

Healthy High 5 Award

Primary, Infant and Junior Schools KS1 & 2

Purpose:

Leaders within early year's settings and schools have cited increasing constraints on time and resources and onerous monitoring processes as a barrier to engaging with the Healthy High 5 Award. The purpose of revising the Healthy High 5 Award is to simplify the award while still making a difference to every child's health and wellbeing.

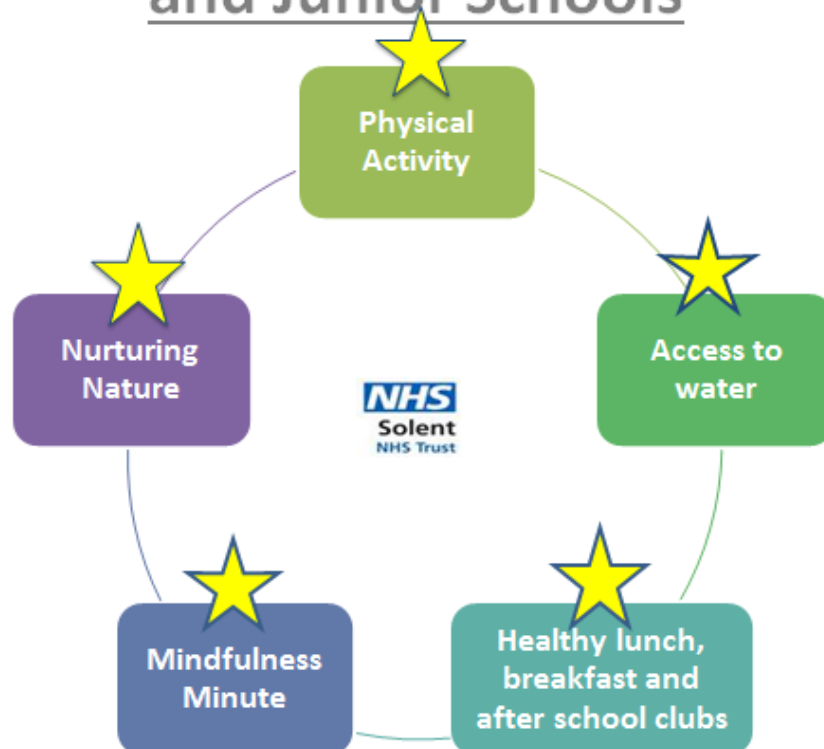
The concern:

- 22.4% of children in Southampton in reception are overweight or obese (similar to England average). ^[1]
- 39.8 % of year 6 children in Southampton are overweight or obese (higher than England average) ^[1]
- Children spend more time sedentary than ever before.

The Aim

A model with 5 achievable elements that when all achieved, will have a genuine impact on the health and wellbeing of individual pupils. It is expected that a school would do all 5 elements to achieve the award and maintain or improve on these to continue to receive the award status. The award asks for schools to demonstrate improvements in the five areas. The Healthy High 5 award follows on from the themes of the Healthy Early Years Award (HEYA) which pre-school settings are currently working towards. If you require additional information or further support for pupils with additional / different needs, please do not hesitate to contact healthyhigh5@solent.nhs.uk to discuss how the award can be adapted to support the needs of your pupils.

Healthy High 5 Award Infant, Primary and Junior Schools



Physical Activity

Children need to be active for at least 60 minutes every day to maintain good health^[2]. However, we know that one third of children are active for less than 30 minutes a day^[3]. The Department of Health Childhood Obesity: A Plan for Action states that 30 minutes of physical activity should be delivered everyday by schools^[4]. Physical activity also improves emotional wellbeing, a survey by Public Health England found that being active increases confidence, sociability, and happiness in children^[5]. Evidence has suggested that there is an association between regular physical activity and academic performance^[6]

What needs to be done to achieve this?

The school takes part in The Daily Mile, a school-led mile or alternative physical activity for 10 minutes each day, 4 x per week in addition to P.E lessons. Ideas of alternative activities that can be used to meet this star can be found in the Appendix.

The Daily Mile is a social physical activity, with children running or jogging – at their own pace – in the fresh air with friends.

Evidence shows that The Daily Mile...

- Improves bone health and muscle strength in children.
- Enhances fitness and improves heart health.
- Reduces body fat and promotes healthy body composition.
- Supports self-esteem and happiness.
- Reduces anxiety and increases confidence.
- Improves focus and concentration and can help improve classroom behaviour.
- Improves memory function, maths, problem solving and performance.
- Supports improved academic attainment and cognitive performance.

Children report feeling happier, more awake and calmer after doing the Daily Mile ^[6]

Watch the Daily Mile Video

<https://www.youtube.com/watch?v=EAlXW3m5G9Q>

To sign up to The Daily Mile

<https://thedailymile.co.uk/school-signup/>

For more information visit

<https://thedailymile.co.uk/>

How is this measured?

Completion per class to be documented on the school's timetable or in a school policy. Designated staff members to coordinate and ensure staff members facilitate and take part to positively role model the activities. Designated staff members to ensure participation is documented and evidenced and sent to award leads at regular intervals. It is suggested that the opportunity for members of the teaching staff to participate in the daily mile or equivalent will benefit their own health as they are able to exercise within the working day.

Members of the School Nursing Team will also enquire as to your progress and ask to view physical activity in action when visiting the school and will be able to offer support and signposting if needed.

Access to Water

Hydration is particularly important for children as due to body composition differences children have a higher body water content when compared to adults and therefore have higher water intake requirements^[7]. Children don't always recognise the early stages of thirst, which can make them particularly vulnerable to becoming dehydrated especially during times that can drive up their body fluid losses, for example, when they are playing sport or during warm weather^[8]. Dehydration, even if only mild, can cause tiredness, headaches, lethargy, lack of concentration, reduces mental performance and is a catalyst for dry skin^[9,10]. Impacting their ability to achieve their full potential during the school day.

Recommended daily fluid intake guidance can be found in Appendix 2.

Children should aim to hydrate with plain water. Research suggests adequately hydrated children may have better performance in school^[10]. Drinking water as opposed to other drinks can **help prevent tooth decay**^[11].

In the 2018 to 2019 school year, 23.4% of 5-year-old children in England had visible tooth decay^[23].

The number of children aged 18 years and under admitted to hospital for tooth extractions under general anaesthetic, has fallen by 12% since the soft drinks industry levy started. This equates to 5638 fewer children having teeth removed per year than before the levy.^[24]

Fluoride is a naturally occurring mineral found in water in varying amounts, depending on where in the UK you live. It can help prevent tooth decay, which is why it's added to many brands of toothpaste and, in some areas, to the water supply through a process called fluoridation. It is important to remember that the **water in Southampton City is non-fluoridated**, so the only available fluoride is via toothpaste or fluoride varnish (applied by a dentist).

The recommended strength of fluoride for children over seven and younger children at higher risk of decay is 1350 to 1500 ppm (parts per million) – this can be found on the back of a tube or box of toothpaste.

It is important to brush at least twice a day with fluoride toothpaste - last thing at night or before bedtime and one other time, avoiding rinsing after brushing. This combined with a low frequency sugar intake will help to lower the risk of tooth decay.

What needs to be done to achieve this?

Children have access to drinking water during lessons, when having their lunch, and while at morning and after school clubs. School to encourage pupils to drink water and staff members to role model this to stay healthy and demonstrate a whole school approach. Staff to ensure that drinks brought into school are plain water.

To meet the full standards of the Healthy High 5 Award:

- children must have consistent access to drinking water during lessons, when having their lunch and at morning and after school clubs.

- Schools must encourage drinking water and staff members should role model drinking water and keeping hydrated as one way to help keep healthy.
- You might want to update or improve existing water fountains if needed.
- Schools should encourage parents to send children to school with a water bottle to drink during lessons (in some Southampton Schools this is provided) and at mealtimes (if not facilitated by the school).

To encourage good oral hygiene:

- A focus on dental hygiene, newsletters home to parents with dental health messages, school assemblies focusing on oral health, posters in school (these could be designed by children), PSHE curriculum

How is this measured?

Designated staff members to ensure children have access to water and opportunities to promote water throughout the school day. During visits, the School Nursing Team will enquire with designated staff members as to how the school has maintained or improved during the school year. For example, a new water bottle system, stickers to encourage water consumption, dental hygiene assembly/poster work/policies in place.

Members of the School Nursing Team will be able to offer support and signposting if needed.

Healthy Lunch, Breakfast and After School Clubs

Childhood obesity and excess weight are significant health issues for individual children and their families. Being outside of a healthy weight can have serious implications for the physical and mental health of a child, which can then follow on into adulthood ^[12]. The numbers of children who continue to have an unhealthy and potentially dangerous weight is a national public health concern. It is known that about 40% of overweight children will have increased weight during adolescence and 75–80% of obese adolescents will become obese adults ^[13].

Food served in most schools and academies in England must meet the school food standards so that children have healthy, balanced diets. Children could

have approximately 180 lunch meals at school throughout the school year. It is vital for their health, growth, and development that these meals are nutritious to ensure they are well prepared for learning, poor diet has effects on behaviour concentration and mood ^[14]. School food also contributes to how schools are rated by Ofsted in a new Common Inspection Framework.

School food standards:

- High-quality meat, poultry, or oily fish.
- Fruit and vegetables.
- Bread, other cereals, and potatoes.

There cannot be:

- Drinks with added sugar, crisps, chocolate or sweets in school meals or vending machines.
- More than two portions of deep-fried, battered, or breaded food in a week ^[15]

The School Food Plan has published practical guidance to help school leaders and governing bodies adopt a whole school approach to food ^[16]. The guidance cites the Food for Life Schools Award as a quality assured scheme to help schools create a culture and ethos of healthy eating.

School pupils and their parents and carers need to be given clear guidance regarding healthy foods and what constitutes a healthy lunch box. This may be available in a variety of formats such as the school handbook, newsletters and when addressing existing parents and new parents to the school. For further information please see the Appendix.

What needs to be done to achieve this?

Designated school staff to be responsible for ensuring menus are healthy and balanced; food offered complies with the 'School Food Standards' and demonstrates how they are meeting or working towards meeting the 'School Food Plan Standards'. When children join the school a healthy lunch box is promoted and sets out what food would be considered healthy for parents as guidance.

To meet the full standards of the Healthy High 5 Award:

- Schools should clearly demonstrate that they are working towards the School Meals Healthy Eating Standards.
- School pupils need to take part in sessions regarding healthy foods and what constitutes a healthy lunch box.
- Clear guidance for parents should be available in the school handbook, on newsletters, on the school's website and when addressing new parents to the school. Healthier Families <https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/> has some great healthy lunch box ideas.
- Schools should ask parents to send children to school with water as a drink (as part of their packed lunch) if not facilitated by the school.
- Small healthy changes can add up to big differences. An example of a change might be introducing a salad bar for students or asking for chocolate or crisps to be put in a child's lunch box on one selected day of the week only, e.g. No Crisp Friday or Fruit Friday, where children are encouraged to bring in an extra piece of fruit.
- Consideration of portion sizes and ensuring the children are given the correct portion size for their age.

Reach out to your school food provider and chat with dinner staff to discuss what changes could be made.

How is this measured?

Schools will contact their catering departments and discuss any positive changes that can be made to school lunches, breakfast and after school club snacks, to comply with recommendations. Schools will provide a copy of their menus for the award team as evidence and detail what changes have been made. Schools will provide copies of guidance sent home to parents, additional resources (pictures of displays, work within the classroom about healthy foods etc.) Guidance for parents regarding healthy snacks and lunch boxes in the school handbook to be shared with the award team. School to be able to demonstrate positive improvement with regards to foods offered and lunch box guidance for parents.

During visits, the School Nursing Team will enquire with designated staff members as to how the school has maintained or improved during the school year.

Mindfulness Minute

It is widely known that children's emotional health impacts dramatically on cognitive development and learning ^[18]. Mental health difficulties are increasing in children; one in eight (12.8%) 5- to 19-year-olds had at least one mental health disorder when assessed in 2017 ^[19]. Mindfulness has proven to have a positive effect on children's emotional wellbeing; they are more focused, more able to approach situations from a fresh perspective, use existing knowledge more effectively and pay attention ^[20]. Mindful activities are often free/very cheap to introduce and are fast to have a positive impact on both pupils and staff ^[20].

Mindfulness means to focus on 'now' and this star asks for just one minute of the school day. Growing evidence behind the practice includes developing concentration, increasing focus attention, and listening skills and relaxation ^[21]. The mindfulness minute will offer a small insight into the practice of mindfulness using the senses (smell, sight, hearing, taste, and touch). There are full training programmes that your school can access should your staff and pupils wish to invest further in this process.

Example:

Spidey Senses – (Focusing on smell, sight, hearing, taste, and touch)

- Paying attention to a sound;
<https://www.youtube.com/watch?v=Ercl6NiqyPA> what do you notice within the sound clip?
- Listen to classical music for 1 minute; what instruments could you hear?
<https://www.youtube.com/watch?v=YgVNP-WIJTA>

- Sounds of a chime – listen to a clip for 1 minute and focus on the sound.
<https://www.youtube.com/watch?v=wwh5aliqZ9U>

Heartbeat Exercise

Jump up and down for a minute and the children place their hand over their heart and pay attention to the changes in the heartbeat and their breath.

More suggestions for activities can be found in the Appendix.

What needs to be done to achieve this?

Children have access to and are encouraged to take part in, a ‘mindfulness minute’ as a group, assembly, or class at least 4 times within a school week. This could take place within classrooms, outside classrooms or as an element of a whole school assembly. The techniques are very basic; teachers can choose a mindfulness minute to do each day (alternating between the different suggested minutes to keep the children’s interest). Suggested times are at the start of the day or after lunch time.

How is this measured?

Designated staff members to ensure participation is documented in timetables or in a school policy and evidenced anecdotally or viewed by your school nurse when visiting the school who will be able to offer support and signposting if needed.

Nurture Nature

There is evidence that growing food and plant growing in schools is an important learning opportunity. It enhances health and wellbeing, particularly with regards to healthy diet and nutrition, and improved learning and understanding of science ^[21]. It can improve awareness and understanding of the natural environment and its importance to us ^[22].

What needs to be done to achieve this?

A child, small group, or class collectively to grow or be directly involved in growing and nurturing a plant, fruit, or vegetable. This can be linked alongside relevant curriculum and science modules. Use challenges to create greater interest from the children such as e.g., growing the tallest plant, biggest tomato, longest cucumber, highest cress etc. Ideally this would be done outside (to offer exposure to vitamin D) and would be particularly beneficial for pupils that do not have a garden at home. Parents/carers can be contacted to supply spare seeds, plant pots, compost and tools and PTAs can also support with fundraising. Some schools have reached out to grandparents and other members of the community to help support getting the garden into action initially or after winter.

- Window seal boxes can be used to grow seeds,
- Is there an unused piece of land in the school grounds that can be converted into a vegetable patch?
- Children can be involved in the whole process of preparing the land all the way through to picking and preparing the produce,
- Following the journey of these foods through from planting to being served on the school menu,
- This can also be linked alongside relevant curriculum and science modules.
- Challenges can be used to create greater interest from the children, such as growing the tallest plant, biggest tomato, longest cucumber, or highest cress.

Seasonal ideas and examples.

Autumn Term

Cress – can be grown any time of year with very little care. Grow on cotton wool or kitchen roll (fast growing, edible and easy).

Snap peas – can be grown at any time. Can be picked and eaten within 6-8 weeks.

Winter Term

Chives – germinate in two weeks. Grow in pebble trays. Harvest when the plant is 6” tall. Place in sunlight.

Celery can be grown from the bottom of a celery stalk. Place the bottom of celery in water, let it grow roots then move to a pot (roots appear after around 8 days).

Spring Term

Wheatgrass – grows in eggshells to form ‘hair’ - just needs water.

Nasturtiums – sprinkle seeds into prepared soil. Plants appear within 7-10 days.

Summer Term

Sunflowers – quick and easy to grow. Tomatoes can be grown in grow bags.

More ideas and further information can be found in the Appendix.

How is this measured?

Children to be growing something or involved in the care of growing something once a term. The items can grow indoors in plastic cups or containers or within a school designated outside area or garden.

Schools are asked to describe what they have done within the participation paperwork when this is completed by the school nurse. Schools are also encouraged to send in photos of what children have grown.

Logos for the award



Logos can be used by the school on any digital or physical document, for example, school paperwork, documentation, and the school website.

Working Towards – Bronze Award

This means the school is working towards the award. They are not fully achieving all aspects of the stars yet.

Achieving – Silver Award

When your school is achieving the award, it means they are consistently implementing small changes and improvements in all 5 stars.

We're Gold – Gold Award

Gold is achieved when schools have been achieving the award for one year and have made ongoing improvements.

Your school will need to submit pieces of anecdotal/photographic evidence via into a folder on Google Drive. Your school nurse will assist with monitoring and spot checking when they are in school and can offer support and signposting if at any time throughout the year.

Your school will also be presented with a certificate you can display when you have achieved the award each year. Since the award commenced in May 2019 we have had several schools that have achieved **gold** award status. A celebration event is held in the Mayors Parlour to acknowledge the achievements of schools that are at all stages of the award. This is an annual event to celebrate the progress schools are making.

Information for parents about the award is available on the Southampton Information Directory (SID) www.southampton.gov.uk/healthyhigh5

Information regarding the Healthy High 5 Award will be updated in line with best practice and new and emerging guidance as available.

What do you need to do now?

- Register your school by emailing healthyhigh5@solent.nhs.uk
- You will be encouraged to have discussions as a staff group, with parents and pupils, amongst your governors, with your catering services and before and after school providers to agree how your school can achieve all 5 stars of the award.
- Please drop evidence as and when into your school's Google drive folder throughout the year to ensure your achievements have been recognised.
- Your school nurse will undertake spot checks when they are in school and will ask to speak to students and staff about the award and the activities they take part in to achieve it.
- Once your school has achieved the award you will continue to participate with the award and continue to provide evidence to demonstrate ongoing participation each year.
- If you need assistance with any of the 5 stars please do not hesitate to contact healthyhigh5@solent.nhs.uk

Reference List

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Appendix

1. Physical Activity

- The Daily Mile
- A School Initiated Mapped Mile
- Bleep Test

Alternative 10 minutes physical exercise in addition to P.E. sessions;

- Joe Wicks P.E Videos
- GoNoodle <https://www.gonoodle.com/>
- BBC Super Movers <https://www.bbc.co.uk/teach/supermovers>
- Cosmic Kids Yoga <https://cosmickids.com/>
- Energise Me <https://www.energiseme.org/>
- Change 4 Life <https://www.nhs.uk/change4life/activities>
- Disney Dance Along <https://www.thisgirlcan.co.uk/activities/disney-workouts/>

Try combining your Daily Mile with an academic activity, for example with singing/phonics.

2. Access to Water

Recommended daily fluid intake:

Gender	Age	Amount of fluid (drinks only)
Boys and girls	4 to 8 years	1.1-1.3L
Girls	9 to 13 years	1.3-1.5L
Boys	9 to 13 years	1.5-1.7L

<https://www.nutrition.org.uk/healthyliving/hydration/hydration-for-children.html#:~:text=The%20amount%20of%20fluid%20a,by%20food%20in%20their%20diet>

If you are concerned that a child is not drinking enough or excessively thirsty, please seek advice from your School Nursing Team or advise the parent to contact their GP.

Healthy Hydration Poster

[https://www.nutrition.org.uk/attachments/article/588/14922%20BNF%20Hydration%20Poster Children 1.pdf](https://www.nutrition.org.uk/attachments/article/588/14922%20BNF%20Hydration%20Poster%20Children%201.pdf)

Delivering better oral health: an evidence-based toolkit for prevention

<https://www.gov.uk/government/publications/delivering-better-oral-health-an-evidence-based-toolkit-for-prevention>

Fluoride:

<https://www.nhs.uk/conditions/fluoride/#:~:text=Fluoride%20is%20a%20naturally%20occurring,through%20a%20process%20called%20fluoridation.>

National Smile Month

The Oral Health Foundation will be raising awareness of important oral health issues around different themes each year.

<http://www.nationalsmilemonth.org/>

Free Dental Resources

<https://www.dentalhealth.org/Pages/FAQs/Default.aspx?CategoryTitle=free-downloads&SubsiteTitle=national-smile-month>

<https://www.dentalhealth.org/Pages/Category/oral-health-in-schools>

Fizz free February

https://www.sugarsmartuk.org/resources/files/FFF_Guidance_for_Comms_Campaign.pdf

3. Healthy Lunch, Breakfast and After School Clubs

Department of Health Food Standards Resources

<https://www.gov.uk/government/publications/school-food-standards-resources-for-schools>

Resources and advice for all schools and caterers. They offer practical guidance on how to apply the school food standards and make sure healthy options are always available for pupils.

The resources include:

- guidance for schools
- food standards poster
- guidance for governors
- advice on creating a culture of healthy eating.
- guidance on food portion sizes
- headteacher and school lunch checklists
- guidance on food allergies

Change 4 life portion sizes for school food

<https://campaignresources.phe.gov.uk/schools/resources/food-groups-portion-sizes>

City Catering- <https://www.citycateringsouthampton.co.uk/>

4. Mindfulness

- <http://youthmindfulness.org/> - a project that delivers courses in mindfulness to children in schools. Testimonials and feedback on the website. www.mindfulnessinschools.org - This project does not deliver mindfulness directly in schools themselves but provides training to adults to teach its pupils.

- <https://www.bemindfulonline.com/> - Offers an online course for teachers.

Mindfulness Exercises for Children

- <https://www.bbcgoodfood.com/howto/guide/10-mindfulness-exercises-kids>
- https://alderhey.nhs.uk/application/files/9815/8515/7280/Mindfulness_activities_for_kids.pdf
- <https://www.headspace.com/mindfulness/activities-for-kids>

what is mindfulness?



Have you ever noticed that when you are doing quite familiar and repetitive tasks, like driving your car, or vacuuming, that your mind is often miles away thinking about something else? You may be fantasising about going on a vacation, worrying about some upcoming event, or thinking about any number of other things.

In either case you are not focusing on your current experience, and you are not really in touch with the 'here and now.' This way of operating is often referred to as **automatic pilot mode**.

Mindfulness is the opposite of automatic pilot mode. It is about experiencing the world that is firmly in the 'here and now.' This mode is referred to as the **being mode**. It offers a way of freeing oneself from automatic and unhelpful ways of thinking and responding.

Benefits of Mindfulness

By learning to be in mindful mode more often, it is possible to develop a new habit that helps to weaken old, unhelpful and automatic thinking habits. For people with emotional problems, these old habits can involve being overly pre-occupied with thinking about the future, the past, themselves, or their emotions in a negative way. Mindfulness training in this case does not aim to immediately control, remove, or fix this unpleasant experience. Rather, it aims to develop a skill to place you in a better position to break free of or not 'buy into' these unhelpful habits that are causing distress and preventing positive action.

Core Features of Mindfulness

Observing

The first major element of mindfulness involves observing your experience in a manner that is more direct and sensual (**sensing mode**), rather than being analytical (**thinking mode**). A natural tendency of the mind is to try and think about something rather than directly experience it. Mindfulness thus aims to shift one's focus of attention away from thinking to simply observing thoughts, feelings, and bodily sensations (e.g., touch, sight, sound, smell, taste) with a kind and gentle curiosity.

Describing

This aspect of mindfulness relates to noticing the very fine details of what you are observing. For example, if you are observing something like a tangerine, the aim is to describe what it looks like, what is its shape, colour, and texture. You might place a descriptive name to it, like "orange", "smooth", or "round". The same process also can be applied to emotions (e.g. "heavy", "tense").

Participating Fully

An aim of mindfulness is to allow yourself to consider the whole of your experience, without excluding anything. Try to notice all aspects of whatever task or activity you are doing, and do it with your full care and attention.

Being Non-Judgemental

It is important to adopt an accepting stance towards your experience. A significant reason for prolonged emotional distress relates to attempts to avoid or control your experience. When being more mindful, no attempt is made to evaluate experiences or to say that they are good, bad, right, or wrong, and no attempt is made to immediately control or avoid the experience. Accepting all of one's experience is one of the most challenging aspects of mindfulness, and takes time and practice to develop. Bringing a kind and gentle curiosity to one's experience is one way of adopting a non-judgmental stance.



Focusing on One Thing at a Time

When observing your own experience, a certain level of effort is required to focus your attention on only one thing at a time, from moment to moment. It is natural for distracting thoughts to emerge while observing, and there is a tendency to follow and 'chase' these thoughts with more thinking. The art of 'being present' is to develop the skill of noticing when you have drifted away from the observing and sensing mode, into thinking mode. When this happens it is not a mistake, but just acknowledge it has happened, and then gently return to observing your experience.

How to Become Mindful

Mindfulness is a skill that takes time to develop. It is not easy, and like any skill it requires a certain level of effort, time, patience, and ongoing practice.

Mindfulness can be taught in a number of ways. Meditation is one of the key techniques used in mindfulness training, but not the only technique. Contact your mental health professional for further information on mindfulness training and whether it may be suited to your needs.



5. Nurturing Nature

Autumn Term

Cress – can be grown any time of year with very little care. Grow on cotton wool or kitchen roll (fast growing, edible and easy).

Snap peas – can be grown at any time. Can be picked and eaten within 6-8 weeks.

Winter Term

Chives – germinate in two weeks. Grow in pebble trays. Harvest when the

plant is 6" tall. Place in sunlight.

Celery can be grown from the bottom of a celery stalk. Place the bottom of celery in water, let it grow roots then move to a pot (roots appear after around 8 days).

Spring Term

Wheatgrass – grow in eggshells to form ‘hair’ - just needs water.

Nasturtiums – sprinkle seeds into prepared soil. Plants appear within 7-10 days.

Summer Term

Sunflowers – quick and easy to grow. Tomatoes can be grown in grow bags.

Other ideas

- Making bug and Bee houses
- Growing flowers that encourage bees and butterflies
- Make your own bird feeder.
- Growing seeds in plastic/clear pots so children can see and learn about different parts of the plant.

It is easy for children to become discouraged, so it's important to make their first gardening experiences positive and fruitful. A list of ideal plants, seeds, herbs, fruit and vegetables can be found at

https://www.bbc.co.uk/gardening/gardening_with_children/plantstotry_easy1.shtml

Useful Websites

<https://www.treesforcities.org/our-work/edible-playgrounds/educational-resources>

<https://www.gardenorganic.org.uk/schools>

<https://schoolgardening.rhs.org.uk/home>