



BRITISH
Nutrition
FOUNDATION



**Characteristics of good
practice in teaching food
and nutrition education
in primary schools**

Introduction

While the curricula and qualifications around the UK set out what should be taught in regard to food (including healthy eating, cooking and where food comes from) there is little in the way of specific guidance on teaching food in UK primary schools.

BNF believed that there was a need to provide guidance and direction and highlight key characteristics of good practice that could be shared to support the profession. It was also important that the guidance was UK wide – while there are curricula differences, there are similarities with regard to professional competence, classroom management, knowledge and skills.

The inspiration for this work was based on the 1996 publication *Characteristics of good practice in food technology* (Ofsted), which was produced to help schools implement food technology as part of the National Curriculum for Design and Technology in England. The work also builds on the *Food teaching in primary schools: a framework of knowledge and skills* (PHE/DfE 2015).

This guide sets out a series of characteristics of good practice, determined via consensus building exercises with primary school practitioners and initial teacher training providers across the UK, which can be adopted as part of a good practice approach by all those that teach food in primary schools.

Scope and purpose

This guide aims to:

- define the key characteristics of good practice that are specific to teaching food;
- exemplify these characteristics of good practice in UK primary schools;
- identify exemplary practice and the school staff who could take responsibility for leading or enabling the practice, e.g. Governor, Head teacher, Senior Leadership Team; Curriculum lead/co-coordinator, or Class teacher;
- highlight the key features of achieving these characteristics, showing how these can be put into practice, with teacher case studies and suggestions of how to develop these for the future;
- support primary school teachers, especially those who are newly qualified;
- enable practising teachers to audit their own practice to plan and implement personal and professional development goals.

While this guide sets out nine key characteristics, with exemplification, it is acknowledged that other characteristics and practice exists. Therefore, this guide is not an exhaustive or static list to be followed rigorously, rather, it is a starting point to support reflection of current practice in order to develop teaching and learning further.

For structure, each characteristic in the guide has three key areas:

- Overview – bulleted information describing the broad approach to the characteristic;
- In practice – information organised under headings (appropriate to the specific characteristic), describing what teachers can do;
- Exemplary practice – how those with different responsibilities in the school can enable/deliver exemplary practice, i.e. Governor, Head teacher, Senior Leadership Team; Curriculum lead/co-coordinator, and Class teacher.

Who is this for?

This guide has been developed for a variety of audiences, specifically those that teach, or are training to teach, in primary schools throughout the UK.

Key audiences are:

- governors;
- head teachers;
- senior leadership team;
- curriculum leads/co-coordinators;
- classroom teachers;
- newly qualified/trainee teachers
- teacher training providers.

How can it be used?

It is anticipated that this guide can be used in a variety of ways, such as:

- showcasing practice through defined characteristics;
- encouraging consideration of other characteristics of good practice leading to further discussion and implementation;
- promoting lifelong personal and professional development, helping individuals to audit their knowledge and skill-set;
- developing the management of food teaching;
- acknowledging the role of the teacher in the whole school approach to health and wellbeing.

Space has been provided for staff to add other ways in which the characteristics could be put into practice.

Note: It is acknowledged that terminology may be different around the UK, e.g. Schemes of Work may be known as Schemes of Learning or Teachers' Guides.

Contents

Characteristic 1: Developing professional competence	4
Characteristic 2: Taking a whole school approach	7
Characteristic 3: Teaching the curriculum	10
Characteristic 4: Running practical food lessons	13
Characteristic 5: Establishing good food hygiene and safety practices	16
Characteristic 6: Developing food skills	20
Characteristic 7: Exploring where food comes from	23
Characteristic 8: Applying healthy eating	27
Characteristic 9: Making informed choices	30
Further sources of information and support	33
Acknowledgements	34

Characteristic 1

Developing professional competence

A characteristic of good practice in primary schools is that teachers are sufficiently competent and confident in the delivery of food lessons through initial training and/or professional development, and have an interest and willingness to develop their own knowledge and skills.

Overview

- Staff are up-to-date with curriculum requirements, legislation, professional standards, and good practice in food education.
- Staff ensure planning documents for food lessons reference the curriculum, appropriate food framework documents, such as the *Core food competences for pupils aged 5-16 years*, and whole school food policies, and lessons reflect what is planned.
- Staff create and select up-to-date, evidence-based and high-quality food teaching resources, focusing on achieving learning intent and the needs of different pupils.
- Staff work collaboratively to share and discuss good practice.
- Staff invite and listen to pupil feedback to improve and develop teaching and learning styles, approaches and resources.
- Staff embrace the whole school food approach and reflect the ethos in their teaching. (For further details see Characteristic 2 - Taking a whole school approach.)
- Staff show consideration for sustainability messaging in their planning and teaching, e.g. considering use of local and seasonal ingredients, minimising food waste, recycling packaging and composting peelings.
- Staff take responsibility for their professional development and updating food teaching knowledge and skills, for example by shadowing colleagues, visiting other schools (including food specialists in secondary schools to see food skills being taught), reading newsletters and social media posts to stay up-to-date, seeking out relevant courses and online learning.
- Staff review their own knowledge and skills, using appropriate documents, such as *Teaching food in primary schools: knowledge and skills framework* (PHE, 2015);
- Staff are aware of the authority requirements regarding holding a food hygiene certificate and act on this accordingly. (*While a food hygiene certificate is not a legal requirement for teaching food lessons, it is recommended in order to demonstrate due diligence. Many people find undertaking a food hygiene course increases their confidence in delivering safe, hygienic lessons and some local authorities or school policies may ask that teachers delivering food lesson hold this certificate.*)



Tim Baker
Charlton Manor
Primary
England

CASE STUDY

I believe it is incredibly important for children to have an understanding of healthy eating and nutrition and that it is vital we equip them with skills that allow them to prepare food and cook their own meals.

I found that by designing the curriculum with food as the vehicle, children would regularly have the opportunity to learn skills such as cutting, slicing, grating, boiling and baking and develop an interest and positive relationship with food.

I built a teaching kitchen and took on a chef that would work with the teachers. Together they planned for food teaching in all areas of the curriculum providing real life opportunities such as ratio and proportion in Maths and being a food critic in English, to imaginative ideas such as Roman feasts. We have International food days where parents bring in a meal that represents their cultural background.

The staff enjoy the focus and benefit too. They attend CPD and are constantly seeking advice from the two chefs in the school. Parents too enjoy the food the children take home and often ask for recipes from the chefs. Cooking is used for homework as it is an activity that parents and carers can support with and creates a positive environment.

TIM'S TIPS

1. Food lends itself well to the curriculum so look for food links in subjects.
2. Strengthen community links by inviting vulnerable people in to eat with the children.
3. Develop responsibility and build ethos by getting children to be waiters in the restaurant.

Putting the characteristic into practice

Preparing for practical food lessons

In practice, staff:

- plan well ahead to ensure that lessons run smoothly, the room is set up safely, and all resources are readily available;
- practice skills and recipes before the lesson to ensure teaching is confident and techniques taught demonstrate best practice for pupils;
- develop effective systems so all pupils can fully participate in lessons and pupil independence is encouraged and supported;

- organise how ingredients and equipment will be obtained, e.g. funded, purchased, stored.

Other examples:



Teaching and learning

In practice, staff:

- stretch and challenge pupils of all abilities;
- make use of ICT and use a range of resources to stimulate learning;
- act as a role model when teaching practical food lessons, reflecting the standards expected of pupil such as prepare appropriately and demonstrating neat, methodical working practices;

- reflect on lessons and activities to understand what went well and what could be improved.

For further details see Characteristic 4 - Running practical food lessons.

Other examples:



Exploring food

In practice, staff:

- ensure they are sufficiently prepared to be able to discuss the reasons some people may follow a specific diet, e.g. culture, religion, allergy, intolerance, age, personal choice.
- use reliable sources of information to find out about how different food is produced for their own background knowledge, e.g. read, watch videos, visit a farm or mill;
- identify individuals and organisations who can enhance pupils' understanding of where food comes from by offering support such as visits, talks, printed information and photographs.

For further details see Characteristic 7 – Exploring where food comes from.

Other examples:



Putting the characteristic into practice

Working with others

In practice, staff:

- manage support staff effectively, for example, being clear about the learning intent for the lesson and the assistance required;
- establish clear guidelines and protocols when dealing with parents/carers;
- provide information in advance about lessons and ingredients to the relevant people, e.g. support staff, parents/carers;
- are prepared to deal with issues (e.g. pupil likes and dislikes);

- are fully versed with the school's whole food policy and communicate this clearly to others as required, e.g. charging/voluntary contributions for ingredients, dealing with allergies.

Other examples:



Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Ensure that food education training is encouraged and available for staff.
- Offer placements for trainee/newly qualified teachers to work at your school and develop subject expertise and teaching skills.

Curriculum lead/co-coordinator

- Take the lead in promoting quality food education and practice across the school.
- Mentor staff, trainee teachers, newly qualified teachers and others.
- Lead a staff meeting with a food focus.
- Run a workshop to share a food teaching resource, idea or food skill.
- Bid for funding, for food education and explain the benefits to others of training for your school and pupils.
- Share good practice both in your own school and locally.
- Establish or take part in an existing food teaching network to share good practice and ideas that work well.

- Work with the school caterer on food events/themed occasions in school.
- Raise the profile of food across the school community. Make the subject visible to others; use displays to communicate the work that pupils are engaged with in lessons. Participate in school assemblies, e.g. give a talk on eating and drinking well. Invite the link governor to visit a lesson to see first-hand the value of the subject.
- Follow research into the latest educational developments.

Class teacher

- Show passion for the subject, including trying new food, exploring where food comes from, using different cooking techniques and highlighting healthy eating.
- Undertake extra-curricular activities that engage the pupils with food, e.g. a cooking club.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 2

Taking a whole school approach

A characteristic of good practice in primary schools is that the teaching of food is aligned with the whole school food approach. Food education is embedded in the health and wellbeing agenda of the whole school through the development and implementation of policies, promotion and enforcement.

Overview

- Staff in school are dedicated to providing an environment that promotes health and wellbeing to all, and enables pupils to make informed food and drink choices.
- Staff contribute to, and support, the whole school food policy, which sets out the food provision, curriculum and ethos.
- Staff help communicate the whole school food policy throughout school and to the wider community, e.g. school food providers, governing body, parents/carers.
- Staff work collaboratively across the curriculum to enhance learning opportunities, secure consistency and coherence of key concepts, and healthy eating messages across all curriculum areas.
- Staff act as role models in relation to food and drink, in line with the whole school food policy, when in the company of pupils.
- Staff across the school use resources, equipment and ingredients that promote healthy eating and active lifestyles.
- Staff ensure that teaching is directed to motivate change in behaviour towards healthier lifestyles and choices.
- Staff consider sustainability when planning food lessons, e.g. food waste (reduce, compost), recycle packaging.



Haydn Bettles

Armitage CE
Primary School
England

I was a professional chef for five years, before completing a Teaching Assistant course. I am now a Higher Level Teaching Assistant and have been the Food Education Lead in my school for four years.

Within my role, I oversee every aspect of food in school, this includes; breakfast club, break times, food at lunchtimes, including both school dinners and packed lunches, afterschool clubs, food related projects, gardening (in which the children all produce their own food), farm trips, hydroponic systems, animals in schools and much more.

I teach food lessons to all the year groups in my school. Each year group has a half term (approximately six weeks) of food lessons with me (1 hour per week) covering healthy eating, food and farming and cooking. I have written and developed our school scheme of work based on the *Core competences for children and young people aged 5 to 16 years: A framework of skills and knowledge around food, diet and physical activity*.

In our school, food is a subject within its own right. This means that it is regarded as just as important as any other area of the curriculum, and scrutinised as much too. Just like any literacy or numeracy lesson, my lessons and resources have to be differentiated between ability and year group. I have to ensure that my lower ability children can access the lesson, and also that my higher ability children are pushed and challenged. Teaching food as a discrete subject means we can really focus on developing pupils' cooking skills as they progress through the school. In addition to these food lessons, teachers within the school also use cooking to support other topics being taught.

I have devised our school Schemes of Work with the aim of giving children a passion for food, farming, cooking and growing, and to introduce them to the possibility of a future career in food when they are older. I also want them to go into secondary school with that extra edge and knowledge of food, how it is produced and where it comes from and how to cook it.

**CASE
STUDY**

Putting the characteristic into practice

Planning

In practice, staff:

- plan, with colleagues, to ensure progression in food teaching across the school to ensure that pupils build on their prior knowledge;
- ensure Schemes of Work and lessons reinforce the whole school food policy, seeking to make the policy a reality;

- keep up-to-date with the whole school food approach and participate in whole school food related events, e.g. BNF Healthy Eating Week.

Other examples:



Communicating

In practice, staff:

- share ideas for cross-curricular/ interdisciplinary food teaching to enhance pupils' food experience;
- are conscious of modelling healthy lifestyle behaviours for pupils to see, e.g. eating, drinking, being active;
- support colleagues who may be less experienced or confident about delivering food lessons;

- ensure that the school's approach to food is clearly communicated to the 'outside world' via its website, induction packs, social media and newsletters.

Other examples:



Teaching

In practice, staff:

- take a consistent approach to food in their teaching, with pupils and parents/ carers;
- use the Eatwell Guide to inform the planning and delivery of healthy eating messages across the curriculum;
- use appropriate resources, agreed as a school, for teaching and creating displays that reflect current healthy eating advice and encourage healthy food and drink choices, e.g. the Eatwell Guide (the UK healthy eating model).

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Review, update and monitor the whole school food policy, with consideration to breakfast and lunchtime food provision after school activities, rewards, celebrations and curriculum delivery, to ensure appropriateness and consistency across the school.
- Where available, sign-up for healthy schools schemes (voluntary schemes designed to recognise and encourage the schools contribution to supporting pupils' health and wellbeing).
- Register for BNF Healthy Eating Week and plan to be off timetable for some or all of this Week to provide a whole school focus on food and health.
- Invite health experts into school to talk to the pupils and parent/carers, e.g. dietitian, nutritionist, nurse, sports person.
- Hold a parent/carer meeting to talk about the schools approach to food provision and teaching and expectations of pupils and parents/carers.
- Ensure pupils can share their views about food in school, e.g. on school food provision, food lessons.
- Provide parents/carers with information and advice, to support healthy choices for their families.
- Offer parent/carer and child practical classes to encourage healthy eating choices, development of practical skills and enjoyment of cooking.

Curriculum lead/co-coordinator

- Promote whole school participation in healthy behaviours, e.g. set health challenges for different year groups, make trackers available and reward healthy behaviours.
- Ensure a coordinated and collaborative approach across the school for food and nutrition education.

Class teacher

- Plan assemblies to share learning about healthy eating, cooking, where food comes from.
- Promote healthier eating activities, clubs and awards.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 3

Teaching the curriculum

A characteristic of good practice in primary schools is that food teaching should reflect the curriculum, with due regard to progression. Consideration should also be given to other reputable guidance, e.g. *Core competences for children and young people aged 5 to 16 years: A framework of skills and knowledge around food, diet and physical activity*.

Overview

- Staff develop Schemes of Work and lesson plans that meet curriculum requirements for food education, follow other appropriate guidance (e.g. *Core competences for children and young people aged 5 to 16 years: A framework of skills and knowledge around food, diet and physical activity*) and show progression in learning outcome.
- Staff teach food lessons via dedicated curriculum subjects and also within other curriculum areas to enrich pupils' food experiences, e.g. science, maths.
- Staff build risk assessment into planning practical food lessons, ensuring it is specific to the environment and pupils.
- Staff select teaching resources, equipment and ingredients to support and engage pupils.
- Staff know what success looks like in food lessons and set clear learning intentions which are shared these with pupils.
- Staff are aware of the budget for food lessons and plan for equipment and ingredients accordingly.
- Staff continuously evaluate teaching and learning in food lessons and revise plans as necessary to meet pupil needs and ensure progression.



Amy Bergiers

Nantgaredig
Primary School
Wales

With the new curriculum in Wales, there is much more of a focus on learning locally, e.g. Welsh products, supporting local farmers.

We are also driven to focus more on a thematic approach to learning and ensuring that numeracy, literacy and IT are fully integrated into every aspect of the theme. We recently had the class theme of food, for this project, we:

- looked at the cockle industry in Wales and explored the local tradition of coracle (a small, rounded, lightweight boat) fishing in West Wales by visiting museums, making coracles in design and technology and cooking with fish;
- wrote to a local supermarket to encourage them to use less packaging on their fruit;
- adopted our own beehive with the hope of processing the honey during the summer months;

- developed our food skills by making a variety of dishes such as fruit salad; focaccia bread and a 'Welsh' pizza topped with cockles, bacon and leek;
- applied numeracy and literacy skills by running a healthy community cafe for two days in the school hall;
- made wax food wraps to try to reduce the amount of plastic waste.

The children loved this project and to be honest I didn't want it to end!

**CASE
STUDY**

Putting the characteristic into practice

Planning and preparation

In practice, staff:

- ensure that planning and teaching delivers intended food knowledge and skills and is not driven by recipes;
- ensure lessons build on pupils' prior food education knowledge in healthy eating, cooking and where food comes from;
- ensure that health and safety is at the forefront of any practical food activities taking place by undertaking risk assessment and following the subsequent procedures put in place;
- work within planned budgets.

For further details see Characteristic 5 - Establishing good food hygiene and safety practices.

Other examples:



Teaching

In practice, staff:

- deliver food lessons as set out in planning documents while reviewing and adjusting as necessary to meet pupil needs;
- teach discrete food lessons and also use food as a vehicle to support the delivery of other curriculum subjects;
- use a range of teaching styles, tasks and resources to engage and extend/challenge pupils, such as group and individual tasks, tasting activities, videos and web searches;

- use resources that are up-to-date, evidence-based and reliable, e.g. the Eatwell Guide.

Other examples:



Evaluation

In practice, staff:

- use self-reflection and pupil feedback to help review teaching and learning and make any appropriate moderations to lessons;
- assess pupils' knowledge and skills about food and tailor lessons appropriately to ensure pupils progress.

For further details see Characteristic 8 – Applying healthy eating

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Plan staff meetings with a food teaching focus, to:
 - raise awareness of the UK healthy eating model, the Eatwell Guide, and how it should be taught;
 - train staff on how to teach practical food skills (e.g. safe cutting techniques) and how to set up a classroom safely and hygienically for food lessons;
 - discuss and review resources to support learning about where food comes from;
 - review progression in food teaching across the school.
- Organise for experienced staff to offer co-teaching to train less experienced staff and increase food teaching confidence across the school.
- Add information to the school website/ social media feed about food activities taking place in the classroom, provide information for parents/carers, e.g. sources of trusted information, recipes.

Curriculum lead/co-coordinator

- Develop relevant food lessons for colleagues to deliver, which may include training and resource development.

- Plan 'food' themed trips, such as a visit to a supermarket, farm or restaurant.
- Invite speakers into school to expand pupil food knowledge and experience, e.g. farmer, baker, nutritionist.

Class teacher

- Create classroom displays that support the teaching and learning of food education themes, e.g. a frieze of where food comes from.
- Provide opportunities to try new food to expand pupils' experiences of less familiar food (taking into account allergies and intolerances).
- Use pupils own food experiences to enhance work around food in the classroom, e.g. talking about favourite food, food eaten at different times of the year, religion, belief.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 4

Running practical food lessons

A characteristic of good practice in primary schools is that practical food preparation and cooking lessons are delivered in a hygienic, safe and organised way, the classroom is set up and resourced appropriately, and pupils understand what they must do and how they must behave.

Overview

- Staff set up classrooms to become hygienic, safe and practical food preparation areas.
- Staff select and organise resources, equipment and ingredients appropriately to support learning intent and pupil capability.
- Staff ensure equipment for food lessons is well maintained and stored safely and appropriately.
- Staff ensure that food purchased for practical lessons is safe for use, e.g. is within its date mark, packaging is undamaged, it is stored correctly.
- Staff ensure ingredients are handled and stored safely before, during and after food lessons.
- Staff ensure provision has been made for pupils with food allergies, intolerances and/or other dietary requirements so they can participate safely in food activities.
- Staff ensure pupils and adults are aware of and follow the safe practices as stipulated in the risk assessment.
- Staff teach pupils and any adults supporting the lesson to follow specific routines and procedures to ensure food lessons are safe and successful, e.g. getting ready to cook, where equipment is stored, recycling.
- Staff set clear learning objectives for practical food lessons and share these with the pupils.



Gretel Lewis

Ysgol Bryn Teg
Wales

I am currently a nursery teacher in a school with approximately 250 pupils in South West Wales. An aspect of my job that I love is teaching food. Children in the early years absolutely love to cook and it serves a vital role in many areas of development.

For example, cooking is one of the main ways that I teach science and design and technology as it is practical, and gives the children a real life learning experience. I aim for the nursery children to cook at least twice a month. I actively seek opportunities to develop resources to ensure I keep my subject knowledge up-to-date.

GRETTEL'S TIPS

1. Be a reflective practitioner: Evaluate your current practice, what could you do to enhance the teaching and learning experiences for your learners?
2. Working in school is very busy, and it is hard to always find times to cook, therefore making cross-curricular links is an excellent way to make sure you always have time for food technology in school.
3. Create good relationships with parents; creating that excellent partnership between home and school can be crucial for children's health and wellbeing. Send recipes/ photos of the children cooking home, not only will it share with parents what their child is learning, it may influence parents to cook with children at home.

**CASE
STUDY**

Putting the characteristic into practice

Classroom organisation

In practice, staff:

- plan how the classroom furniture will be arranged during food lessons for safe movement around the room and avoiding bottle necks;
- ensure the area where food preparation will take place is uncluttered, clean and hygienic;
- plan how food waste and packaging will be disposed during the lesson, e.g. organise a container for food waste that will be composed, designate a recycling bin for packaging;
- plan ahead to help practical lessons run smoothly, e.g. part prepare or pre-weigh ingredients (if this is not part of the learning intention), plan who will wash up and where if there is not a sink in the room where a food lesson is taking place;
- make sure support staff are aware of, and follow, the hygiene and safety routines and procedures in place;
- use and display resources to support the learning intent of the lesson, e.g. food skills video, step-by-step recipes, labelled equipment storage boxes, labelled photographs of cooking equipment;

- include pupils in the creation of classroom procedures and rules for food lessons. For example:

- how the classroom is set up;
- what they need to do to get ready to cook, such as wearing an apron and washing their hands;
- how to handle ingredients and equipment hygienically and safely, such as not eating while cooking;
- how to deal with recycling and food waste appropriately;
- how to clear away/wash up after the lesson.

Other examples:



Ingredients and equipment

In practice, staff:

- select appropriate ingredients based on pupils' dietary requirements and physical suitability, e.g. using softer ingredients for pupils practicing a new cutting technique, smaller sized ingredients for younger pupils with smaller hands);
- plan to make dishes that are predominantly savoury, using seasonal ingredients where possible.;
- organise where ingredients and finished dishes will be stored, e.g. a clean fridge operating at the correct temperature (1°C - 4°C);
- choose equipment that is suitable for the pupils being taught, e.g. the correct size so it can be properly controlled by the pupil, appropriate for pupil ability;

- store equipment so it is kept clean and dry (e.g. tablecloths, aprons, chopping boards, mixing bowls);
- have a process for checking in sharp equipment after the lesson and also for checking that equipment is in good working order and safe to use, e.g. no rust, broken parts.

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Make composting and recycling facilities available and encourage use by staff and pupils after food is consumed or a practical food lesson.
- Provide opportunities for pupils to undertake food preparation and cooking activities each year.

Curriculum lead/co-coordinator

- Organise transportable equipment drawers/storage units so cooking equipment can be shared around the school. Have a booking system so it is available when required.
- Create checklists for monitoring equipment, e.g. its returned, if it is clean and in good working order. Set up a process for reporting and replacing damaged/broken equipment.
- Develop a whole school ingredient purchasing and storage system.

- Coordinate the development of a school recipe book which could be sold to help fund further food lessons.

Class teacher

- Demonstrate key food skills to pupils as and when required.
- Ensure pupils know how to get ready to cook.
- Invite parents/carers into class after school to try pupils' dishes.
- Create a display of photos showing the pupils working in a food lesson.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 5

Establishing good food hygiene and safety practices

A characteristic of good practice in primary schools is that pupils prepare and cook dishes, taste food and perform investigations hygienically and safely.

Overview

- Staff ensure guidance regarding food hygiene and safety during food lessons is embedded in the whole school food policy.
- Staff establish food hygiene and safety procedures and practices to prevent bacterial multiplication, food poisoning and allergic reactions.
- Staff integrate food hygiene and safety teaching during practical food lessons to help pupils learn about, and apply, food hygiene and safety procedures and practices.
- Staff and other adults are role models and demonstrate good food hygiene and safety practices.
- Staff use teaching resources and equipment that support the highest standards of food hygiene and safety.
- Staff ensure ingredients are purchased from a reputable supplier; are in date and are stored correctly before, during and after lessons.
- Staff ensure provision has been made for pupils with food allergies, intolerances and/or other dietary requirements so they can participate safely in food activities.



Rosalie Forde
Three Ways School
England

We involve pupils in all aspects of food safety and hygiene during cooking lessons. All teachers are consistent with the food safety language they use and their expectations of learners from year one through to year six across the school. Students quickly learn through repetition how to work hygienically and use equipment safely. This is to embed the knowledge they will need so that by the time they leave primary school this best practice has become second nature. We also teach them where different food is stored and where and how to dispose of any food waste. We have high standards and the children always rise to our expectations. This underpins the focus we have as a school on building life skills, our Eco School ethos and supporting their progression into secondary education. I keep a regularly updated list of all pupil allergies and our lessons are inclusive and built around the needs of our most vulnerable learners. I support my colleagues with updates on professional skills and

subject knowledge, any resources they may need; highlighting any alternative ingredients they may require and how to adapt recipes accordingly.

ROSALIE'S TIPS

1. Keep open sight lines when teaching so you can monitor possible cross contamination, allergy and food safety issues that may arise
2. Utilise all learning opportunities, if some food has gone off, grown mould or smells, highlight it in a safe but memorable and sensory way so they know what to look out for as consumers and at home.
3. Use Allergy UK factsheets to easily share information with staff, parents and students about allergies.

CASE STUDY

Putting the characteristic into practice

Food allergies and intolerance

In practice, staff:

- send an ingredient check letter home to parents/carers to check for allergies, intolerances, religious, cultural or other reasons why children may not be able to taste or handle a particular food (ideally completed at the beginning of the school year to cover all future practical activities);
- check ingredient food labels used in practical activities to ensure that they do not contain ingredients that any pupils may not consume (as identified on the ingredient check letter completed by parents/carers);

- inform all pupils about the importance of not sharing ingredients or equipment that have come into contact with ingredients to which others in the lesson may have an allergy or intolerance.

Other examples:



Prepare the classroom

In practice, staff:

- ensure the space used for food work is clear, and that tables are cleaned with anti-bacterial spray or wipes (if tables are general classroom furniture and not used solely for food preparation, they should also be covered with clean, plastic table cloths);
- make sure there is access to a sink with hot and cold water and anti-bacterial handwash, where pupils and staff can wash their hands;

- ensure that a waste bin and/or food compost bin is available.

Other examples:



Getting ready to cook

In practice, staff:

- remove jumpers and sweatshirts (if appropriate);
- remove nail varnish and jewellery;
- tie up long hair, ensuring it is not hanging down;
- secure long head scarves or coverings;
- roll up long sleeves;

- put on a clean apron.
- thoroughly wash and dry hands (before and after practical work, and after going to the toilet or touching the bin);

Other examples:



Putting the characteristic into practice

Ingredients

In practice, staff:

- store high risk food, such as dairy and ready-to-eat food, in a fridge between 1°C - 4°C.
- check all date marks on food, to ensure the food is in date;
- store food containing allergenic ingredients, separately;
- make sure that hot food is cooled quickly and stored in a fridge between 1°C - 4°C within 1-2 hours;

- label finished dishes with storage, cooking or re-heating instructions.

Other examples:



Equipment

In practice, staff:

- check the cleanliness and temperature of the fridge;
- store sharp equipment securely, e.g. knives;
- make sure cooking equipment is used, cleaned and stored correctly;
- establish cleaning schedules for equipment, including aprons and tea towels.

Other examples:



Safe and hygienic practices

In practice, staff:

- confidently and competently demonstrate how to prepare food safely and hygienically, to prevent cross-contamination or injury;
- demonstrate safe use of sharp equipment and electrical items, e.g. knives, graters, blender.
- use oven gloves when handling hot items or taking items in or out of the oven (pupils to be supervised);
- establish clear guidelines for sampling food and drink hygienically, e.g. no licking fingers, eating while cooking;

- ensure first aid procedures are in place in case of accidents.

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Provide a fridge and equipment, and food storage facilities, for undertaking practical work.
- Plan staff meetings with a focus on food hygiene and safety.
- Invite the school cook or caterer to talk to staff about how they approach food safety and hygiene.

Curriculum lead/co-coordinator

- Raise awareness and provide information to senior leaders/parent teacher groups to gain funding to enhance food storage, such as a dedicated fridge for food activities.

Class teacher

- Ask pupils to create food safety and hygiene posters for display around the classroom, e.g. handwashing, how to work safely with sharp equipment, not tasting during cooking.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 6

Developing food skills

A characteristic of good practice in primary schools is that pupils continually develop and build upon their food skills so they can prepare, cook and serve a range of dishes hygienically and safely.

Overview

- Staff expose pupils to a range of food skills and cooking methods, using a variety of ingredients and a range of equipment.
- Staff integrate food skills into Schemes of Work and lessons, demonstrating progression in the development of practical skills, precision/accuracy, use of equipment and recipe complexity over time.
- Staff ensure teaching resources, recipes, ingredients and equipment used are ability appropriate, encourage an awareness and understanding of safe practices, and promote current healthy eating advice.
- Staff provide opportunities for pupils to apply, demonstrate and justify their food skill competency through food preparation activities.
- Staff undertake assessment that reflect stated learning intent and provide constructive feedback to pupils.



Megan Johnston

Alexandra
Parade Primary
Scotland

I credit a lot of my own food skills to my upbringing with my family. My mother and Grandmothers were great cooks. By age seven, I was reading recipes and making pancake breakfasts for my family and this has grown into a love of cooking ever since. This life experience has allowed me to transfer my own practical skills into the classroom. Using the Experiences and Outcomes from the Curriculum for Excellence and embedding the skills into the learning anywhere I can, I have found that the children I work with are able to find their own passion for food and cooking. Through sharing these cooking experiences and working together to achieve a goal allows for a nurturing environment in the class and a positive attitude toward healthy eating and food. Across the school, there are rich learning experiences available to all children involving food and food handling skills. This lifelong learning gives children a greater confidence in themselves, grows their ability to problem solve, work cooperatively and value the process it takes to create something that everyone can enjoy.

MEGAN'S TIPS

1. Start with food skills you are comfortable with and build up from there. There are many resources out there that will help you better your own skills and knowledge.
2. Plan, Prepare, Practice. Plan out appropriate lessons which involve different food skills you can manage in your own class. Prepare and think of timing, ingredients, how many children you can work with at a time and space and equipment you might need. Practice, try recipes out before you do them in class or even just the one skill you are focusing on.
3. Everything is a teaching moment when it comes to cooking and working with food. Sometimes things fall through and you need to be creative. I didn't have yeast for a bread recipe but was able to adapt and make flatbreads instead. If you do it all with a smile, it will show your students that making mistakes while cooking is normal and all part of the learning process and experience.

**CASE
STUDY**

Putting the characteristic into practice

Planning

In practice, staff:

- review food skills previously taught to pupils at school or home;
- map food skills in Schemes of Work;
- develop practical activities that are age/ability appropriate;
- build upon previous experiences, skills learned and pupil preference/feedback;
- focus on food skill learning intent, not recipe outcome;

- ensure planning reflects the ethnic and cultural diversity of pupils and local environment.

Other examples:



Practical food work

In practice, staff:

- plan appropriate practical activities to allow pupils to develop their food skills;
- ensure recipes progress food skill development, are predominantly savoury and promote current healthy eating advice;
- encourage pupils to explore and evaluate ingredients using their senses, e.g. smell, taste;

- expose pupils to recipes and ingredients from different traditions and countries.

Other examples:



Teaching skills

In practice, staff:

- are confident in teaching, demonstrating and using a wide range of food skills;
- staff practice food skills before teaching pupils;
- staff develop their own food skills (if required) through training by external providers or working with more experienced food teachers, the catering team or professional chefs;
- ensure support staff are briefed fully before practical lessons regarding hygiene and safety expectation and the way food skills should be demonstrated and carried out;

- expose pupils to new experiences, ingredients and/or skills, e.g. through working with external experts;
- encourage pupils to support their peers in class.

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Systems are in place for staff to share pupil progress across year groups to ensure pupils' food skills progression as they move through the school.
- Ring fence, and make staff aware of, the budget for ingredients/equipment.
- Ensure appropriate facilities for food lessons.
- Enable staff to develop their own food skills, e.g. through undertaking practical skills courses, arranging for appropriate visitors to provide food preparation demonstrations.

Curriculum lead/co-coordinator

- Create links with local supermarkets and food producers. Provide opportunities for pupils to visit the shop/producer or for visitors to come into school.
- Invite a local chef to give a demonstration to pupils.
- Look out for, and enter, national competitions and local events to showcase pupils' work and raise the profile in school.

- Run food skills enhancement sessions at lunchtime or after school to encourage pupils, and staff, to further develop their food skills.

Class teacher

- Allow pupils to prepare and cook a range of different dishes in food lessons.
- Seek out upskilling courses, videos and webinars to enhance professional development.
- Plan a school visit to experience using new ingredients and learning new skills.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 7

Exploring where food comes from

A characteristic of good practice in primary schools is that pupils demonstrate their understanding of food origins, production and processing. They examine where and how a variety of ingredients are grown, reared, caught and processed, and consider seasonality, food waste and packaging.

Overview

- Staff have an understanding of food origins, production and processing appropriate to the age/ability of pupils being taught.
- Staff use up-to-date and relevant sources of information to inform their planning and teaching about where food comes from.
- Staff develop Schemes of Work and lessons around food that integrate where food comes from, seasonality, food waste and packaging, demonstrating progression in the development of key concepts and application over time.
- Staff use resources that reflect current UK food production and farming processes, and recognise a range of views exist about how food is produced. If other areas of global food production and/or processing are highlighted, the location should be clearly identified.
- Staff use ingredients that are seasonal and/or local, whenever possible.
- Staff provide pupils with the opportunity to recognise where and how a variety of ingredients are grown, reared, caught and processed and can describe the basic steps in the production and processing of food..
- Staff provide pupils with the opportunity to recognise that a range of ingredients/food is used in different cultures and traditions around the World.
- Staff provide the opportunity for pupils to grow food, such as fruit, vegetables and herbs.



Claire Theobald
British Nutrition
Foundation

At the BNF National food and education conference in February 2020, teachers were provided professional updates and information about resources to support food teaching, focusing on healthy eating, cooking and where food comes from.

To show how food commodities could be used as 'hooks', BNF dedicated the primary teachers' session to focusing on cereals (wheat) and dairy (milk and cheese), exploring their production and processing, as well as aspects of their role in the diet and practical use in the classroom.

The teachers:

- engaged with a nutritionist to explore cereals and dairy in the diet;
- listened to presentations from a dairy farmer and a miller; getting a 'real life' account of food production;
- made their own bread rolls and discussed how this could be replicated in a primary school classroom.

The session was well received, and teachers reported feeling inspired and more equipped to fulfil their food curriculum. It demonstrated the importance of bringing food themes together, as well as engaging with experts.

TIPS:

1. Consider using food commodities (e.g. potatoes, fruit and vegetables) as themes for food lessons – explore how they contribute to a healthy varied diet, how they are used in recipes (the food skills used) and their 'farm to fork' journeys.
2. Invite experts, such as growers, nutritionists or chefs, into the classroom to talk to pupils about how food is produced, how it contributes to health or how it is prepared.
3. Explore the 'where food comes from' resources on the Food – a fact of life website (which include videos, posters and training events) to help pupils learn more about how their food is produced.

**CASE
STUDY**

Putting the characteristic into practice

Exploring where food comes from

In practice, staff:

- set activities to enable pupils to find out where food comes from, including how food is grown, reared or caught locally and around the world, seasonality and food availability;
- invite a local food producer or person working in the food industry to speak to pupils;
- use food/ingredients produced locally, whenever possible, to create a range of dishes;
- visit a supermarket, local farm shop or farmers market to find out more about ingredients;

- look at the 'farm to fork' process for a range of food using a variety of resources, such as web searches, videos, magazines/ books and written tasks.

Other examples:



Seasonality

In practice, staff:

- use seasonal ingredients in practical food preparation and cooking lessons, whenever possible;
- discuss the advantages of using food in season, but also how choosing only seasonal food might impact on food choice and use.

Other examples:



Quality assurance

In practice, staff:

- explore with pupils the different quality assurance standards and/or marks used on food, such as Red Tractor, LEAF marque and British Lion Eggs;
- collect a variety of example logos that are used in food assurance schemes. Investigate which logos pupils are familiar with and the role they play in consumer choice.

Other examples:



Putting the characteristic into practice

Food supply

In practice, staff:

- offer activities that compare a range of ingredients and where they have come from, e.g. varieties of cheese, types of bread;
- discuss with pupils aspects of food sustainability, such as reducing food waste, composting;
- reduce food waste through preparation and cooking, e.g. use small quantities of ingredients, scrub rather than peel vegetables, use the whole herb rather than the just the leaves;

- use ingredients past their 'best-before date' (but not past their 'use-by date'), e.g. make soup with vegetables which have become soft;
- challenge pupils to give examples of how to use leftovers to make another dish, e.g. leftover chicken as a pizza topping/curry, brown bananas to make a banana loaf.

Other examples:



World ingredients

In practice, staff:

- provide the opportunity for pupils to explore a range of food from different cultures, explore their origin and use in dishes;
- source ingredients that pupils may not be familiar with and prepare, cook and taste them, e.g. rambutan, longan, mangosteen;
- provide a range of the same type of food from around the world for pupils to taste and research, e.g. different types of bread such as pitta, baguette, focaccia, naan, pretzel, challah;

- ask pupils to share with the class an ingredient or food typical to a country or culture.

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Set up growing activities in school. This could be small scale such as an herb garden, using 'grow bags' for tomatoes or a deep bin for potatoes. If facilities allow, create a school garden or allotment and grow produce for use in the classroom.
- Establish routines for recycling throughout the school.
- Encourage the use of seasonal and local food/ingredients in school food served throughout the school day.
- Work with the school catering team to have a focus on particular dishes from around the world.
- Hold a school farmers' market (these are real farmers markets held in school halls, community halls or playgrounds that give the local community the opportunity to browse and purchase local produce).

Curriculum lead/co-coordinator

- Organise tasting events to get pupils trying different food.

- Invite a speaker to talk to pupils about specific food/produce such as cheese or fish and how it is sourced/made.
- Run a competition for pupils/staff/parents focusing on local, seasonal ingredients. Showcase the entries.

Class teacher

- Organise a class visit to a local farm.
- Discuss the origins of fruit and vegetables that pupils may have eaten at break or snack time.
- Discuss the production and processing of milk using the free, or subsidised, milk provided for pupils across the UK as a focus.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 8

Applying healthy eating

A characteristic of good practice in primary schools is that pupils apply their healthy eating knowledge.

Overview

- Staff demonstrate knowledge of the Eatwell Guide, the UK healthy eating model, and current dietary advice, and apply this in their teaching.
- Staff ensure information sources are reliable and evidence-based, developing teaching resources based upon this information and share these with colleagues in school.
- Staff develop Schemes of Work and lessons that integrate healthy eating and demonstrate progression in the development of key concepts and its application over time. Healthy eating is embedded throughout all aspects of food learning, including practical food lessons;
- Staff develop and/or select teaching resources that reflect current evidence-based healthy eating advice.
- Staff use equipment and ingredients that promote current healthy eating advice.
- Staff provide pupils with the opportunity to apply and justify their knowledge of healthy eating through planning, verbal/written tasks and food preparation activities.



Zoë Panić

Liphook C of E
Junior School

England

Within our Federation, we believe it is essential to consistently promote the importance of healthy eating. From promoting healthy snacks at breaktime, reducing sugar in recipes at Baking Club, to growing vegetables in the garden, the healthy eating message is clear and consistent. Consequently, when it comes to explicitly teaching this aspect of food technology, it is a matter of reviewing and embedding principles the children are already familiar and confident with.

Each year group conducts a food technology unit, ensuring continuity and progression of skills and competencies throughout the Federation. Although the focus of the units varies, the Eatwell Guide is introduced to the children in Early Years and is revisited and reinforced each year. For example, in Year 1, pupils explore fruits from around the world and have fun creating fruit kebabs.

Wherever possible, we link our food technology units to the topics the children are studying. In Year 4, for example, when studying World War II as part of history, the children investigate rationing and the food that would have been available at this time. They learn about the "Dig for Britain" effort and understand the scientific links with seasonality before designing and creating their own vegetable soup.

**CASE
STUDY**

Putting the characteristic into practice

The Eatwell Guide (UK healthy eating model)

In practice, staff:

- use the Eatwell Guide, and current dietary recommendations, to plan healthy, varied diets;
- ensure that the main recommendations act as a thread throughout all work, these include 5 A DAY, reducing salt, sugar and fat, increasing fibre and eating more fish (two portions a week, one of which should be oily);
- ensure that the message of 6-8 drinks to be consumed per day is used;
- consider portion size and energy balance appropriate to pupil's age when planning and delivering healthy eating;
- plan a series of practical activities that illustrate the use of a variety of ingredients from the Eatwell Guide food groups. Select recipes that reflect healthy eating recommendations;
- use reliable, evidence-based sources of information about healthy eating;
- plan and apply a consistent whole school food approach to healthy eating and dietary recommendations. Share up to date information with colleagues;

- focus on the Eatwell Guide food groups with younger pupils - *Fruit and vegetables; Potatoes, bread, rice, pasta and other starchy carbohydrates; Beans, pulses, fish, eggs, meat and other proteins; Dairy and alternatives; Oils and spreads;*
- explore the main nutrients provided by each of the food groups, e.g. fat, protein, carbohydrate (fibre, starches and sugars), vitamins and minerals, plus water; and provide opportunities for pupils to investigate sources of different nutrients, highlighting their functions.

Other examples:



Diet and Health

In practice, staff:

- teach pupils to consider the needs of different population groups, including any dietary restrictions, when planning lessons, dishes and menus;
- task pupils to plan a menu for a day, investigating whether it meets healthy eating recommendations, e.g. 5 A DAY, base meals on starchy food, 6-8 drinks;
- help pupils read food labels to help them compare products and make informed decisions;
- use recipes that are predominantly savoury;

- teach older pupils to teach older pupils how to calculate the energy and nutrients provided by a recipe or diet, e.g. using the *Explore Food* nutritional analysis tool (available at www.foodafactoflife.org.uk).

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Establish a breakfast club for pupils to ensure children who have not had breakfast have one in school. Support, guidance and funding for breakfast clubs is provided to schools across the UK by a number of organisations (see links) on page 33.
- Develop menus with the school cook/caterer to help to ensure a consistent message across the school.
- Register for, and participate in, BNF Healthy Eating Week. Make sure the whole school community are aware of the event and how they can be involved.
- Add information to the school website or regular newsletter about healthy eating to encourage pupils and their families to follow government recommendations.

Curriculum lead/co-coordinator

- Organise a display and tasting session at open evening/parents events to raise awareness of the Eatwell Guide.
- Liaise with the PE lead to have a display or stands at sports day or another sporting event to highlight the importance of healthy eating and staying hydrated.
- Undertake online or face-to-face training on healthy eating and disseminate the information to all staff.

- Investigate the school food standards with older pupils and create a dish suitable to be served by the school cook/caterer. Invite parents/carers for lunch to try the new dish.

Class teacher

- Create a large blank 'Eatwell guide' on the wall and get pupils to draw and place food images into the correct sections.
- Task older pupils to complete a food and drink diary over a week and compare this with healthy eating recommendations, e.g. 5 A DAY, reducing salt, sugar and fat, increasing fibre and eating more fish.
- If unsure about information found in healthy eating articles or reports in the media, visit www.nutrition.org.uk or www.nhs.uk to check the facts behind the headlines/nutrition in the news.

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Characteristic 9

Making informed choices

A characteristic of good practice in primary schools is that pupils demonstrate and apply their awareness of consumer preferences and the reasons for food and drink choices.

Overview

- Staff are aware of the factors that affect food and drink selection and choice.
- Staff consider and apply factors affecting food and drink choice when making decisions for themselves and pupils.
- Staff develop Schemes of Work and lessons that integrate factors affecting food and drink choice and demonstrate progression.
- Staff develop and/or select resources and ingredients that support pupils to make informed choices, exploring a range of factors.
- Staff provide pupils with the opportunity to apply and justify their knowledge through planning, verbal/written tasks and food preparation activities leading to making informed choices.



Jason O'Rourke

Washingborough
Academy
England

The wonderful thing about food education within a primary school curriculum is that it can be approached from so many subjects and so many topic areas.

As well as the growing and cooking aspect of food education, we have also included lessons in eating where children use all of their senses to explore healthy food. It is a great way of engaging children in the pleasures of food. By first looking at fruit and vegetables, then describing the feel, sound and smell of them, they are much more inclined to actually taste them. From there, the whole enjoyment of a full food education curriculum can then be explored.

JASON'S TIPS

1. Find your champions within your school community. This can either be staff members who have an interest in food or cast your net wider to parents and grandparents.
2. There is always space to grow vegetables in a school in even the smallest of spaces. Get children to plant seeds in seedling trays and look after them in the classroom before transplanting outside.
3. Try to go different types of fruit and vegetables that the children will not get to see in the supermarkets. Purple carrots, white beetroot, trombone courgettes etc. Children are more likely to cook and eat food that they have nurtured themselves.

**CASE
STUDY**

Putting the characteristic into practice

Exploring factors affecting food choice

In practice, staff:

- provide opportunities for pupils to learn that the choices people make around food and drink depends on a number of factors, such as allergy, intolerance, age, religion, personal choice, time of day and occasion;
- devise lessons to allow pupils to explore personal preferences, such as challenging pupils to conduct a survey to find out about class food preferences;
- run food tasting lessons, teaching pupils how to use their senses to taste and evaluate different food;

- ensure the procedures for food tasting are safe and hygienic, being aware of food allergies and intolerances and prevention of cross-contamination.

Other examples:



Applying food choice

In practice, staff:

- teach pupils to consider the factors involved in food and drink choice when making decisions for themselves and others;
- challenge pupils to create new, or modify existing, recipes for specific people and occasions, e.g. look at menus from a range of high street food outlets, choose a meal for a specific need and justifying their choice;
- demonstrate how informed choices can be made through using food labels, ingredient lists and nutrition information (front and back-of-pack labels).

- encourage pupils to use their findings from food tasting to modify recipes, dishes and menus, and justify decisions and changes made.

Other examples:



Putting the characteristic into practice

Exemplary practice

Governor, Head teacher, Senior Leadership Team

- Set up a sensory food tasting testing area and kit for pupils to use when they carry out testing. The kit could contain a selection of different sized plain crockery, e.g. four small, medium and large white bowls/plates; cutlery; water glasses; pens; pads and laminated copies of different sensory tests with instructions.

Curriculum lead/co-coordinator

- Create a display in the entrance hall or library area highlighting the factors affecting food choice.
- Work with parents/carers or members of the local community to offer a variety of cultural experiences to staff and pupils, e.g. tasting sessions, talks or cooking activities, using local or traditional ingredients/techniques.

Class teacher

- Task pupils to draw a picture of themselves. Around the portrait, ask them to list all the factors that affect their food decisions and preferences. Ensure they explain their answers.
- Look at a range of food packaging. What information is used to make a choice? Ask pupils to make a list.

- Visit a local supermarket and investigate the 'on-the-go' food on offer. Discuss with pupils the range available and why it might be popular.
- Show older pupils how to calculate the energy and nutrients provided by a recipe or diet, stating ways in which it has been improved, e.g. less salt, more fibre. (You could use the *Explore Food* nutritional analysis tool, available at www.foodafactoflife.org.uk).

Other examples:



A list of useful websites to support this characteristic can be found on page 33.

Further sources of information and support

Links to support characteristics 1 - 2

Better eating, better learning: a new context for school food (Scotland)

Establishing a whole school food policy (Northern Ireland)

Food – a fact of life - whole school approach

Food for life – transforming food culture

Food teaching in primary schools: a framework of knowledge and skills (PHE/DfE 2015)

General Teaching Council for Northern Ireland

Health and wellbeing in schools (Scotland)

Healthy Eating in Schools (Wales)

Healthy schools rating scheme (England)

Healthy Schools Scotland

RSE and health education curriculum 2020 (England)

School food – nutrition standards (Northern Ireland) – implementation, September 2020

School food standards consultation report and recommendations (Scotland)

School food standards: resources for schools

Standards for school food in England

Teacher professional development Wales (Professional Standards)

Teachers' standards (England)

The General Teaching Council for Scotland

Welsh Network of Healthy School Schemes

Links to support characteristics 3 - 4

Allergy UK

BNF Healthy Eating Week

Chartered Institute of Environmental Health (Northern Ireland, Scotland, Wales)

CLEAPSS (primary)

Core competences for children and young people aged 5-16

Council for the Curriculum, Examinations and Assessment (Northern Ireland)

Curriculum for Excellence (Scotland)

Curriculum for Wales 2008

Curriculum for Wales 2020

Design and Technology Progression Framework (England)

Education Scotland (Inspections)

Estyn (Wales)

Food – a fact of life - guidance for setting up a practical lesson

Food – a fact of life - support and resources for good food hygiene and safety practices

Food Standards Agency (England, Northern Ireland and Wales)

Food Standards Scotland

Food teaching progression chart 5-11 years

Growing for the future (Northern Ireland)

Guidelines for producing education resources for schools about food

National curriculum (England)

NFU Education

Office for Standards in Education (Ofsted)

Scottish Schools Education Research Centre

STEM learning

The Education and Training Inspectorate (Northern Ireland)

The Royal Environmental Health Institute of Scotland

The Royal Highland Education Trust

The Royal Society for the Prevention of Accidents

UK government food labelling and packaging advice

Links to support characteristics 5 - 9

BNF Healthy Eating Week

British Dietetic Association Food facts

British Heart Foundation

British Nutrition Foundation

Change4life

Countryside Classroom

Daily Mile Challenge

Eat seasonably

Explore Food (nutritional analysis tool)

Food for life (Soil Association)

Free Breakfast in Primary Schools (Wales)

Free food and fitness in Wales

Greggs Foundation breakfast clubs

Growing for the future

Healthier breakfast clubs (Northern Ireland)

Healthy eating 7-11 resources

Institute of Grocery Distributors (IGD): nutrition information on packaging

LEAF Education

Love food hate waste (Scotland)

Love food hate waste (Welsh language)

Magic Breakfast (breakfast clubs in England and Scotland)

NFU Education

NHS healthy eating advice

Practical Action

School Fruit and Vegetable Scheme (England)

School meals (Scotland)

School Milk Scheme (Wales)

The Eatwell Guide (NHS)

The Royal Highland Education Trust

Universal infant free school meals (England)



Acknowledgements

The content of the guide was developed through a consensus workshop and consultation with:

Roy Ballam,

British Nutrition Foundation

Amy Bergiers,

Nantgaredig Primary School, Wales

Haydn Bettles,

Armitage CE Primary School, England

Deborah Convery,

Balmalloch Primary School, Kilsyth, Scotland

Rosalie Forde,

Three Ways School, England

Siobhan Jennings,

Health and Wellbeing Service, Leeds Council, England

Megan Johnston,

Alexandra Parade Primary, Scotland

Gretel Lewis,

Ysgol Bryn Teg, Wales

Frances Meek,

British Nutrition Foundation

Jason O'Rourke,

Washingborough Academy, England

Steven Park,

University of Ulster, Northern Ireland

Mary Stephen,

University of Aberdeen, Scotland

Claire Theobald,

British Nutrition Foundation

Elizabeth Tydeman,

Public Health England, England

Lorna Williams,

University of Worcester, England

We would also like to thank the following for providing case studies to demonstrate the characteristics of good practice:

Tim Baker,

Charlton Manor Primary, England

Amy Bergiers,

Nantgaredig Primary School, Wales

Haydn Bettles,

Armitage CE Primary School, England

Rosalie Forde,

Three Ways School, England

Megan Johnston,

Alexandra Parade Primary, Scotland

Gretel Lewis,

Ysgol Bryn Teg, Wales

Jason O'Rourke,

Washingborough Academy, England

Zoë Panić,

Liphook C of E Junior School, England

Claire Theobald,

British Nutrition Foundation

The British Nutrition Foundation would like to gratefully acknowledge the financial support provided by the **All Saints Educational Trust** for the production of this guide.

Published by the
British Nutrition Foundation
New Derwent House
69-73 Theobalds Road
London
WC1X 8TA

Telephone +44 (0) 20 7557 7930
Email postbox@nutrition.org.uk

www.nutrition.org.uk
www.foodafactoflife.org.uk
www.nutrition.training