

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.



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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 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.