GROWING AND COOKING.
DEVELOPING A HEALTHY ETHOS INSPIRING
LEARNING FOR LIFE

Charlton Manors approach to Learning through Health and well-being
A great deal of food, flavour and tastes
IT STARTED WITH A SPACE
OUR SECRET GARDEN

BEFORE...
INVOLVING CHILDREN EARLY

• They wanted a garden
• They were interested in food growing
• They wanted to be more informed about healthy choices.
THE DESIGN

- Children's ideas.
- Look at gardens.
- Think about habitats.
- Think about food growing.
- Think about creating interest.
- Think about a place to be.
THE FINISHED PLAN
...AND THEN THE GARDEN BECAME A REALITY.
Using the garden provides many opportunities for measuring, shape, area, perimeter, volume, symmetry as well as English creative writing, following instructions, formal letter writing, persuasive writing. As well as Science, foundation subjects. Children also work as a team constantly risk assessing, problem solving and are also encouraged to make ethical decisions.
MANY LEARNING EXPERIENCES
HEALTHY EATING

Supplying the Kitchen
MATHS AND LITERACY PLAYS A BIG PART IN THE GARDEN

Working out a business plan to sell the fruit and veg.
• Buying and selling
• Weighing and measuring

Persuasive writing
• Advertising
• Marketing
• Labelling
• Area and circumference.
• Distance.
• Ratio.

• Business plan
• Pricing
• Research
- Recording and observing.
- Note taking
- Diary entries
- Instructional text

- Capacity
- Volume
- Real understanding of weight.
ICT ALSO SUPPORTS LEARNING IN THE GARDEN
WEATHER STATION

Low light and time-lapse garden cam

Bee cam
Henri-Le-Worm

An interactive app. Designed to educate children about healthy food growing and cooking.
THE GARDEN ATTRACTED THE INTEREST OF MANY

BBCs I can Cook

BBCs Newsround

Channel 5s Milkshake are regular visitors

Sporting Legend Colin Jackson
DEVELOPING THE WHOLE CHILD

- Feeling Proud
- Sense of achievement
- Engagement

- Working together
- Nurturing
• A place to think
• A place to focus

• Take on responsibility
• To be relied upon
• For all ages and abilities
• To have FUN
CHICKENS ADD A NEW DIMENSION

- Observe, listen, touch, explore.
- Discover and understand.
• Develop ideas
• Create
• Discuss
• Experience
HAVE A GO, TAKE RISKS

What happens if?
Can I?

What is this like?
What's through here?
How does this feel?

I know

How high can we climb?
TEACHING THE THREE RS

• Respect
• Responsibility
• Reliability
LAUNCH OF THE FREE BREAKFAST CLUB
VISIT FROM PENNY
INTERVIEWS WITH THE STARS
THE BEES ARRIVE AND CAUSE A BUZZ

Again a new learning experience for all
BEE KEEPING? CHILDREN?
BUILDING FRAMES

Weekly inspections
HONEY EXTRACTION

Weighing it up
HONEY?
HONEY
CONSERVATION

• Children understand that the eco system is delicate.

**All bees:**
- Estimated 1/3 of food is pollination dependent
- Pollinate 70 types of crop
- Make 6,000 tonnes of honey
- Contribute £400 million to the economy

**A colony:**
- Pollinates 4,000 m² fruit trees
- Makes avg 14kg of honey
- Contains 50,000 bees
ATTITUDES CHANGED. THE NEXT SWARM WAS DEALT WITH BY PUPILS.

Developing confidence
PUPILS SET UP ECO BUSINESS WITH SUPPORT FROM LLOYDS

Making honey money
PRESENTING TO LORD JIM KNIGHT

Including local MP, Mayor and a councillor

Jim Knight officially opens first shop ‘Sweet Pickings’
LINKING WITH A LOCAL FARM TO INCREASE OUR PRODUCE
WITH OUR COMMUNITY GARDEN

Polytunnels help us to grow year round
COMMUNITY HELP WITH GARDEN
COOKING OUTDOORS

Our wonderful outdoor kitchen
REAPING THE REWARDS OF THEIR WORK

The produce ready to eat, cook, sell in the shop or........
AN OPPORTUNITY FOR COMMUNITY ENGAGEMENT AS WELL AS ENTERPRISE

Negotiations with a local Restaurant
SWEET PICKINGS
ENGAGING WITH THE COMMUNITY
SELLING THE PRODUCE

New brick built shop officially opened by local MP

Selling our produce at the Summer Fair
LOTS OF PRODUCE
SELLING AT BOROUGH MARKET
JOURNEY TO CHELSEA

Loading the van
LEAD SCHOOL IN A GARDEN

Speaking and listening to visitors

Some well known
INTERVIEW OPPORTUNITIES
AND SOME VERY WELL KNOWN
GARDENS ABROAD

The Journey to Holland

A wonderful example of what can be done with flowers
JAPAN
CHINA
DESIGNING A GARDEN IN FRANCE
CHILDREN WORKING ON THEIR GARDEN IN INDIA

Working with others
Planning together
Use of IT
A SIMILAR PROJECT FOR NEPAL

A parent approached us. Their brother and sister in law ran an orphanage.

We hold weekly Skype sessions
Junk Food

What is junk food?
LoLies, salt drink, potato chips, hot chips, ice cream, and hamburgers, hot dogs and other kinds of take away food are called junk food.

What's wrong with junk food?
* This kind of food has too much fat in it.
* It has too much salt in it too.
* And it has too much sugar.

“A diet of junk food can suffer lasting damage to their brainpower.” Children who eat make chips, crisps, biscuits and pizza before the age of three have a lower IQ five years later, a study showed.

Harmful Effects of Junk Food
* Increased rates of bone fracture
* Increased risk for osteoporosis
* Increased risk of weight gain and obesity
* Increased risk for Type II Diabetes
* Increased risk for kidney stones
* Increased rate of tooth decay and other dental problems
* Weaken your immune system
* Junk food diet is a major cause of heart diseases.
A VISIT FROM A GERMAN SCHOOL
THEY ALSO KEEP BEES

They were really impressed.

They invited us there.
OUR TRIP TO GERMANY
CHARLTON MANOR PUPILS WORKING WITH GERMAN SCHOOL
Their Bees

The near by Primary school
WORLD FOOD DAY
WORKING WITH A SCHOOL IN INDIA

We cooked food here and they did there.

We tried their recipes and they ours.
We created a joint recipe book.
TRYING THE RECIPES

Taste test
It was delicious
SUPPORTING OTHER SCHOOLS

Robert – a weekly visitor from Charlton Academy
THE TEACHING KITCHEN

Why?

• Inclusive
• Impacts positively on mental health
• Embraces all cultures
• Teamwork
• Cross-curricular, literacy, numeracy, science, history, geography, pshe, DT, PE, MFL.
• Entrepreneurial
• Community
• Parents and children (home learning, working together, building relationships)
• Cooking, Sitting eating, tidying up Talking, engaging, showing interest.
THE KITCHEN

State of the art equipment
OPENED BY RAYMOND BLANC OBE
WORKING IN THE KITCHEN
COOKING USED FOR LEARNING
AT ALL AGES
RHS AND JAMIE OLIVER

Running courses in the school for other schools
YouTube videos supporting script writing, speaking and listening, healthy eating at school and home, maths etc.....
The provision of school meals and milk finally became a statutory duty for local authorities under Section 49 of the 1944 Education Act. In 1945 Lord Woolton told the Warwickshire Women's Institute 'The young need protection and it is proper that the state should take deliberate steps to give them opportunity ... Feeding is not enough, it must be good feeding. The food must be chosen in the light of knowledge of what a growing child needs for building a sound body. And when the food is well chosen, it must be well cooked. This is a task that calls for the highest degree of scientific catering; it mustn't be left to chance'
The first nutritional standards for school meals were set in 1941. These standards were specified in Government Circular 1571 (Board of Education 1941) and advised LEAs that school lunches should be planned to provide a child with:

• 1000 kilocalories;
• 20–25 g of ‘first class’ protein (i.e. animal protein);
• 30 g of fat.
In 1955, the nutritional standards for school lunches were updated and Government Circular 290 (Ministry of Education 1955) recommended that the school lunches should provide:

- 650–1000 kilocalories (depending on the age and sex of the child);
- 20 g of ‘first class’ protein;
- 25–30 g of fat.

As in Circular 1571, Circular 290 did specify the amounts of protein and fat in grams. Each lunch was to be supplemented with 3/4 oz (20 g) of dried milk and, each child was entitled to 1/3 pint (200 mL) of milk.
THE DEMISE

In 1967, financial responsibility for the school meals service passed to the LEAs with the introduction of the Rate Support Grant. This gave LEAs greater discretion over the lunches provided and the pricing policy. The restrictions in the supply of free school milk started in 1968 when free school milk to secondary school children ended. In 1971, it was further restricted to 5–7-year-olds in mainstream education and all children in special schools.
1980 AND INTRODUCTION OF ‘MARKET FORCES’ TO SCHOOL MEALS

The 1980 Education Act (Department of Education and Science 1980) changed the school meals service from a compulsory national, subsidised service for all children, to a discretionary local service. This Act:

• removed the obligation on LEAs to provide school lunches, except for children entitled to free school meals;
• removed the obligation for meals to be sold at a fixed price;
• removed the requirement for the lunches to meet nutritional standards and;
• removed the entitlement to free school milk.
These school food standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole school day. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes; to reduce queuing; and to serve the food in a pleasant environment where they can eat with their friends.
THE SCHOOL FOOD STANDARDS

**Portion sizes and food groups**

<table>
<thead>
<tr>
<th>Food</th>
<th>Primary age 3-4 years</th>
<th>Primary age 5-9 years</th>
<th>Secondary 10-19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread, rice, pasta, noodles</td>
<td>1/2 cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Fruit, vegetables, beans</td>
<td>1 cup</td>
<td>1 1/2 cups</td>
<td>2 cups</td>
</tr>
<tr>
<td>Milk, yogurt</td>
<td>1 cup</td>
<td>1 1/2 cups</td>
<td>2 cups</td>
</tr>
<tr>
<td>Meat</td>
<td>1/4 lb</td>
<td>1/4 lb</td>
<td>1/4 lb</td>
</tr>
<tr>
<td>Fish</td>
<td>1/4 lb</td>
<td>1/4 lb</td>
<td>1/4 lb</td>
</tr>
<tr>
<td>Eggs</td>
<td>1 egg</td>
<td>1 egg</td>
<td>1 egg</td>
</tr>
<tr>
<td>Nuts, seeds, dried beans</td>
<td>1 1/2 tbsp</td>
<td>2 tbsp</td>
<td>2 1/2 tbsp</td>
</tr>
<tr>
<td>Canned or frozen vegetables</td>
<td>1/2 cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Soups, stews</td>
<td>1 cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Baby food</td>
<td>1/2 cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

**Starchy foods**

One or more portions of food from this group every day.

**Fruit and vegetables**

One or more portions of fruit, vegetable, or bean every day.

**Meat, fish, eggs, beans, and other non-dairy sources of protein**

A portion of food from this group every day.

**Foods high in fat, sugar and salt**

No more than two portions of food that have been deep-fried, butter-spread, or high-sugar-spread, each week.

**Healthier drinks**

Apples across the whole school day.

**Milk and dairy**

A portion of milk from this group every day.

**The standards for school lunches**

Lower fat milk must be available for drinking or milk must be served during school hours.

**Starthy foods**

One or more portions of food from this group every day.

**Fruit and vegetables**

One or more portions of fruit, vegetable, or bean every day.

**Meat, fish, eggs, beans, and other non-dairy sources of protein**

A portion of food from this group every day.

**Foods high in fat, sugar and salt**

No more than two portions of food that have been deep-fried, butter-spread, or high-sugar-spread, each week.
ENJOYING THE DINING EXPERIENCE
INCLUDING THE COMMUNITY
SINGING AND GIFTS FOR OLD PEOPLES HOME
SERVING HEALTHY LUNCHES
PRIDE IN THE DINNERS AND PRIDE IN THEIR WORK
THE FUTURE

Keep developing Boosters tackling Holiday hunger, Child Protection, Routines and attainment.
NOW WE’RE COOKING

• Continue supporting other schools and Local Authorities in developing a healthy ethos.
• The book details 28 lesson plans teaching healthy cooking throughout other curriculum areas.
CONTINUE RUNNING CONFERENCES

Enlisting key speakers and providing practical workshops.
COMMMUNITY ENGAGEMENT WITH OUR CAFÉ AND SHOP

Selling healthy food and drinks. Supporting local education.
The Headteacher and two members of staff have formed a charity, **Roots4Life**. It seeks to educate children about healthy eating, nutrition and cooking.

This area of land will provide a community garden, football pitches with changing rooms, trim trail, teaching kitchen and café.
THE COMMUNITY BUILDING

FRONT / SOUTHEAST ELEVATION

SIDE A / SOUTHWEST ELEVATION

Solar PV Panels
Grey brick walls
Light green coloured columns
Mesh panel to act as plant training structure
Light grey coloured door frames
Planter below mesh to enable ivy 'green wall' to grow

REAR / NORTHWEST ELEVATION
DESIGNED WITH THE ENVIRONMENT IN MIND

Providing opportunity for schools and local community to learn how to cook.
A CLOSER LOOK AT THE KITCHEN

• 2.5 Million pound project
• Appliances already donated by Jamie Oliver
With the increased prevalence of childhood obesity and the changing public health agenda, there are signs that the current situation in school meals will not be left unchanged and the work now being done by the FSA, Department for Education and Skills and Ofsted could mean that further modifications to the school meals service might occur. This may result in a school lunch service that will have an educational benefit and health benefit for the child.
THIS IS CHARLTON MANOR