

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.



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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.