

# Our Healthy Year

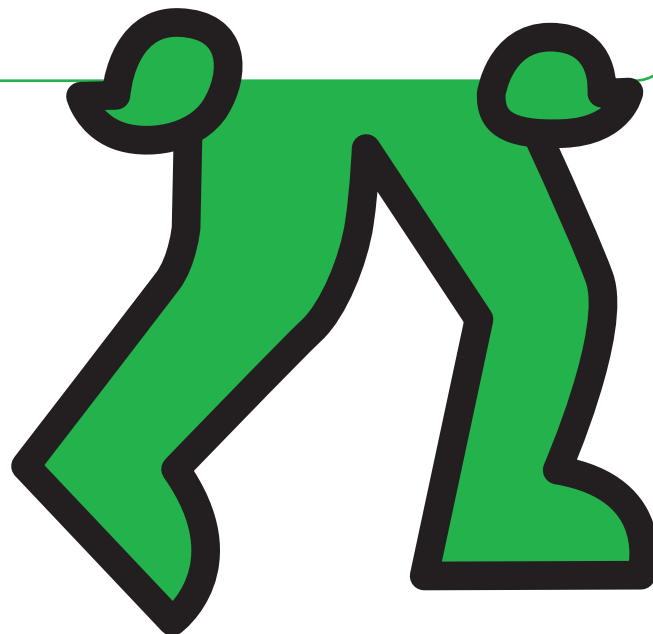
Year 6 teacher toolkit



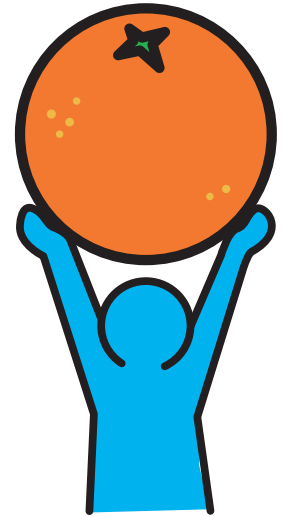
Building healthy habits in Year 6 pupils during the school year in which they are weighed and measured

# Benefits for schools

- ✓ Simple ideas for building healthy activity into everyday class routines.
- ✓ Flexible, curriculum-linked activity ideas.
- ✓ Ideas and activities can be adapted for a range of abilities and settings.
- ✓ Helps schools meet statutory duties to promote children's health and wellbeing, and help them understand how to keep themselves healthy (Ofsted School inspection handbook, personal development, behaviour and welfare).



# Our Healthy Year



## Introduction

These days modern life can mean that we are a lot less active.

It is imperative that children learn from an early age about the importance of healthy eating and active lifestyles so that they can carry this knowledge with them throughout their lives.

Most Year 6 children are weighed and measured through the National Child Measurement Programme (NCMP). Our Healthy Year will help you to make the NCMP part of a whole year of fun, healthy curriculum-linked activity and, in doing so, support parents who are looking for ideas to help live healthier lives.

### Childhood obesity

- Over one third of Year 6 children are overweight or obese.
- Overweight or obese children are more likely to become overweight adults and more at risk of health issues such as type 2 diabetes, some cancers and heart disease.

Year 6 provides an excellent opportunity to reinforce healthy habits because:

- pupils are preparing to go to into secondary school where they will have more independence
- it is the busiest and often the most stressful time of the pupils' primary school life with preparation for SATs, school productions and responsibility within the school
- it coincides with the onset of puberty for many pupils
- in Year 6, parents receive feedback about their child's weight through the NCMP and may be looking for support in this area
- a healthy diet and physical activity has a direct link to well-being.

We hope you and your class enjoy using these resources to reinforce healthy habits in Year 6.

Find out how to get started and plan your healthy year on page 4.

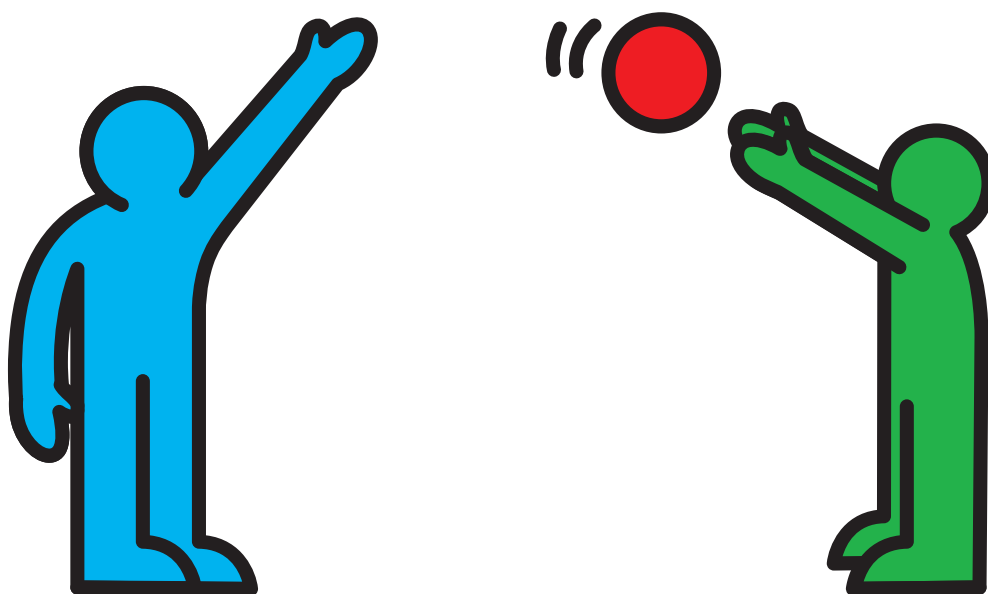
To find out more search NCMP on [www.gov.uk](http://www.gov.uk)

# Getting started

The list below provides an overview of the toolkit so you can see at a glance the range of ideas for embedding Our Healthy Year.

You can run Our Healthy Year activity over a whole year, or over a shorter period – a term, a month or even a week. However, the longer you can keep it going the better because embedding ideas over time will be the key to changing behaviours.

- Decide how to introduce **Our Healthy Year to pupils** (page 6).
- Choose your **Our Healthy Year activities** (page 7–13). You may wish to choose a topic each month.
- **Find out when your class will be measured.** Your school nurse will advise on timescales and the process in your area. They may also provide resources to explain the NCMP to children and parents before the measurement takes place, or offer follow-up advice and support (face to face or via a feedback letter to parents).
- Decide how to **get parents involved** – they are integral to making Our Healthy Year a success (page 14).
- Think about how to **celebrate your healthy year** (back cover).





## Additional online resources

This toolkit includes a range of activity ideas (pages 7–13). Some of the activities require supporting **printed and online resources** which are **referenced in the activities in red**. To download online resources and order stickers search **Change4Life/schools**.

Here is a full list of the Our Healthy Year resources for Year 6 teachers:

### Classroom activity sheets:

- Nutrition information panel cards
- Feed a family pupil challenge
- Feed a family cards
- Sugar ranking cards
- Healthy minds timetable

### Presentations:

- Our Healthy Year presentation
- Food labels presentation

### Ideas for teachers:

- Inspiration for the whole school
- Nutrition information sheet for teachers

### Take-home resources:

- Introduction to Our Healthy Year for parents template letter
- Our Healthy Year challenges:
  - Challenge sheets
  - Passport

### Celebration certificate

### Our classroom charter poster

## Reception resources

Our Healthy Year resources are also available for Reception pupils, who are settling into primary school and establishing new habits, and will also be measured as part of the NCMP.

# Introduce Our Healthy Year to pupils

We have set out some ideas for how to introduce Our Healthy Year to your pupils, and make sure that they have a good understanding of what a healthy lifestyle means. This will provide a solid foundation for all the other activities in this toolkit.

## Introductory presentation

- Use the editable 'Our Healthy Year presentation' to describe healthy lifestyles to your pupils and tell them about Our Healthy Year.
- Introduce the 'Our Healthy Year challenges' (download [Take-home resources](#)) if you would like pupils to put their learning into practice at home (page 15).

## Our Healthy Year pledges

- Use the [Our classroom charter poster](#) to record five ways that the class is going to try to be healthier this year. You could display the poster in the classroom and check in regularly to see how pupils are doing.





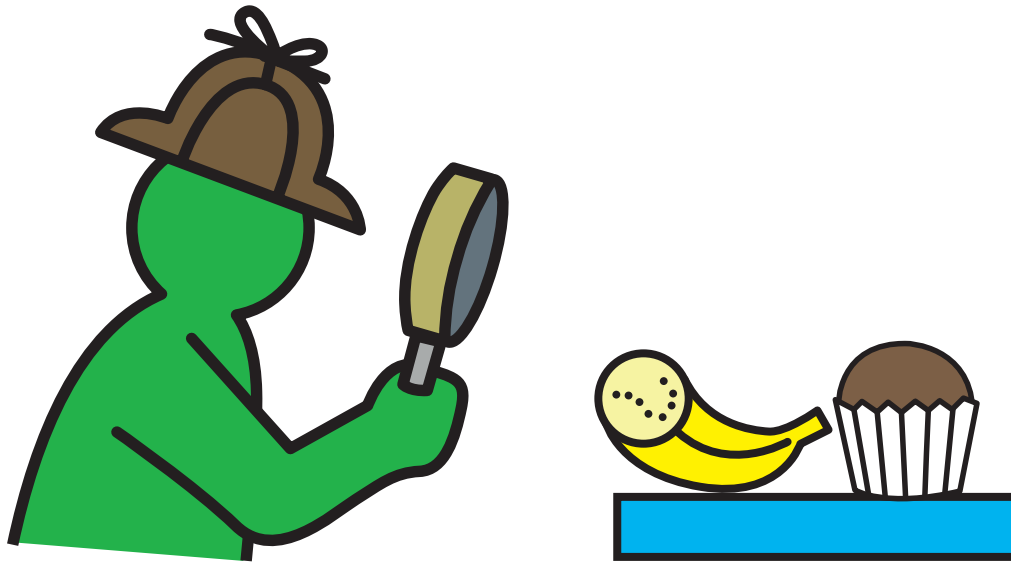
## Curriculum-linked activity ideas

Spreading Our Healthy Year activities throughout the year and the curriculum will really help your pupils to establish healthy habits.

Choose from the following activities to build your own healthy year's worth of activity:

- You'll find curriculum-linked activities on pages 7–13.
- Take a look at 'Inspiration for the whole school' (download **Ideas for teachers**) and think about using some of the whole-school activities suggested on the final page.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in the curriculum-linked activities in this toolkit.



## Know your nutrients

**Activity summary:** Pupils play a game with partners to help them read the nutrition information on food and explore the nutritional value of different types of food.

**Topic:** Science (Animals, including humans)  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Intended Outcome:** To understand how to read the nutrition information on food packs and how this can impact on your dietary choices.

**Preparation:** You may find it useful to read the 'Nutrition information sheet for teachers' (download [Ideas for teachers](#)).

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- Do pupils ever look at the labels on food? Why / why not?
- Run through the 'Food labels presentation' (download [Presentations](#)).

### Activity 1

- Download the [Classroom activity sheets](#) and give pupils the 'Nutrition information panel cards' and ask them to cut out the 27 cards.
- Ask pupils to play a game with a partner in the style of a Top Trumps game:
  - Player 1 chooses a category (either fat, sugar or salt), and reads out the value on the card on the top of their pack.
  - Player 2 reads out the equivalent value on the card on the top of their pack.
  - Whoever has the lowest value wins the card and chooses the next category.
  - The pupil with the most cards after five minutes wins the game.

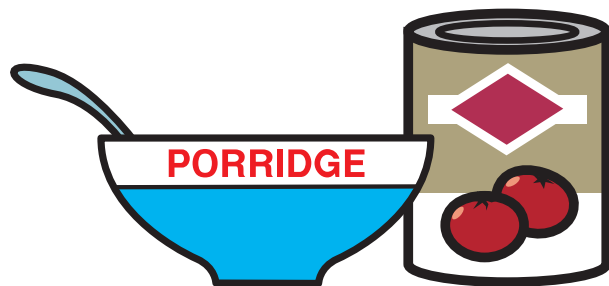


Before playing, make sure that pupils understand that:

- although in this game the winning cards have lower salt, sugar and fat values, some fats are needed in the body and it is saturated fats that should be limited more carefully
- even if a food is low in one of the categories, it may be high in some of the others, and therefore not a healthy choice – for example, cake may be low in salt, but is high in fat and sugar
- although the information is given per 100g, we often eat more or less than this amount depending on what the food is, but it is helpful for comparing.

## Activity 2

- Download the **Classroom activity sheets** and hand out the six anonymous ‘Nutrition information panel cards’ from the set provided (note that they are numbered).
- Ask pupils to compare and contrast the food labels. Draw attention to the differences in levels of salt, sugar etc. and ask them to work out which one is the healthier food and why.
- Some foods contain added sugar which we want to eat less of. There are some foods, e.g. fruit, which can also be high in sugar. This isn’t added sugar, so fruit is still good for you although remember to keep fruit juice and dried fruit to mealtimes.
- Reveal to pupils the food from which the labels have been taken by handing out the six picture cards and asking them to try to match up the foods to the labels.
- Reveal the answers and discuss what the surprising numbers are. The answers are:
  1. Cheese and tomato pizza
  2. Fish fingers
  3. Chocolate cake with filling and icing
  4. Can of tomato soup
  5. Banana
  6. Porridge



## Activity 3

- Discuss with pupils:
  - What have they found out?
  - What has surprised them?
  - Will this information affect their choices in future?

## Extension

- Now that pupils have looked at typical values per 100g, provide or encourage pupils to bring in some real food labels to investigate the sugar and salt levels in individual items such as a single biscuit.

Search [Change4Life/schools](https://www.change4life.org.uk/schools) to find the Our Healthy Year supporting resources referred to in the curriculum-linked activities in this toolkit.



## Feed a family

**Activity summary:** Pupils get into groups and create a healthy meal plan for a family, working to a set budget.

**Topic:** Maths (Number – addition, subtraction, multiplication)  
Science (Animals, including humans)  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Intended Outcome:** To budget, plan and present a menu to feed a family of four, taking into account health and budget.

This task can be as small and contained or as large as you wish, depending on time available.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- Run through the 'Food labels presentation' (download [Presentations](#)).
- Divide the class up into groups of three or four.
- Download the [Classroom activity sheets](#) and hand out the 'Feed a family cards' and the 'Feed a family pupil challenge'.
- Run through their task – to feed the whole family the healthiest food possible for the least amount of money. They must plan all the family's meals for a weekend on a budget of £20. They can use up all the budget but they can't go a penny over it.



## Main activity

- Ask pupils to search **Change4Life** and choose from healthy recipes online.
- They can use a supermarket website to find out the price of their ingredients.
- For each meal, they should record:
  - ingredients
  - cost
  - breakdown of the nutritional content per serving.
- They may find the Eatwell Guide at **Change4Life/schools** a useful reference (make sure that pupils understand that you don't need to achieve this balance with every meal but try to get the balance right over a day or even a week).
- Once pupils have created their meal plans, return to the information on reference intakes (RIs) in the 'Food labels presentation'. How does their meal plan compare?
- Make sure that pupils understand that the reference intakes are based on the needs of an average adult woman, and that actual nutrition requirements will vary according to age, sex, metabolism and levels of physical activity, among other things.

## Differentiation

- To make the activity more challenging, ask pupils to find or create their own recipes, and check their nutritional content using the Explore food – Nutritional analysis tool for schools: [explorefood.foodafactoflife.org.uk](https://explorefood.foodafactoflife.org.uk)

## Extension

1. Ask pupils to imagine that two family members are vegetarian and another has a nut allergy. What would they need to change in their planning to take this into account? Do these changes impact on their budget? How?
2. Pupils could cook or prepare a healthy recipe from the **Change4Life** website.

Search **Change4Life/schools** to find the Our Healthy Year supporting resources referred to in the curriculum-linked activities in this toolkit.



## Be sugar smart

**Activity summary:** Pupils are challenged to rank food and drinks according to which they think are the most and least healthy.

**Topic:** Science (Working scientifically)

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

**Intended Outcome:** To understand that too much sugar is detrimental to health and to represent findings in a series of graphs and tables.

Search [Change4Life/schools](https://www.change4life/schools) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- Organise pupils into groups of three.
- Present each group with the 'Sugar ranking cards' from the **Classroom activity sheets**.
- Ask pupils to rank them from most to least sugary.
- They should record these rankings.
- Did pupils get the ranking correct? Does anything surprise them?

### Main activity

- Complete the Drink Rethink activity from the Food Detectives KS2 toolkit: Search [Change4Life/schools/healthyeating](https://www.change4life/schools/healthyeating).
- Complete 'Lola's sugar swap week' from the **Classroom activity sheets**, by estimating how much sugar Lola can cut out by switching sugary drinks for water.



## Eat well and move more for a healthy mind

**Activity summary:** Pupils build eating well and moving more into a class timetable for a busy week, for example SATs week, to help improve their wellbeing.

**Topic:** SMSC (Enjoy learning about oneself)  
Science (Animals, including humans)  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Intended Outcome:** To understand that the way we treat our bodies, especially during times of stress, can have both positive and negative impacts on how we feel.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- What does the word 'relaxed' mean?
  - Does it just refer to the body?
  - How can it refer to the mind?
- What does it mean to become stressed?
  - What sorts of things make people stressed?
  - What changes in your body/feelings when you are stressed?
  - How does this affect your life?
- How do people counteract these feelings?
  - Eat well
  - Move more
  - Take time out
  - Have fun
  - Do something different
  - Sleep well
- What ideas do you have for how to be more relaxed at school?

### Main activity

- Present the class with a 'Healthy minds timetable' from the **Classroom activity sheets**.
- Inform the class that they need to build eating well and moving more into the week – it's completely up to them what they do. The caveat is that these activities need to be appropriate to the school day.
- The class will then be asked to choose a winning timetable which will then be followed for the chosen week.



# Engaging parents

The importance of delivering the healthy eating and activity message goes beyond the classroom so it's vital to get parents involved as they are the ones who make most of the food and activity choices for children at this age. It is through this that you will make most difference to your pupils' health.

## Introducing parents to Our Healthy Year

If you can, let parents know that pupils will be taking part in a year (or other period) of healthy activity. Tell them about what you'll be doing in class and how they can get involved, for example through taking part in the 'Our Healthy Year challenges' (see page 15).

You can adapt and use the 'Introduction to Our Healthy Year for parents template letter' (download [Take-home resources](#)), in several ways:

- by putting a letter in book bags
- through parent talks on puberty or sex education
- through ParentMail or through the school newsletter or website.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

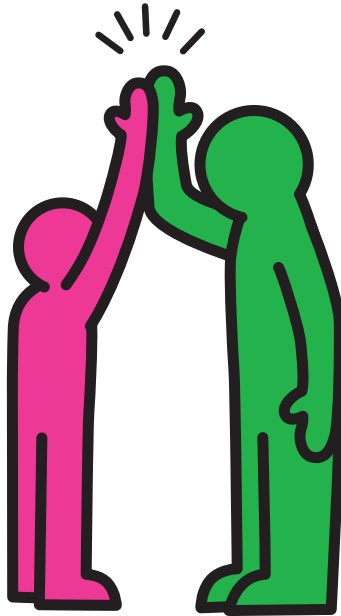
## Other ways to engage parents

### Eating well

Ask parents to search [Change4Life/recipes](#) and choose their favourite healthy recipe. You could start a class recipe book or put them on the school website, and choose a healthy recipe of the week. You could arrange for parents to visit your classroom as cooking lesson helpers or leaders.

### Moving more

Invite parents to come along to a PE class to learn some new games and activities for the weekends or holidays.



## Our Healthy Year challenges

Challenge your pupils to put their learning into practice at home and school with the ten flexible 'Our Healthy Year challenges' (download [Take-home resources](#)).

### 1. Choose which challenges to set

Ideally, choose a challenge for each month, spreading them out over the whole year. This will help healthy eating and moving more to become really embedded in children's lives.

Alternatively, choose a challenge for each week spread over a shorter period, e.g. a term. The challenges can be completed in any order.

### 2. Send the challenges home

Print the 'Our Healthy Year challenges' (download [Take-home resources](#)) and put them into book bags.

Alternatively you could email the challenge to parents, or include it in an existing school or class newsletter.

### 3. Pupils record their activity

'Passports' (download [Take-home resources](#)) could be stuck in Reading Record books, or into a special exercise book, where the children can write descriptions of their healthy activity.

### 4. Celebrate!

Celebrate pupils' achievements when all the challenges are complete with a [Celebration certificate](#) or parents' assembly (back cover).

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this toolkit.



# Celebration time



At the end of your healthy year, term, month or week, you could:

- download and give children a **Celebration certificate** to recognise their learning and achievement
- hold a special parents' assembly where children showcase what they've learned about eating well and moving more, and certificates are presented – the assembly could finish with a parent and child activity, e.g. a mass 10 Minute Shake Up in the playground, a lap of the playground or a fun circuits activity
- help your pupils to design a presentation to give to other classes in the school, detailing what they have done
- send out a special newsletter, celebrating the children's achievements
- have a Healthy Class Cup presented to the class with the most completed passports, or an award for the individual with the best passport
- create a healthy pledge wall for pupils and parents to pledge what they will do next to continue being healthy the next year
- search **Change4Life** for holiday ideas.

## More information

### Useful Change4Life school links

- You'll find more teaching resources on healthy eating and physical activity on the Change4Life School Zone. Search [Change4Life/schools](#)
- We would love to hear from you. Please send your comments and photos to [partnerships@phe.gov.uk](mailto:partnerships@phe.gov.uk)

### Other useful resources

- Find out more about the National Child Measurement Programme at [www.gov.uk](http://www.gov.uk)
- The British Nutrition Foundation has more information on the importance of healthy eating at [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)
- The Children's Food Trust helps children eat better and do better, by working with schools, local authorities and other partners. Visit [www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk)
- Explore how a whole-school approach leads to great school food with the School Food Plan at [whatworkswell.schoolfoodplan.com](http://whatworkswell.schoolfoodplan.com)
- Learn more about promoting school meals with National School Meals Week at [www.nsmw.org.uk](http://www.nsmw.org.uk)
- The Youth Sport Trust is passionate about changing young people's lives through PE and sport. Visit [www.youthsporttrust.org](http://www.youthsporttrust.org)
- The British Heart Foundation has a range of school resources covering everything, from learning to read to PE, science and PSHE. Find out more here [www.bhf.org.uk](http://www.bhf.org.uk)
- Interested in encouraging your pupils to walk to school? Living Streets has lots of hints, tips and suggestions at [www.livingstreets.org.uk](http://www.livingstreets.org.uk)
- Get your pupils ready to cycle safely with Bikeability at [www.bikeability.org.uk](http://www.bikeability.org.uk)
- The Modeshift STARS accreditation scheme recognises schools that encourage children to walk and cycle to school. Register your school at [www.modeshiftstars.org](http://www.modeshiftstars.org)
- The School Games is a great opportunity to motivate young people to enjoy the benefits of playing competitive sport. Visit [www.yourschoolgames.com](http://www.yourschoolgames.com)

