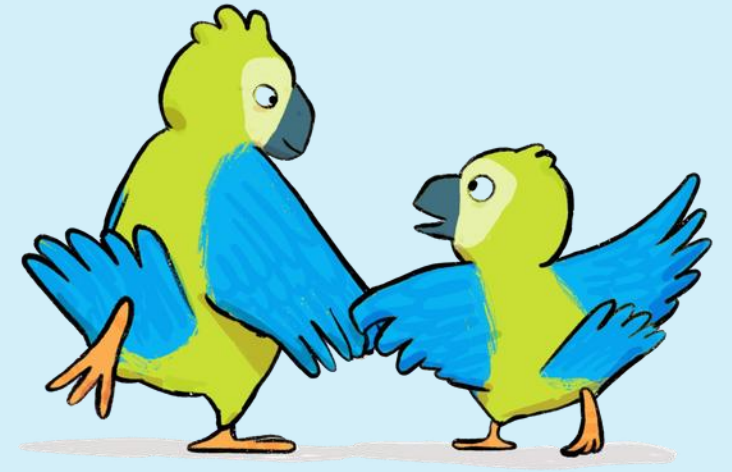


people

supporting parents and children to learn together



Learning Together- building
healthy, connected
communities



Children in Scotland Presentation

A collaborative approach



About people



About Peeple -

Peeple is a charity that trains practitioners and works with families - supporting children's development by making the most of play and learning opportunities in everyday life.



Our vision -

Every family makes the most of everyday learning opportunities which improve life chances and help narrow the gap in attainment.



Our mission -

Peeple exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. Our core purpose is to narrow the gap in attainment particularly by supporting parents in raising their babies and young children to reach their full potential.

Peep in Scotland



Peep programmes

peep



**Antenatal
Programme**

peep



**Learning Together
Programme**

peep



**TALK
Programme Training**

peep



**Families Connect
Programme**

peep



**Progression
Pathway**

peep



**Practitioner
Accreditation**

Programme flexibility



A key strength of Peep is the flexibility of delivery - it can be delivered:

- wherever families are
- in a way which meets their needs.



PEEP:

FUN with FOOD

A collaborative approach to child healthy weight in the early years



Ayrshire and Arran Background

- More than one in four (26.7%) primary 1 aged children are at risk of living above a healthy weight (third highest in Scotland)
- Of the 3129 children measured, 1081 were living in the most deprived areas (SIMD 1), while 349 were from living in the most affluent areas (SIMD 5)
- Children in deprived areas were almost twice as likely (31.6%) to be living above a healthy weight as children in affluent areas (17.5%)

What is Fun with Food?

A universal approach to child healthy weight in the form of a 4-week healthy eating Peep group.

It aims to provide a safe, non-judgemental or stigmatizing space to discuss diet and nutrition.

The home learning environment is promoted by encouraging families to engage in fun, interactive activities based around simple, clear messages.

It is a universal programme open to all, though families who may need extra support around fussy eating, food insecurity or high fat, salt, sugar diets are encouraged.



Making the Most of Food and Mealtimes

Talktime: Sharing Food Together
Encourage families to prepare and eat healthy food together, include key messages:

- Family bonding and role modelling
- Fussy eating
- Portion sizes
- Eating well on a budget
- Healthy snacks
- Fruit and veg intake
- Sugary snacks and drinks

Fun with Food

Session outline

- **Welcome song** – open the session.
- **Talktime** – introduce activity and what the session is about (all information is in the session plans).
- **Activity** – facilitate the activity and use the session plan and resources to discuss the key diet and nutrition messages.
- **Song/story/non-food activity** – bring the group back together after the activity.
- **TDAH and handouts** – explain TDAH and give out handouts (if suitable to the group).
- **Goodbye song** – close the session.

Activity: Pizza making



Fun with Food

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Song: Pop a Little Pizza



Fun with Food

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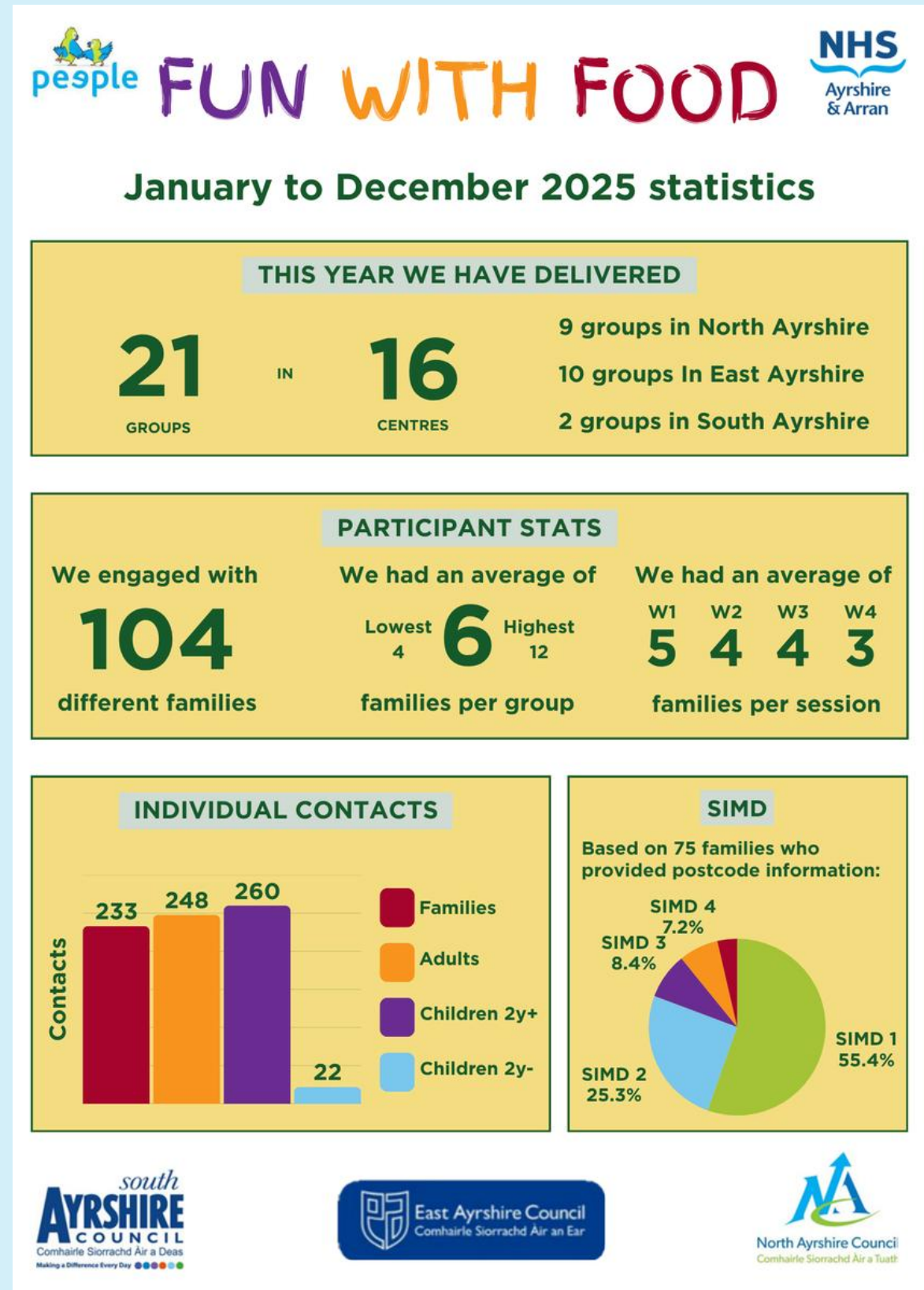
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Group delivery

Fun with Food is delivered by early years practitioners with support from Dietetics.

2024-2025 - 25 groups / 18 centres / 147 families

2026 so far - 18 groups / 16 centres



Family feedback



“(a change we have made is) we’ve introduced a sticker chart for trying new foods at dinner time which seems to be working well”

“before the programme child C wouldn’t even touch food, now they are able to handle different food, even in the nursery and places they feel less confident”

“(something I’ve learned) is to encourage smelling, touching as well as trying”

“Yes one of my daughters for the first time asked for a healthy food choice which is great”

Theme 1: Trying new food

“(something I’ve learned is) healthy eating isn’t all about eating, it is also about exploring food, there being no pressure and having a good experience”

“the Peep Sessions has brought the fun back to food again for her (a child that has been apprehensive with food)”

“(a change we have made is) cutting down our portion sizes”

“(a change we have made is) smaller portions at dinner time”

Theme 4: Portion sizes

“a portion of fruit and veg is what fits into your hand”

“(a change we have made is) smaller portion sizes and not overloading plates”

“(the best part was) the fruity pancakes” – child

“(the best part was) making the pizzas”

Theme 5: Activities

“(the best part was) the smell, taste and feel session”

“(the best part was) spending time with my child in nursery setting”

Theme 6: Family bonding

“(the best part was) the chance to bond – it brought out a different side to their child”

“I really appreciated the one to one time away from siblings to have fun and try new foods”

“I feel the best part of it was really learning more about food and changes to make to encourage the kids to eat”

“I feel the sessions covered so much and really taught me a lot which I can now take away and keep using with the family”

Theme 7: Parental engagement

“(the best part was) learning what food is suitable for children to eat”

“It (Fun with Food) has inspired me to make better decisions and try something new each week.”



“We made pizza from our peep recipe”

“(a change we have made is) we play the blind fold game at home”

Theme 2: Doing things at home

“(a change we have made is) we have now involved kids in making dinners which has helped them to sit and eat them”

“I was shocked by the amount of sugar in certain products”

“(a change we have made is) we are more likely to go for something less sugary”

Theme 3: Sugar

“seeing the sugar in pots was an eye opener”

“(a change we have made is) less sweet snacks”

Practitioner feedback



“One family shared that their child is asking what foods Mum is eating and becoming more inquisitive.”

“One child licked sweetcorn and touched a strawberry which is a really big step”

Theme 1: Exploring new food

“Activities prompted chat about the link between sensory experiences and children’s confidence trying new foods”

“One child has a hearing impairment and sensory issues. Mum had ‘happy tears’ over how far her daughter has come and how she has embraced trying a variety of new foods.”

“Facilitator spoke about keeping store cupboard basics and using bread in freezer”

“Good discussions around frozen fruit and veg and saving money”

Theme 4: Eating well on a budget

“some parents have taken on board the information about frozen berries”

“parent talking about how happy she was to have attended with ASD child, she enjoyed observing and the books”

“child with ASD responded great to songs and stirring and sprinkling ingredients”

Theme 2: Additional support needs

“We had a child in the morning with ASD, Mum was very relaxed and let him explore the foods on offer at his own pace.”

“Eatwell mat out every week for children to play and interact with to encourage weekly discussions”

“Health cards helpful to introduce the eat well plate.”

Theme 5: Peep kit

“it would be beneficial to have a checklist in the box and when centres receive it it is checked at handover and they sign to say all resources are there that they would require for the 4 weeks”

“Parent was reluctant to engage in handwashing and eating pancake, this will be revisited during other sessions using ORIM”

“parents took extra time at talk time shared their own experiences with their children, signposted to NEST restrictive eating”

Theme 3: Parental engagement

“Some parents said I won’t try things but discussed own modelling and influence”

“One of the families has went out and bought the ingredients to make the pizzas, the child was able to tell me what toppings they had selected”

Theme 6: TDAH

“One mum has made lots of fruity pancakes”

“One mum has been letting child touch food before eating it and their daughter has asked to play the blindfold game”

“One parent shared that they had been singing the rainbow song at home”

Reflections: benefits

Impact on families

Access to nutrition resources, information and staff in a non-judgemental or stigmatizing setting

Impact on early years

Support from dietetics to discuss nutrition and deliver food based activities

Impact on Dietetics

Able to connect and build relationships with families to discuss diet and nutrition

Reflections: limitations

Funding

Food based activities are costly. Practitioners have linked in with food larders and supermarket community champions.

Programme length

Limited time to work with families.
Fun with Food promotes home learning and practitioners can follow up.

Next steps

- Continued roll out of Fun with Food in early years
- Supporting non early years settings to deliver Fun with Food: Ayrshire College, HMP Kilmarnock, NHS (health visiting), local authority (leisure services), third sector (charities and NGOs)
- Using Fun with Food as a stepping stone for specialist targeted support



What's inside the bag today?



What's inside the bag today, the bag
today, the bag today?

What's inside the bag today,
look and see.



What to do:

Add real fruit and veg to a bag.

Sing this song and invite someone to choose and describe an object from the bag for them to guess what it is before revealing what it actually is.

Peep and Core Connection project



Peep and Core Connection project

What?

- A Multi-generational project designed by Ashley and Carina.

Why?

- To meet the Health and Wellbeing needs of the pupils in the Nurture classroom and to get it right for every child.



Peep and Core Connection project

How?

- Pupils involved in planning, sessions and review
- SHANNARI indicators woven throughout the programme which helps to get it right for every child
- Through promoting and modelling positives behaviours, relationships and connections.

Who?

- BGE Nurture Pupils
- A wide and diverse range of parents and carers
- Children aged 1-3
- Staff



Pupil responsibilities

- Pupils become “Peep Helpers” – they take on leadership roles alongside staff
- Helping to plan the Peep sessions
- Setting up sessions e.g. completing a risk assessment of the space and activities
- Taking an active part in the sessions
- Tidy up after the sessions
- Help review the sessions
- Complete tasks related to the sessions



Session structure

Weekly planning session - pupils

- Before the PEEP session

PEEP session

- Set up and Welcome (~30 mins)
- Session (~1 hour – 1 hour 15 mins)
- Time for tidy up (~ 30 mins)
- Snack and review (~ 30 mins)

Weekly planning session - practitioner

After the session



Pupil session tasks

Class Charter (as part of the first planning session)

- What makes a good PEEP-Core Connections helper?

Fruit and vegetable preparation

- Prepare snacks and make them safe for young children (e.g. cutting grapes in half)

Pizza cut and stick activity

- Cutting out shapes of vegetables for children to use during the craft activity



What went well...

Families

- Increased confidence, knowledge & skills
- Stronger relationships, support networks & developing community links



School

- Strengthened community links
- Inclusive and supportive school ethos



Pupils

- Development of key skills and knowledge
- Positive personal impact and enjoyment



Staff

- Chance to see pupils flourish in a different situation
- Strengthening relationships between staff and pupils
- A great opportunity for personal development and growth

What went well...



Look what happened...



Learning points

- Peep-Core Connections information leaflet
- Session timings
- Staffing
- Programme cycle

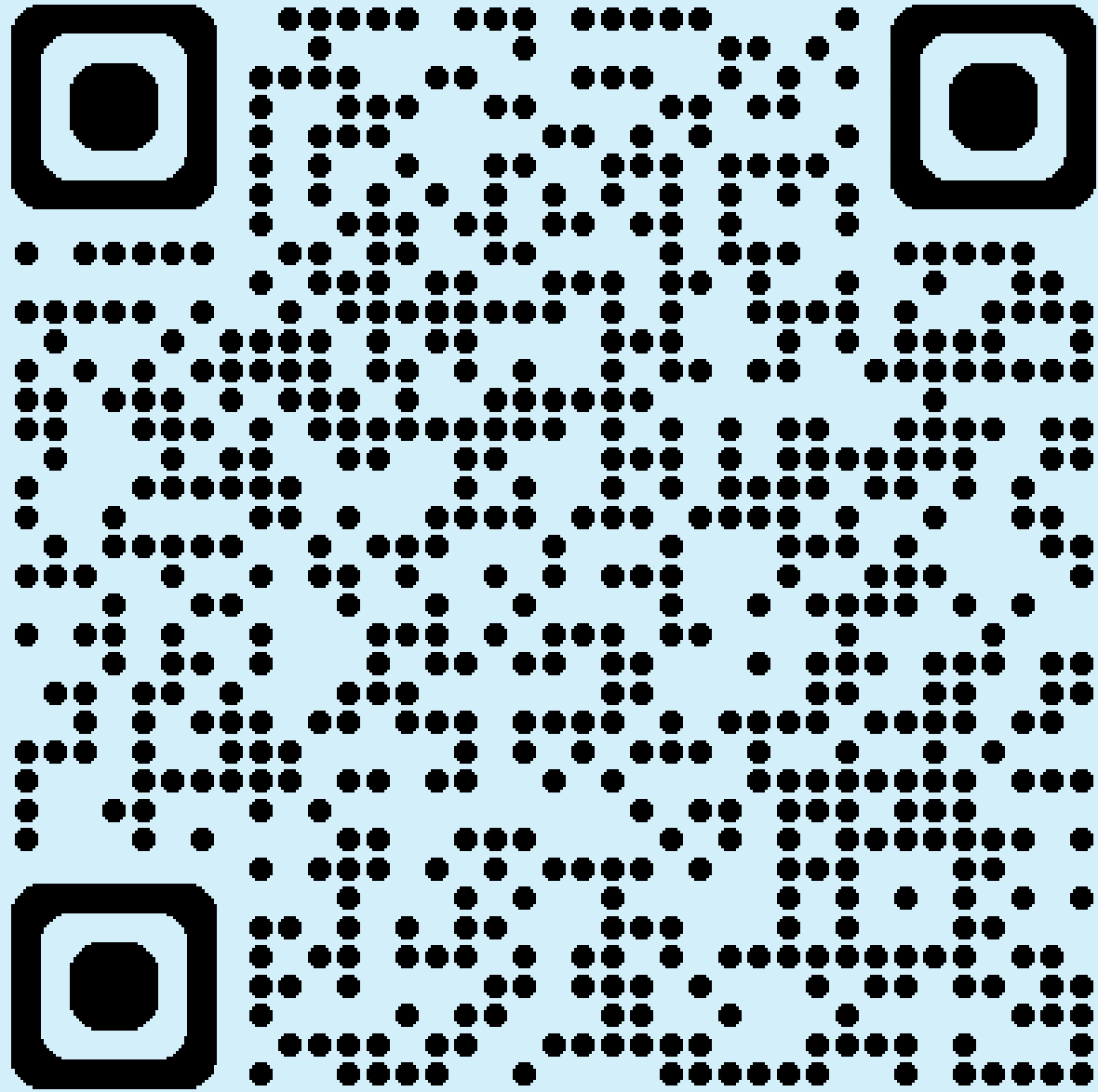


Next steps

- PEEP-Core Connections to run twice yearly in Sanquhar Academy
- Peep Progression Pathway development
- Plan for Nurture Teacher service (D&G) to implement in other schools in region
- Promote PEEP-Core Connections to other local authorities and provide support as they set up and deliver similar programmes



A collaborative approach



thank you

people

supporting parents and
children to learn together

NHS
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