk celery (sliced)
- Juice of 1 lemon
- 1 onion (finely diced)
- Olive oil for frying
- 2 cloves garlic (finely chopped)
- 2 tbsp chopped parsley

**Method**
1. Cook the lentils as per packet instructions.
2. Add the potatoes, courgettes, leeks and celery. Simmer until vegetables are tender.
3. Fry the onion and garlic, add to the rest of vegetables.
4. Add the lemon juice and parsley, simmer for a few moments and serve with rice or crusty bread.

**St Andrew’s Day**

St Andrew is the Patron Saint of Scotland as well as Ukraine, Russia and Romania. He was a fisherman who became one of the 12 disciples. St Andrew’s Day is celebrated by Scots around the world on the 30th November. For more information on the story of St Andrew visit [www.scotland.org/culture/festivals/st-andrews-day](http://www.scotland.org/culture/festivals/st-andrews-day). Stovies and Scotch broth are two examples of Scottish recipes that could be made to celebrate St Andrew’s Day.

**Stovies**

**Ingredients**
- 6 large baking potatoes (peeled and cubed to 2.5 cm/1 inch)
- 240 ml meat stock
- 25 g butter
- 1 large onion (roughly chopped)
- 350 g cooked lamb (diced)

**Method**
1. Place the potatoes and stock in a saucepan, bring to the boil, then reduce heat, partially cover and simmer for 25–30 minutes or until the potatoes are tender.
2. Meanwhile, melt butter in a frying pan over medium high heat. Add the onion and sauté gently until soft and transparent.
3. When potatoes are cooked, add the cooked onions and lamb. Mix well and continue to cook for 10 minutes, or until thoroughly heated through. Serve hot.
**Scotch Broth**

**Ingredients**
- 25 g pearl barley
- 1.2 litres lamb stock
- 75 g leeks, sliced
- 225 g carrot, diced
- 225 g turnip, diced
- 50 g cabbage, shredded

**Method**
1. Place the barley in a pan of cold water, bring to the boil then drain.
2. Return the barley to the pan together with the stock. Bring to the boil then simmer for 1 hour.
3. Add the leeks, carrot and turnip and continue to simmer for a further hour. After this time, add the cabbage and cook for a further 20 minutes. Serve hot.

**Christmas**

This is probably the most celebrated time in many childcare settings and there are literally hundreds of food ideas. The children could make mincemeat pies using ready-made pastry. They could also make biscuits in Christmas shapes. A very simple recipe for Oatmeal Biscuits is:

**Oatmeal Biscuits**

**Ingredients**
- 100 g sunflower margarine
- 50 g castor sugar
- 100 g porridge oats
- 100 g plain wheat flour

**Method**
1. Cream the margarine and sugar. Add the porridge oats and flour.
2. Roll the mixture into small balls and flatten slightly.
3. Put in oven at 180 °C/350 °F/Gas 5 for 15 minutes.

These biscuits could be eaten after a meal or sent home with the children.

**Winter Fruit Salad**

A Winter Fruit Salad is a delicious, quick and easy snack for the children to make.

**Ingredients**
- 6 tangerines
- 4 ripe pears
- 3 bananas

**Method**
Squeeze the juice and flesh from the tangerines. Chop the pears and bananas into the juice and mix together.
13: FOOD FOR PARTIES AND SPECIAL CELEBRATIONS

Food for parties

A party is a time of great excitement and is the celebration of a happy occasion. Services often include parties and special celebrations in the activities planned for the children and young people. When planning for such activities and considering food options, the healthy eating policy should be maintained. The quality of food at a party should be as high as it would normally be at any other time.

As per the healthy eating policy, include children and young people in the planning of the activities, this promotes ownership. Staff should use this opportunity to encourage children and young people to continue to follow the healthy eating patterns already in place. When their suggestions do not fit with the healthy eating policy, do not focus discussion on not being able to have certain foods but rather offer enticing alternatives.

Always ensure that all medically prescribed diets, allergies and any cultural or religious specifications are appropriately considered in the planning and preparation of foods (as per the guidance within this pack).

If parents and carers are being asked to contribute donations of food for the party or special celebration, produce a list of required items and ask them to indicate what they will donate; share with parents that the children and young people have been involved in the planning and have come up with the list. Remember ready to eat foods such as cooked meats, dairy products and pasta dishes provided by parents and intended to be shared should not be accepted as it is not possible to verify the conditions under which the food was prepared or stored.

To ensure that the points above on medically prescribed diets, allergies and any religious or cultural specifications are appropriately considered, all donations must be shop bought (not homemade) in the original packaging that details full ingredients. As parents could be purchasing and transporting items over a period of time do not include items of food that cannot be stored safely at room temperature.

It is important to explain to parents that the service has adopted a healthy eating policy. Instead of sweets, encourage parents to send fruit treats in for the children.

Remember it is important that the special occasion should look special. Use visual tricks and keep to the healthy ingredients. Use strips of coloured crepe paper, streamers and fancy drinking straws. Children could design their own placemats in advance. Food can be attractively presented with colours matching paper plates.

Birthdays are often celebrated in OSC services, which means that in a large service, there could be several birthdays in one week. Traditionally parents may provide a birthday cake for their child to share. Many cakes are high in sugar and fat. As a healthier alternative, staff could arrange for the child celebrating a birthday to take a small cake home. Birthdays can be celebrated in other (age appropriate) ways, for example, receiving a card, playing party games, organising a disco.
There are many healthy foods available from shops that are ideal for parties. Instead of traditional party foods that are high in fat and sugar, offer these healthy options.

**Breads**
- Wholemeal, granary or multigrain bread
- Malted, brown or white bread
- Bagels, muffins or croissants
- Tortilla wraps or pitta pockets
- Crusty bread with sesame or poppy seeds
- Finger rolls or baps

**Sandwich Fillings**
Make interesting sandwiches using bread cut into various shapes. Try different fillings.
Here are a few suggestions:
- Canned fish such as tuna, mackerel, pilchards and sardines
- Grated cheese with cucumber or pickle
- Roast beef and tomato slices
- Cottage or cream cheese with pineapple
- Thinly sliced ham and mustard
- Hummus with grated carrot
- Wafer thin turkey and coleslaw
- Mashed banana
- Chopped chicken in low fat mayonnaise with mango or celery

**Finger Foods**
Children love finger foods, try these served with healthy dips:
- Breadsticks
- Pitta bread strips
- Cheese sticks
- Carrot batons
- Celery sticks
- Courgette sticks
- Cucumber sticks
- Pepper batons

Accompanying dips could include:
- Fish paté – this is quick and easy, just mix some mackerel or tuna with some cottage cheese, cream cheese or low fat natural yoghurt
- Reduced fat soft cheese
- Cooked carrot mashed with orange juice
- Avocado
- Low fat mayonnaise mixed with a little tomato ketchup
Sweet Dishes
- Banana bread or carrot cake (some cakes contain nuts, which may cause an adverse reaction in a small number of children)
- Frozen yoghurt lollipops (freeze yoghurt with fruit in plastic cups with a spatula in each one)
- Dried fruit or dried fruit salad
- Serve a fruit salad
- Sugar free jellies, frozen bananas on a stick, melon balls
- Fruit kebabs

Drinks
Party time may be a time when you decide to offer drinks other than milk or water. Choose from:
- No added sugar diluted fruit juice – orange, apple, grapefruit, pineapple or mixed juices
- Punch (diluted concentrated pear juice with fresh lemon – gives a lemonade-like flavour)
- Fruit smoothies, using fruit in natural juices (e.g. canned peaches or pears) or fresh fruit in season (such as raspberries or strawberries)
HEALTHY FOOD ACTIVITIES

Preparing healthy food is a great way to involve children and young people in healthy eating. Involving them in choosing and preparing snacks will help develop their interest in different foods.

The following section has some healthy recipes that can be used as food activities in childcare services. Some involve cooking while others are ideas for cold dishes, such as simple salads, recognising that kitchen provision differs between services. The recipes below have been adapted from the Hungry for Health pack developed by the Focus on Food Campaign in partnership with North Lanarkshire Council.

Apple, Orange and Celery Salad
(Serves 4)

Ingredients
• 1 red-skinned eating apple e.g. Pink Lady
• 1 green-skinned eating apple e.g. Granny Smith
• 3 celery sticks (washed)
• 1 spring onion
• Juice of 1 lemon
• 1 large orange or 2 satsumas or tangerines
• 2 tbsp salad cream

Method
1 Cut the apples in half from stalk to base. Use a melon baller to scoop out the cores. Slice the apple thinly or cut into cubes, and put it into the mixing bowl with half the juice of the lemon.
2 Cut the celery in 1 cm pieces. Divide the orange or satsumas into segments, and cut the large segments into pieces. Slice the onion, if using. Add the segments and the onion to the mixing bowl.
3 In the small bowl, combine the salad cream and the remaining lemon juice. Mix well and pour the mixture over the apple, orange and celery. Toss lightly to coat.
4 Pile into a serving bowl.

Tomato and Basil Salad
(Serves 4–6)

Ingredients
• 6 tomatoes (cut into wedges)
• 50 g black olives (pitted and sliced)
• 1 medium red onion (peeled and thinly sliced)
• Fresh basil leaves

For the dressing
• 4 tbsp fresh basil leaves
• 1 garlic clove (crushed)
• 2 tbsp Parmesan cheese (freshly grated)
• 4 tbsp olive oil
• 2 tbsp lemon juice
• Freshly ground black pepper
Method
1 Arrange all the prepared salad ingredients in a large bowl or on a large plate.
2 To make the dressing, whisk the basil leaves, garlic, Parmesan cheese, olive oil, lemon juice and pepper in a small bowl until well blended.
3 Pour the dressing over the salad ingredients.

Kaleidoscope Couscous
(Serves 4–6)

Ingredients
- 200 g couscous
- 250 ml boiling water
- Ground black pepper, to taste
- ¼ red pepper (deseeded and chopped)
- ¼ green pepper (deseeded and chopped)
- ¼ yellow or orange pepper (deseeded and chopped)
- 4 spring onions (finely sliced)
- 4 tbsp sweetcorn niblets (canned)
- 3–4 cherry tomatoes (quartered)
- 1 tbsp mint (finely chopped)
- 1 tbsp olive oil

Method
1 Place the couscous in a mixing bowl. Pour the boiling water onto the couscous and quickly stir the couscous with a fork. Season with pepper. Cover the bowl with a plate and set it aside for 10–15 minutes.
2 Remove the plate. Using the fork, separate the grains and allow the couscous to cool.
3 When the couscous is cold, stir in the olive oil, the prepared vegetables and the mint and spoon into a serving bowl.
Big Snack Bruschetta (or French Bread Pizza)
(Serves 2–4)
Bruschetta is a toasted bread snack. Crusty bread is toasted and flavoured with garlic, drizzled with olive oil and piled with tomato.

Ingredients
• 1 slice of ciabatta or French bread
• 1 garlic clove (sliced in half)
• 1 dessertspoon olive oil
• 1 or 2 tomatoes (finely chopped)
• 25 g cheese (grated)
• Fresh basil leaves to garnish (optional)

Optional
Choose from one or two of the ingredients below to add to the tomato topping:
• 1 tbsp green or red pepper (finely chopped)
• 1 tbsp canned sweetcorn
• 1 tbsp cooked ham (finely chopped)
• 1 tbsp pitted olives (sliced)
• 1 spring onion (trimmed and finely chopped)

Method
1 Lightly toast the bread on both sides. Rub both sides of the bread with the garlic clove halves and then place the slices of bread on the baking tray.
2 Heat the oven to 200 ºC/400 ºF/Gas 6.
3 With a teaspoon, drizzle a little olive oil on to the bread.
4 Arrange the chopped tomato and one or two of the optional ingredients on top of the bread. Sprinkle with cheese.

Honeyed Vegetable Kebabs
(Serves 6)

Ingredients
For the kebabs
• 12 small new potatoes (boiled and cooled)
• 2 courgettes (thickly sliced)
• 1 red pepper (deseeded and cut into squares)
• 1 yellow pepper (deseeded and cut into squares)
• 1 red onion (peeled, quartered and split into layers)

For the marinade
• 2 tbsp olive oil
• 2 tbsp clear honey
• 1 garlic clove (peeled and crushed)
• Juice and zest of 1 lemon
• 1 tbsp whole grain mustard
• Freshly ground black pepper
For herb dressing
• 5 tbsp mixture of fresh chopped mint, coriander and basil
• 200 ml crème fraîche

To serve
• 6 pitta breads
• 6 tablespoons grated Parmesan cheese

Method
1 Whisk the marinade ingredients together in a mixing bowl. Prepare the vegetables and add them to the marinade and toss them gently to coat.
2 Carefully thread the vegetables on to the skewers, reserving the remaining marinade.
3 Split the pitta breads, brush the inside surfaces with the remaining marinade and sprinkle with Parmesan cheese.
4 Cook the kebabs either over hot barbecue coals, under the grill or bake at 200 °C/400 °F/Gas 6 until they are evenly golden. Meanwhile, lightly toast the pittas on both sides on the edge of the barbecue or under the grill.
5 To make the dressing, stir the herbs into the crème fraîche. Cover and refrigerate.
6 Remove the vegetables from the skewers and gently spoon them into the pittas. Serve the kebabs with a generous helping of herb dressing spooned over the top.

Tuscan Tomato Soup with Beans
(Serves 4–6)

Ingredients
• 2 tbsp olive oil
• 1 onion (finely chopped)
• 2 celery sticks (chopped)
• 2 cloves garlic (finely chopped)
• 1 litre vegetable or chicken stock
• 2 x 410 g can cannellini beans (drained and rinsed)
• 1 x 400 g can chopped tomatoes
• 2 tbsp chopped parsley
• Ground black pepper

Method
1 Heat the oil in a large pan, then add the onion and celery and fry for 5-7 minutes until they have softened.
2 Add the garlic and stock and bring to the boil.
3 Add the beans, tomatoes and seasoning. Simmer for 15 minutes or until the vegetables are tender.
4 Add the parsley and serve piping hot with warm crusty bread.
Cheesy Seedy Stuffed Courgettes
(Serves 6)

Ingredients
• 2 tbsp sunflower oil
• 2 onions (sliced)
• 3 courgettes (trimmed and halved lengthways)
• 100 g Feta cheese (crumbled)
• 3 tsp sunflower seeds (roughly chopped)
• 3 tbsp fresh parsley (roughly chopped)
• 3 tbsp Cheddar cheese (grated)

Method
1 Pre-heat the oven to 200 ºC/400 ºF/Gas 6.
2 Place the oil in a frying pan and when warm, add sliced onions. Stir then cover with a lid to sweat for 8–10 minutes or until softened. Allow to cool.
3 Meanwhile, place the courgettes in a pan of boiling water to cook for 3 minutes. Remove from the pan and place in cold water to refresh. Drain the courgettes.
4 Using a spoon, carefully scoop out the seeds to form a boat shape. Place the courgette flesh and seeds in a bowl with the chopped onions, add the chopped sunflower seeds and mix. Add some of the mixture to the cavity. Sprinkle over the crumbled Feta.
5 In a clean bowl mix the grated Cheddar cheese and parsley. Sprinkle it over each filled courgette half.
6 Bake for 12–15 minutes until the cheese has melted and the tops are golden-brown.
7 Serve with a fresh salad.

Sunset Pasta Salad

Ingredients
• 100 g small dried pasta shapes
• 3 tbsp sunflower oil
• 1 dessertspoon red or white wine vinegar
• 1 dessertspoon tomato ketchup
• 1 small carrot (peeled and grated)
• ½ red pepper (deseeded, sliced and diced)
• ½ small cucumber (cut into sticks and diced)
• 6 cherry tomatoes (quartered)
• 100 g Cheddar cheese (diced)

Method
1 Cook the pasta in fast-boiling water until just tender but with ‘bite’ (al dente). Mix the oil, ketchup and vinegar in a bowl.
2 Prepare the vegetables and add them all, except the tomatoes, to the sunflower oil, ketchup and vinegar. Add the cheese and toss the ingredients together.
3 Drain the pasta and plunge it into cold water. Drain it again and pat dry with kitchen roll.
4 Add the pasta to the vegetable and cheese mixture, and stir to combine.
5 Turn the pasta into a serving dish and decorate with the quartered cherry tomatoes. Serve immediately.
Oat and Apple ‘Puffins’

Ingredients
• 50 g medium oats
• 100 g white self-raisinig flour
• 100 g wholemeal self-raisinig flour
• 1 tsp baking powder
• 1 tsp ground cinnamon
• 50 g light brown sugar
• 3 eating apples (cored and grated)
• 50 g sultanas (or stoned dates - chopped)
• 50 g butter (melted)
• 150 ml fromage frais
• 150 ml whole (full-fat) milk
• 1 medium-sized egg
• 45 ml runny honey
• Extra oatmeal or rolled porridge oats for sprinkling

Method
1 Heat the oven to 200 °C/400 °F/Gas 6. Put all the dry ingredients, including the sultanas, into a mixing bowl and stir to combine them.
2 In a separate bowl, thoroughly mix the grated apple, melted butter, fromage frais, milk, honey and egg with a fork.
3 Make a well in the dry ingredients. Pour all the liquid into the well and quickly and lightly mix until all the ingredients are just combined (do not over mix or the cooked muffins will go hard).
4 Use a dessertspoon to fill the muffin cases. Sprinkle each ‘puffin’ with a little extra oatmeal or rolled (porridge) oats. Bake in the oven for 15–20 minutes until well-risen, golden-brown and firm to the touch.
HAPPY HEALTHY SMILES

Oral health is an important part of health and wellbeing. It is essential to general health because it enables people to eat, speak, smile and socialise without pain, discomfort or embarrassment. The messages found in this section should be incorporated where possible when developing policies, designing activities, or delivering awareness sessions.

Tooth decay is the most common childhood disease, but it is also largely preventable. In 2009, 43% of primary seven children in Lanarkshire had experienced tooth decay (Merrett et al 2009).

Although tooth decay can affect any child, those in the following groups are most likely to be affected:
• Children living in more deprived areas
• Children from low income families
• Children from ethnic minority backgrounds

In Lanarkshire, approximately 1100 children every year receive a general anaesthetic (gas) for tooth extraction. Tooth decay is the single most common reason for admitting a child to hospital in Lanarkshire for a general anaesthetic. As general anaesthetics carry some degree of risk, it is extremely important to try to reduce the numbers of children receiving them.

Why do teeth decay?

Tooth decay occurs because sugars from the diet mix with plaque bacteria (plaque is a sticky substance on the surface of the teeth) to form an acid. This rots the tooth surface. If sugar is eaten often during the day, a greater amount of acid is produced and the tooth will decay. The tooth will have to be checked by a dentist who will decide whether to fill the cavity or remove the decayed tooth (frequently under general anaesthetic in hospital).

Prevention of tooth decay

1. Reduce the amount and frequency of sugary foods and drinks consumed and, if possible, restrict to mealtimes only

Foods and drinks containing sugar should be consumed on no more than four occasions in one day. If sugary foods and drinks are kept to mealtimes, the time the teeth are exposed to an acid attack is reduced. The best advice is to reduce the amount of sugar consumed and the frequency of sugar intakes and limit sugar-containing foods and drinks to mealtimes. Mealtimes are regarded as the safest time to consume sugary foods and drinks because the increased amount of saliva in the mouth at this time quickly neutralises the acid produced by plaque.

When children are snacking between meals, ensure these snacks are healthy and tooth friendly (see earlier section on drinks and snacks). Plain milk and water are the only safe drinks for teeth, and therefore the only drinks that should be given between meals. Due to the sugar content and acidity levels, fruit juice and fruit smoothies can harm teeth and therefore are best kept to mealtimes.
Parents should be advised to look out for the hidden sugars in foods and drinks. Sugar can be found in many foods under a variety of names. The most common added sugars are sucrose, glucose, maltose and fructose. In fact, many sugars end with –ose. Look for them on the ingredients list.

2. Brush teeth for at least two minutes twice a day with fluoride toothpaste
It is recommended that teeth should be brushed as soon as the first tooth appears in the mouth, using a soft baby toothbrush and a smear of fluoride toothpaste. For children older than three years a pea-sized amount of toothpaste containing not less than 1000 ppm (parts per million) fluoride should be used. For children older than seven years, a pea-sized amount of toothpaste containing between 1350–1500 ppm (parts per million) fluoride should be used. Regular brushing in the morning and last thing at night is a good habit to establish from an early age. There is no need to use water during and after brushing. Spit out the extra toothpaste but don’t rinse the mouth – ‘spit, don’t rinse’. Always check the toothpaste contains an appropriate concentration of fluoride.

Fluoride helps to strengthen the outer layer of the tooth (enamel) and make it more resistant to acid. It also helps to repair the tooth surface, but this will only work if the cavity or hole in the tooth is very small. It is important that parents/carers help children to brush their teeth until the child reaches the age of seven. Until then, most children are not able to brush properly.

3. Register with a dentist and attend regularly for check-ups
It is important to promote regular dental visits from an early age.

Regular dental visits ensure that:
• parents receive appropriate advice on healthy eating,
• any signs of dental disease are recognised early, and
• the child gets used to visiting the dental surgery.

The best way to find a new dentist is to go to one that is recommended by a friend, neighbour or a member of your family. A list of local dentists can be found in the Yellow Pages, or via NHS Lanarkshire website:
www.nhslanarkshire.org.uk/servicefinder/dentists/

Alternatively, you can contact the NHS Lanarkshire General Enquiry Line on 08453 130 130 for help to locate a NHS dentist in your local area.

Medicines

Children and young people needing regular medicines should be under the regular care of a dentist, who will offer preventive advice and treatments as necessary. Parents/carers should always request a sugar-free type. Almost all medicines supplied today are available in a sugar-free form. Children and young people on long-term medication who are prescribed medicines with sugar in them can suffer very high levels of tooth decay. Using a narrow straw can minimise the damage to teeth.
16: **ON THE MOVE**

**The importance of physical activity in children and young people**

There’s more to healthy living than food! It is important that healthy eating and active living are promoted. Research indicates that active children and young people are more likely to become active adults.

Young children are naturally active and enjoy physical activity through play; this enthusiasm needs to be encouraged.

Physical activity is paramount for healthy growth. Research suggests it helps prevent weight gain, promotes positive mental health and helps support social development. It is essential to embed positive attitudes, skills and behaviours for lifelong physical activity and health. Many children and young people are spending more and more of their time in less active pursuits such as watching TV or playing computer and video games. These particular pastimes can contribute to the development of childhood and adult obesity, associated heart disease, teenage and adult depression and diabetes.

The [UK Physical Activity Guidelines](#) are currently being reviewed and although the recommendations from the Physical Activity Task Force in *Let’s Make Scotland More Active* (2003) are still relevant, the new guidelines *Making the Case for UK Physical Activity Guidelines* (2009) are expected to go further by differentiating the appropriate amount and type of physical activity for different age groups: infants, pre-school children, children and young people. The recommendations for children and young people are outlined below. See the *Nutrition and Oral Health - Strategy into Practice in the Early Years* resource for information on infants and pre-school children.
**Children and Young People**

Children and young people should be participating in daily physical activity. The activity should be of at least moderate intensity and children and young people should accumulate at least 60 minutes of activity on most days of the week. As part of this daily activity, vigorous intensity activity should take place at least three times per week. In addition, it is recommended that activity promoting muscle and bone development and flexibility is done at least three times a week. Any whole body, weight bearing activity will help muscle and bone development and flexibility. Examples include sports, games, play, dance and gymnastics. Any activity above these recommendations, up to several hours per day, brings even greater health benefit to participants.

If children and young people are particularly inactive, a progressive increase in activity to eventually meet these recommendations is appropriate, starting at 30 minutes per day.

Sedentary behaviours should be discouraged. The amount of time on sedentary activities such as time spent watching TV or playing video games should be limited to no longer than one hour at a time.

**Encouraging Physical Activity**

There are a range of activities involving exercise, sports, outdoor activities, games, play and dance that can be implemented to enhance and encourage natural physical activity as part of a daily routine.

Playing with peers or walking with an adult to school or the shops are examples of integrating physical activity into everyday life. Being active is important and can be as simple as playing rounders, basketball, dodgeball, football, netball, relay, tig, dancing, playing with a frisbee, parachute games or taking part in treasure hunts and nature trails. Other simple ways a group can be active together include cycling, swimming, trampolining, ice skating, gardening or flying a kite.

**Curriculum for Excellence**

As part of Curriculum for Excellence (CfE), schools are expected to work towards providing two hours of good quality physical education for each child every week. The Concordat with local government means that authorities and schools can decide the best way of achieving the experiences and outcomes in a way that meets local needs and circumstances.

OSC services can ensure that children and young people are more active by contributing to the amount of physical activity they participate in daily, helping to accumulate at least 60 minutes of activity. Active Schools and Active Schools Coordinators can support any non-curricular physical activity and this includes activities carried out in OSC.


### SUPPORTING CURRICULUM FOR EXCELLENCE

**Curriculum for Excellence**

Curriculum for Excellence (CfE) provides a framework for education for children and young people from 3-18 years old. The role of OSC services is to support the child’s learning and this can be achieved by complementing the learning within the school environment.

This resource is designed to help staff support the child’s learning through a number of experiences and outcomes within the curriculum. It aims to contribute to the development of children and young people as successful learners, confident individuals, responsible citizens and effective contributors: the four capacities of CfE. In order to achieve these capacities, Learning and Teaching Scotland has established seven principles of curriculum design: Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; and Relevance.

The following diagram shows the capacities and the linked overarching aims from the Health and Wellbeing indicators.
Capacities of the Curriculum

<table>
<thead>
<tr>
<th>successful learners</th>
<th>confident individuals</th>
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<tbody>
<tr>
<td><strong>with</strong></td>
<td><strong>with</strong></td>
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<tr>
<td>&gt; enthusiasm and motivation for learning</td>
<td>&gt; self-respect</td>
</tr>
<tr>
<td>&gt; determination to reach high standards of achievement</td>
<td>&gt; a sense of physical, mental and emotional wellbeing</td>
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<tr>
<td>&gt; openness to new thinking and ideas</td>
<td>&gt; secure values and beliefs</td>
</tr>
<tr>
<td><strong>and able to</strong></td>
<td><strong>and able to</strong></td>
</tr>
<tr>
<td>&gt; use literacy, communication and numeracy skills</td>
<td>&gt; ambition</td>
</tr>
<tr>
<td>&gt; use technology for learning</td>
<td>&gt; relate to others and manage themselves</td>
</tr>
<tr>
<td>&gt; think creatively and independently</td>
<td>&gt; pursue a healthy and active lifestyle</td>
</tr>
<tr>
<td>&gt; learn independently and as part of a group</td>
<td>&gt; be self-aware</td>
</tr>
<tr>
<td>&gt; make reasoned evaluations</td>
<td>&gt; develop and communicate their own beliefs and view of the world</td>
</tr>
<tr>
<td>&gt; link and apply different kinds of learning in new situations</td>
<td>&gt; live as independently as they can</td>
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<tr>
<td></td>
<td>&gt; assess risk and take informed decisions</td>
</tr>
<tr>
<td></td>
<td>&gt; achieve success in different areas of activity</td>
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</tbody>
</table>

To enable all young people to become:

<table>
<thead>
<tr>
<th>responsible citizens</th>
<th>effective contributors</th>
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</thead>
<tbody>
<tr>
<td><strong>with</strong></td>
<td><strong>with</strong></td>
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<tr>
<td>&gt; an enterprising attitude</td>
<td>&gt; respect for others</td>
</tr>
<tr>
<td>&gt; resilience</td>
<td>&gt; commitment to participate responsibly in political, economic, social and cultural life</td>
</tr>
<tr>
<td>&gt; self-reliance</td>
<td>&gt; develop knowledge and understanding of the world and Scotland’s place in it</td>
</tr>
<tr>
<td><strong>and able to</strong></td>
<td><strong>and able to</strong></td>
</tr>
<tr>
<td>&gt; communicate in different ways and in different settings</td>
<td>&gt; understand different beliefs and cultures</td>
</tr>
<tr>
<td>&gt; work in partnership and in teams</td>
<td>&gt; make informed choices and decisions</td>
</tr>
<tr>
<td>&gt; take the initiative and lead</td>
<td>&gt; evaluate environmental, scientific and technological issues</td>
</tr>
<tr>
<td>&gt; apply critical thinking in new contexts</td>
<td>&gt; develop informed, ethical views of complex issues</td>
</tr>
<tr>
<td>&gt; create and develop</td>
<td></td>
</tr>
<tr>
<td>&gt; solve problems</td>
<td></td>
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</tbody>
</table>

Health and Wellbeing is only one of the curriculum areas within CfE. However, establishments will have the freedom to address Health and Wellbeing within the other seven curriculum areas. These are: Sciences, Languages, Numeracy and Mathematics, Expressive Arts, Social Studies, Technologies, and Religious and Moral Education.

The suggested learning contexts on the following pages highlight the cross-curricular links that could be explored under each of the eight curriculum areas. Each demonstrates several of the Health and Wellbeing experiences and outcomes from one of the five levels (Early, First, Second, Third and Fourth and Senior Phase) and under the following three broad headings of Physical Play, Nutrition and Oral Health. Although these activities have been linked to only one of the levels, all can be linked to the curriculum across the five levels. For more information on the CfE, go to the Learning and Teaching Scotland website.
Suggested Learning Context (Early Years Level): **Physical Play**

### Area of Curriculum: Health and Wellbeing

**CfE Experience(s)/Outcome(s)**

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

**HWB 0-19a**

I am developing my movement skills through practice and energetic play.

**HWB 0-22a**

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.

**HWB 0-25a**

### Area of Curriculum: Numeracy and Mathematics

**CfE Experience(s)/Outcome(s)**

I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.

**MNU 0-10a**

In movement, games, and using technology I can use simple directions and describe positions.

**MNU 0-17a**

### Area of Curriculum: Languages (Literacy and English)

**CfE Experience(s)/Outcome(s)**

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

**LIT 0-04a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

**LIT 0-10a**

### Area of Curriculum: Social Studies

**CfE Experience(s)/Outcome(s)**

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

**SOC 0-17a**

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.

**SOC 0-18a**

### Suggested Activities:

Walking, running, rounders, basketball, netball, dodgeball, football, relay games, rip tig, tunnel tig, high five tig, topsy turvey (cones), fitness circuits, Streetdance, Hip Hop, Glee club (drama, dance and singing), scavenger hunts, parachute games, playground games, obstacle courses, orienteering, nature trails, circus skills, Zumba, walk to service and visits to local park/shops/library.


Suggested Learning Context (First Level): **Preparing a Healthy Snack**

### Area of Curriculum: Health and Wellbeing

**CfE Experience(s)/Outcome(s)**

By investigating the range of foods available I can discuss how they contribute to a healthy diet.

**HWB 1-30a**

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks.

**HWB 1-30b**

### Area of Curriculum: Numeracy and Mathematics

**CfE Experience(s)/Outcome(s)**

Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.

**MNU 1-07b**

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.

**MNU 1-11a**

### Area of Curriculum: Languages (Literacy and English)

**CfE Experience(s)/Outcome(s)**

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

**LIT 1-02a**

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.

**LIT 1-04a**

### Area of Curriculum: Social Studies

**CfE Experience(s)/Outcome(s)**

I have participated in decision making and have considered the different options available in order to make decisions.

**SOC 1-18a**

I have developed an understanding of the importance of local organisations in providing for the needs of my local community.

**SOC 1-20a**

### Suggested Activities:

Try the healthy eating activities in the pack, menu design, hygiene discussion and practice in preparing snacks, run a healthy tuck shop, source and use a local food co-op, become a Fair Trade service, shop in local shops for snacks, use ICT to shop online, think about the advertising and marketing of food and drink to children and young people.
**Suggested Learning Context (Second Level):** **Drama - visit to the dentist**

<table>
<thead>
<tr>
<th>Area of Curriculum</th>
<th>Health and Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CfE Experience(s)/Outcome(s)</strong></td>
<td>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</td>
</tr>
<tr>
<td></td>
<td>HWB 2-15a</td>
</tr>
<tr>
<td></td>
<td>By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.</td>
</tr>
<tr>
<td></td>
<td>HWB 2-30a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Curriculum</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CfE Experience(s)/Outcome(s)</strong></td>
<td>By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.</td>
</tr>
<tr>
<td></td>
<td>SCN 2-12a</td>
</tr>
<tr>
<td></td>
<td>I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.</td>
</tr>
<tr>
<td></td>
<td>SCN 2-13a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Curriculum</th>
<th>Languages (Literacy and English)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CfE Experience(s)/Outcome(s)</strong></td>
<td>When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.</td>
</tr>
<tr>
<td></td>
<td>LIT 2-02a</td>
</tr>
<tr>
<td></td>
<td>When listening and talking with others for different purposes, I can share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more.</td>
</tr>
<tr>
<td></td>
<td>LIT 2-09a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Curriculum</th>
<th>Expressive Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CfE Experience(s)/Outcome(s)</strong></td>
<td>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.</td>
</tr>
<tr>
<td></td>
<td>EXA 2-01a</td>
</tr>
<tr>
<td></td>
<td>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.</td>
</tr>
<tr>
<td></td>
<td>EXA 2-14a</td>
</tr>
</tbody>
</table>

**Suggested Activities:**

Role play - use of ICT to book/cancel appointments, develop letters to patients, appointment cards, opening/closing times. Develop and design posters on healthy foods/unhealthy foods. Children to carry out survey on what foods/drinks they eat and drink and what foods they don’t and why, or who has had treatment at the dentist, what sort of treatment and how it made them feel. Plan activities during National Smile Month.
18: **WORKING IN PARTNERSHIP**

**Working with parents and carers**

Parents and carers are the prime educators of their children, however, school and OSC provides an extension to the child’s home life. This is a very important factor to remember when promoting healthy habits within the service. Working with parents/carers, other agencies and children in identifying needs and support is key to a successful partnership. The unique relationship staff have developed with children and parents provides a good foundation for the promotion of healthy choices. Working in partnership with parents can be achieved in many ways and below are a few suggestions.

**Parents**

Parents can help with snacks, packed lunches for outings and promoting healthy messages. Work with parents to take healthy snack messages home and ask them for their feedback.

**Parent enrolment session**

Healthy choice displays, pre-entry information including personal dietary information.

**Parent evenings/open days**

Consider parent activities that would increase awareness of healthy habits and children’s self-help skills.

**Parent workshops**

Consider parent workshops focusing on establishing healthy habits.

**Parent newsletters and leaflets**

Sharing information on healthy choices (using leaflets or the parent prompts provided within this pack).

**Promotional events**

National Smile Month to promote good oral health habits; Farmhouse Breakfast Week to raise awareness of the importance of a healthy breakfast; or develop your own focus, for example, low salt week; fruity Friday; or exotic fruit week.

**Snack menu**

Displayed for parents to view, ask for feedback from parents and children.

**Display boards**

Use to display health promotion materials or showcase health promotion events or campaigns.

**Fundraising opportunities**

Encourage parents to continue to promote the positive health messages embedded in the service.
19: PARENT PROMPTS

This section contains four ‘Parent Prompt’ leaflets:

• Helpful Hints for Healthy Habits – Ideas for Healthy Lunchboxes
• Helpful Hints for Healthy Habits – Happy Healthy Smiles
• Helpful Hints for Healthy Habits – Hygiene and Handwashing
• Helpful Hints for Healthy Habits – A Healthy Diet

The leaflets can be photocopied and given to parents.
Ideas for Healthy Lunchboxes

Helpful Hints For Healthy Habits
It's easy to get stuck in a rut with lunchboxes, especially if children insist on having the same sandwich filling day after day. Changing a few items in a lunchbox over the course of a week can help to provide a range of important nutrients and encourage children to try new foods.

With a little careful planning, a healthy lunchbox can be prepared in just a few minutes. Don't forget that the contents of a lunchbox have to survive until the middle of the day or even after school and by that time it may have been dropped a few times! There are many novelty lunchboxes and bags to choose from, but remember a plain plastic box with a cool pack does the job just as well.

• Sandwiches are an easy choice for a packed lunch. To give a little variety, try different breads and rolls such as wholemeal, granary, poppy seed, pitta bread, bagels and baps. Try some breadsticks or crackers too.
• For sandwich fillings, include ham, turkey, chicken, fish, cheese, ham, bacon, eggs, mayonnaise or salad cream. Include ham, bacon, eggs, mayonnaise or salad cream, but avoid too much mayonnaise or salad cream, as these are high in fat.
• For a drink include semi-skimmed or skimmed milk or water. Small contents of pure fruit juice are easy to transport but remember this should be consumed at the end of the day or at home.
• Home-made pasta and rice salads are ideal for packed lunches.
• Include some chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes.
• For a dessert include milk-based puddings such as yoghurt, home-made rice pudding or fruit 
  juice.
• Choose fruit scones, pancakes or fruit loaf as a healthier alternative to sweets and chocolate.
• For more information please see your copy of the Healthy Eating Policy.

pocket lunches.

• Sandwiches are an easy choice for a packed lunch.
• Include some chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes.
• Include some chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes.
• Include some chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes.
• Include some chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes.
• Include some chopped raw vegetables such as carrots, cucumber, peppers or cherry tomatoes.
Helpful Hints For Healthy Habits

Happy Healthy Smiles
Snacks and Drinks

When the child wants to eat,
try not to give them food that's sweet;
it's better to give instead
vegetables, crackers, fruit or bread.
Keep puddings and sweets
as mealtime treats;
if used as a snack, they will turn teeth black.

When they're dry and want a drink
don't give juice, please stop and think,
child or young person, son or daughter
it's best to stick to milk or water.

Try to reduce the amount and frequency of sugar
by your dental health professional.

Register your child with a dentist as soon as possible.

It's best to stick to milk or water
child or young person, son or daughter
Don't give juice, please stop and think,
when they're dry and want a drink
they will turn teeth black.
If used as a snack,
Vegetables, crackers, fruit or bread.
It's better to give instead
mealtimes.
Keep puddings and sweets
as mealtime treats.

www.child-smile.org

Childsmile is a national programme funded by the Scottish Government. Further information on the health of children in Scotland is available on the website. Further information on the health of children in Scotland is available on the website.
Wash your hands with soap and water 
Every single day, 
Before you eat your food 
or when you’ve just been out to play. 
Wash your hands with soap and water 
Every chance you get, 
If you’ve just used the toilet 
or touched or clapped your pets. 
Don’t forget to wash your hands 
If you should cough or sneeze, 
Cause soap and water on your hands 
Will help to stop disease. 

Children learn by watching the adults around them. 

Hand Hygiene and You or look for the Children’s 
Visit www.washyourhandsforall.com and click on 
For more information on hygiene and handwashing 

Hand Hygiene 

You can prevent the spread of common communicable infections such as colds andummy bugs. 
Example, good hand hygiene in children will help to prevent illness in other family members. 

Frequent hand washing is one of the single most effective ways we can do to help to reduce the spread of infections and prevent illness. 
For example; before preparing food or sitting down to eat. 
After touching pets or handling rubbish and after going to the toilet or changing nappies. 

Children learn by watching the adults around them. 

Remember always wash your hands: 
• after going to the toilet or changing nappies, 
• after touching pets or handling rubbish, and 
• before preparing food or sitting down to eat.
A Healthy Diet

Helpful Hints For Healthy Habits
Healthy eating doesn't mean missing out all the foods we enjoy. It is the balance of foods in our diet that is the most important thing. Encourage your child to eat a wide range of foods as possible. If the balance of foods in our diet is the healthiest thing.
NHS Lanarkshire has a well-stocked health improvement library for use by anyone who lives, studies or works in the Lanarkshire area. The library provides a full lending service of books, videos, DVDs, activity packs, puppets, toys, jigsaws, teaching packs and equipment on all aspects of health education and health promotion including nutrition and oral health. In addition, a range of leaflets and posters are also available to order free of charge. Please note that orders take up to 10 working days for completion.

For a comprehensive list of resources, further information or to check availability please contact the Health Improvement Library (opening hours Mon–Fri 9am–5pm).

Health Improvement Library
Law House
Airdrie Road
Carluke
ML8 5ER

Email: Library.hp@lanarkshire.scot.nhs.uk
Tel: 01698 377600
Local Contacts

Childcare Information Service (SLC)
SLC Education Resource Service
Floor 5
Almada Street
Hamilton
ML3 0AE
Tel: 01698 454 102

Environmental Services Department (SLC)
Atholl House
Churchill Avenue
East Kilbride
G74 1LU
Tel: 0845 740 6080

Family Information Service (NLC)
Kildonan Street
Coatbridge
ML5 3BT
Tel: 01236 812 281

Head of Oral Health Education
Salaried Primary Care Dental Services
NHS Lanarkshire
Blantyre Health Centre
64 Victoria Street
Blantyre
G72 0BS
Tel: 01698 727 861

Lanarkshire Community Food and Health Partnership
Unit 7, Strathclyde Business Park
391 Langmuir Road
Bargeddie
G69 7TU
Tel: 0141 771 9043

Environmental Services Department (NLC)
Food Safety Section
Fleming House
2 Tryst Road
Cumbernauld
G67 1JW
Tel: 01236 616 469

National Contacts

British Dental Health Foundation
Smile House
2 East Union Street
Rugby
CV22 6AJ
Tel: 01788 539 793
Email: mail@dentalhealth.org
Web: www.dentalhealth.org

British Dietetic Association
5th Floor, Charles House
148/9 Great Charles Street
Queensway
Birmingham
B3 3HT
Tel: 0121 200 8080
Email: info@bda.uk.com
Web: www.bda.uk.com

British Heart Foundation Scotland
Ocean Point One
94 Ocean Drive
Edinburgh
EH6 6JH
Tel: 0131 555 5891
Email: commfund@bhf.org.uk
Web: www.bhf.org.uk

British Heart Foundation Scotland
Ocean Point One
94 Ocean Drive
Edinburgh
EH6 6JH
Tel: 0131 555 5891
Email: commfund@bhf.org.uk
Web: www.bhf.org.uk

British Nutrition Foundation
High Holborn House
52–54 High Holborn
London
WC1V 6RQ
Tel: 020 7404 6504
Email: postbox@nutrition.org.uk
Web: www.nutrition.org.uk
Useful Contacts and Further Reading

Caroline Walker Trust
22 Kindersley Way
Abotts Langley
Herts
WD5 0DQ
Tel: 01923 445 374
Email: info@cwt.org.uk
Web: www.cwt.org.uk

Coeliac UK
1 Saint Colme Street
Edinburgh
EH3 6AA
Tel: 0131 220 8342
Email: helpline@coeliac.org.uk
Web: www.coeliac.org.uk

The Dairy Council
93 Baker Street
London
W1U 6QQ
Tel: 020 7467 2629
Email: info@dairycouncil.org.uk
Web: www.milk.co.uk

Diabetes UK Scotland
The Venlaw
349 Bath Street
Glasgow
G2 4AA
Tel: 0141 245 6380
Email: scotland@diabetes.org.uk
Web: www.diabetes.org.uk/In_Your_Area/Scotland/

Food Standards Agency Scotland
6th Floor, St Magnus House
25 Guild Street
Aberdeen
AB11 6NJ
Tel: 01224 285 100
Email: scotland@foodstandards.gsi.gov.uk
Web: www.food.gov.uk/scotland/

Learning and Teaching Scotland
The Optima
58 Robertson Street
Glasgow
G2 8DU
Tel: 08700 100 297
Web: www.ltscotland.org.uk

NHS Health Scotland
Woodburn House
Canaan Lane
Edinburgh
EH10 4SG
Tel: 0131 536 5500
Email: general_enquiries@health.scot.nhs.uk
Web: www.healthscotland.com

Scottish Food and Drink Federation
4a Torphichen Street
Edinburgh
EH3 8JQ
Tel: 0131 229 9415
Email: generalenquiries@fdf.org.uk
Web: www.sfdf.org.uk
22: BIBLIOGRAPHY


Making the case for UK Physical Activity Guidelines for Early Years: Recommendations and draft summary statements based on the current evidence (2009)


**APPENDICES**

**Appendix 1: Portion Sizes**

Childcare providers will be catering for children and young people of varying ages and stages. Children’s energy requirements, nutritional needs and appetites are dependant on a number of factors, including age, gender and activity levels.

Children should be encouraged to fill up on healthier snacks when they are hungry, for example, starchy foods (which are naturally low in fat) and fruits and vegetables. However, staff should not allow children to overeat. Foods high in fat, sugar and salt e.g. cakes, biscuits, confectionery and crisps should be eaten sparingly and children should always be encouraged to be as physically active as possible. The table below provides a guide to portion sizes for children and young people.

<table>
<thead>
<tr>
<th>Fruit and vegetables</th>
<th>Portion size 5–11 year olds</th>
<th>Portion size 12–18 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large fruit e.g. melon, pineapple</td>
<td>Half-one slice</td>
<td>One slice</td>
</tr>
<tr>
<td>Medium-size fruit e.g. apples, pears, oranges, bananas, peaches</td>
<td>Half-one fruit</td>
<td>One fruit</td>
</tr>
<tr>
<td>Small-size fruit e.g. satsumas, tangerines, kiwis, plums, apricots</td>
<td>One-two fruits</td>
<td>Two fruits</td>
</tr>
<tr>
<td>Very small fruits e.g. grapes, strawberries, raspberries, blackberries, blueberries, cherries</td>
<td>Half-one cup</td>
<td>One cup</td>
</tr>
<tr>
<td>Dried fruit e.g. raisins, sultanas, apricots</td>
<td>Half-one heaped tbsp</td>
<td>One heaped tbsp</td>
</tr>
<tr>
<td>Fresh fruit salad, fruit canned in juice, stewed fruit</td>
<td>Two-three heaped tbsp</td>
<td>Three heaped tbsp</td>
</tr>
<tr>
<td>Salad</td>
<td>Half a dessert bowl</td>
<td>One dessert bowl</td>
</tr>
<tr>
<td>Raw vegetables e.g. cherry tomatoes, cucumber, peppers, carrots</td>
<td>Two-three heaped tbsp</td>
<td>Three heaped tbsp</td>
</tr>
<tr>
<td>Fruit juice (counts as a maximum of one portion a day, however much you drink)</td>
<td>150 ml glass</td>
<td>150 ml glass</td>
</tr>
</tbody>
</table>

Adapted from Hungry for Success: A whole school approach to school meals in Scotland (2002)
<table>
<thead>
<tr>
<th>Other foods</th>
<th>Portion size 5–11 year olds</th>
<th>Portion size 12–18 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoghurt</td>
<td>Small pot (100–125 g)</td>
<td>Small pot (125–150 g)</td>
</tr>
<tr>
<td>Bread</td>
<td>One-two slices</td>
<td>Two slices</td>
</tr>
<tr>
<td>Homemade soup</td>
<td>170–220 g (Only half-one slice of bread should be served as an accompaniment to soup)</td>
<td>300 g (Only one-two slices of bread should be served as an accompaniment to soup)</td>
</tr>
<tr>
<td>Homemade pizza</td>
<td>Half-one slice</td>
<td>One-two slices</td>
</tr>
<tr>
<td>Breakfast cereal</td>
<td>Half-three quarters full bowl (30–40 g)</td>
<td>Half-three quarters full bowl (35–45 g)</td>
</tr>
<tr>
<td>Plain popcorn</td>
<td>One small packet (25 g)</td>
<td>One small packet (25 g)</td>
</tr>
<tr>
<td>Lower fat crisps</td>
<td>One small packet (25 g)</td>
<td>One small packet (25 g)</td>
</tr>
<tr>
<td>Pasta (cooked weight)</td>
<td>80–120 g</td>
<td>180 g</td>
</tr>
<tr>
<td>Jacket potatoes</td>
<td>120–170 g</td>
<td>250 g</td>
</tr>
<tr>
<td>Chips</td>
<td>70–100 g</td>
<td>150 g</td>
</tr>
<tr>
<td>Bread: sliced, rolls, French stick</td>
<td>45–65 g</td>
<td>100 g</td>
</tr>
<tr>
<td>Drinking milk</td>
<td>200 ml</td>
<td>300 ml</td>
</tr>
<tr>
<td>Cheese (served in a salad, baked potato, sandwich or with biscuits)</td>
<td>30–40 g</td>
<td>50 g</td>
</tr>
<tr>
<td>Scotch pies, bridies, sausage rolls, Cornish pasty, encased meat pastry pies, quiche, cold pork pie (e.g. Melton Mowbray)</td>
<td>80 g</td>
<td>110 g</td>
</tr>
<tr>
<td>Breaded or battered shaped chicken and turkey products, e.g. nuggets, goujons, burgers</td>
<td>60–80 g</td>
<td>120 g</td>
</tr>
<tr>
<td>Pizza</td>
<td>80–120 g</td>
<td>160 g</td>
</tr>
<tr>
<td>Cakes, muffins, sponges, fairy cakes, scones, sponge puddings, doughnuts, cookies, tray-bakes</td>
<td>40–50 g</td>
<td>65 g</td>
</tr>
<tr>
<td>Ice cream</td>
<td>60–80 g</td>
<td>100 g</td>
</tr>
</tbody>
</table>

Adapted from *Hungry for Success: A whole school approach to school meals in Scotland* (2002)
### Appendix 2: Function and Sources of Key Vitamins and Minerals

Adapted From ‘Catering for Health: A guide for teaching healthier catering practices’
Food Standards Agency Scotland & Scottish Executive (2006)

<table>
<thead>
<tr>
<th>VITAMIN</th>
<th>FUNCTION</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAT-SOLUBLE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Maintains and repairs tissues, needed for growth &amp; development. Essential for immune system &amp; vision</td>
<td>As retinol (pre-formed vitamin A) milk, fortified margarines, cheese, egg, liver, oily fish (pilchards, sardines, herrings, tuna) As carotene (converted to vitamin A by the body) carrots, tomatoes, green leafy vegetables, peppers, mango, apricots, melon</td>
</tr>
<tr>
<td>D</td>
<td>Essential for bones &amp; teeth, promotes absorption of calcium from food</td>
<td>Fortified margarines &amp; spreads, oily fish, fortified breakfast cereals</td>
</tr>
<tr>
<td>E</td>
<td>Antioxidant vitamin which helps prevent damage to cells</td>
<td>Green leafy vegetables, margarine, whole grain cereals, eggs</td>
</tr>
<tr>
<td>K</td>
<td>Essential for blood clotting</td>
<td>Dark green vegetables especially cabbage, Brussels sprouts &amp; spinach</td>
</tr>
<tr>
<td><strong>WATER-SOLUBLE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1 (thiamin)</td>
<td>Involved in release of energy from carbohydrates &amp; fat, needed for brain &amp; nerve function</td>
<td>Potatoes, bread, fortified breakfast cereals, milk, dairy products, meat &amp; poultry</td>
</tr>
<tr>
<td>B2 (riboflavin)</td>
<td>Involved in release of energy from carbohydrate, fat &amp; protein, needed for growth</td>
<td>Milk &amp; dairy products, liver, fortified breakfast cereals, meat &amp; poultry</td>
</tr>
<tr>
<td>B3 (niacin)</td>
<td>Same as B2</td>
<td>Meat &amp; poultry, fortified breakfast cereals, fish, potatoes</td>
</tr>
<tr>
<td>B6 (pyridoxine)</td>
<td>Protein metabolism, formation of healthy blood &amp; nervous system</td>
<td>Meat, milk, potatoes, fortified breakfast cereals</td>
</tr>
<tr>
<td>B12 (cyanocobalamin)</td>
<td>Production of red blood cells, involved in nervous system</td>
<td>Meat, milk, dairy products, fish, eggs, fortified breakfast cereals, yeast extract</td>
</tr>
<tr>
<td>FOLATE</td>
<td>Production of red blood cells, reduces risk of neural tube defects e.g. spina bifida in early pregnancy</td>
<td>Green leafy vegetables especially Brussels sprouts, spinach, green beans, potatoes, oranges, melon</td>
</tr>
<tr>
<td>C</td>
<td>Helps wound healing &amp; iron absorption, needed for formation of bones, muscle &amp; blood vessels, antioxidant vitamin</td>
<td>Fruits especially citrus fruit – oranges, blackcurrants, strawberries, green vegetables, potatoes</td>
</tr>
</tbody>
</table>
Appendix 3: Food Labelling

Food labels now contain a vast amount of information relating to food safety and nutrition, which can be confusing to some consumers. The information below aims to make reading food labels easier for staff, parents and carers.

Use by
‘Use by’ dates are usually found on perishable foods, which tend to go off quickly, such as milk, soft cheese, yoghurt, ready-prepared salads and meat and poultry. Generally, food with a ‘use by’ date should be kept in the fridge. Do not use any food or drink after the end of the ‘use by’ date shown on the label. Even if it looks and smells fine, it may be harmful and cause food poisoning.

Best before
Foods with a ‘best before’ date tend to last for longer, for example, canned, frozen or dried foods. It should be safe to eat food after the ‘best before’ date has passed; however, the food will no longer be at its best and may have lost some of its flavour or texture.

Eggs should not be used after the ‘best before’ date because they can contain salmonella bacteria which may start to multiply after the ‘best before’ date.

Storage instructions
It is important to follow the storage instructions shown on the label, as this will ensure that the food lasts until the ‘use by’ date. This may include terms such as ‘keep refrigerated’.

Preparation and cooking instructions
To enjoy food and avoid food poisoning, it is important to follow the preparation and cooking instructions which are shown on the label. This will ensure food is cooked thoroughly and any harmful bacteria are killed. This may include instructions such as defrosting times.

Ingredients list
All of the ingredients present in a food or drink will be listed in descending order (by weight) with the biggest ingredient first.

Nutrition information panel
The nutrition information panel will display information about the nutritional value of the product. Some labels provide information on four key areas – energy, protein, carbohydrate and fat. Other labels provide more information and include – energy, protein, carbohydrate, (of which is sugar), fat, (of which is saturated fat), fibre and sodium (salt). Nutrients will be given per 100 g and often per pack size too. If you want to compare two similar products, compare the nutrient values per 100 g.

Criteria to allow consumers to more easily identify products which are high or low in a particular nutrient has been developed. This is a useful guide for consumers and is set out below:
### High (per 100 g)
- 20 g of fat or more
- 5 g of saturated fat or more
- 15 g of sugar or more
- 0.6 g of sodium or more (1.5 g salt)

### Low (per 100 g)
- 3 g of fat or less
- 1.5 g of saturated fat or less
- 5 g of sugar or less
- 0.1 g of sodium or less (0.3 g salt)

If quantities fall between these figures, then this would be a moderate amount.

#### Hidden sugars
Parents should be advised to look out for the hidden sugars in foods and drinks. The common ones are sucrose (refined from beet and cane), glucose, maltose (from many foods) and fructose (from fruit).

The following sugars are added to some foods and drinks during processing and have the potential to cause tooth decay:

- Dextrose; maltose; invert sugar; hydrolysed starch; glucose; sucrose; lactose; fructose; glucose syrup.

Also, look out for the following products, which are basically a mixture of sugars:

- Brown sugar; treacle; maple & golden syrup; honey.
Appendix 4: **Food Additives**

A food additive is a substance which has been intentionally added to food for a specific function, for example, to preserve, flavour or colour the food. All food additives (natural and artificial) go through rigorous safety testing to ensure they are both necessary and safe, and must comply with European Union legislation. A food additive which has been approved for use in the European Union will have an E number. Most food additives must be included either by name or by E number in the ingredients list on the food label.

Some people can have an adverse reaction to certain additives, just as some people react to certain types of food. People who react to additives are likely to have asthma or other allergies already. Reactions to additives can bring on an asthma attack or cause urticaria (nettle rash).

The types of additives most likely to be found in food are listed below.

**Antioxidants**
Antioxidants make food last longer by stopping fats, oils and certain vitamins from combining with oxygen in the air, and becoming rancid. Vitamin C (ascorbic acid or E300) is one of the most common antioxidants used in food.

**Preservatives**
Preservatives stop food going off, resulting in a longer shelf-life. Sulphur dioxide, nitrite and nitrate are examples of preservatives, along with more traditional types, such as sugar, salt and vinegar.

**Colours**
Colours are used to replace the natural colour lost during food processing and storage, or to make food products a consistent colour. Some people think this makes food more attractive. Certain combinations of some artificial food colours have been linked to a negative effect on children’s behaviour: sunset yellow (E110), quinoline yellow (E104), carmoisine (E122), allura red (E129), tartrazine (E102), and ponceau 4R (E124). These colours are used in soft drinks, sweets and ice-cream. If a child shows signs of hyperactivity or Attention Deficit Hyperactivity Disorder (ADHD), these additives should be avoided as this may help improve behaviour.

**Emulsifiers and Stabilisers**
Emulsifiers and stabilisers give food a consistent texture and are used in foods, including low fat spreads. Emulsifiers help mix ingredients together that would normally separate, such as oil and water. Stabilisers help stop these ingredients from separating again.

**Flavour Enhancers and Flavourings**
Flavour enhancers are used to bring out the flavour in food. An example of a flavour enhancer would be monosodium glutamate (MSG or E621) which is added to processed foods like sauces, soups and sausages. Flavourings are added to a wide range of foods in small amounts, to give a particular taste or smell. Flavourings do not have E numbers but an ingredients list will say if flavourings have been used.
Sweeteners

Sweeteners are often used instead of sugar as they are lower in calories and safer for teeth. Sweeteners are commonly found in fizzy drinks, yoghurt and chewing gum. Intense sweeteners are many times sweeter than sugar and are therefore only required in very small amounts: aspartame (E951), saccharin (E954) and acesulfame-K (E950). Bulk sweeteners, such as sorbitol (E420), have about the same sweetness as sugar and are therefore used in similar amounts to sugar.
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