



Creating a great food culture in your school

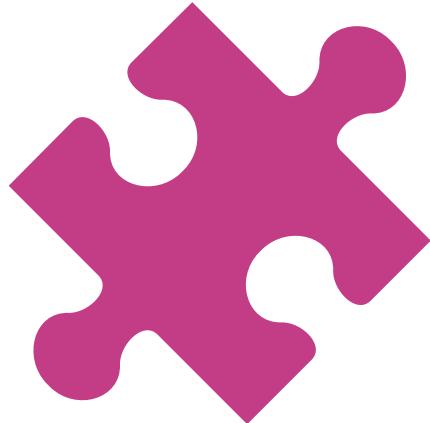
Frances Meek and Claire Theobald

British Nutrition Foundation

What will be covered?

- The role that heads, senior leaders and governors can play in creating a culture and ethos of healthy eating.
- Embedding a whole school approach to food and the benefits to your pupils, staff and the wider school community.
- Enabling your colleagues to give consistent messages about nutrition in lessons and at lunchtime, as well teaching pupils about where their food comes from and how to plan and cook healthy and sustainable drinks, snacks and meals.
- The free curriculum compliant resources available to you and your colleagues to support pupils' learning.
- Links to *Food – a fact of life* resources.



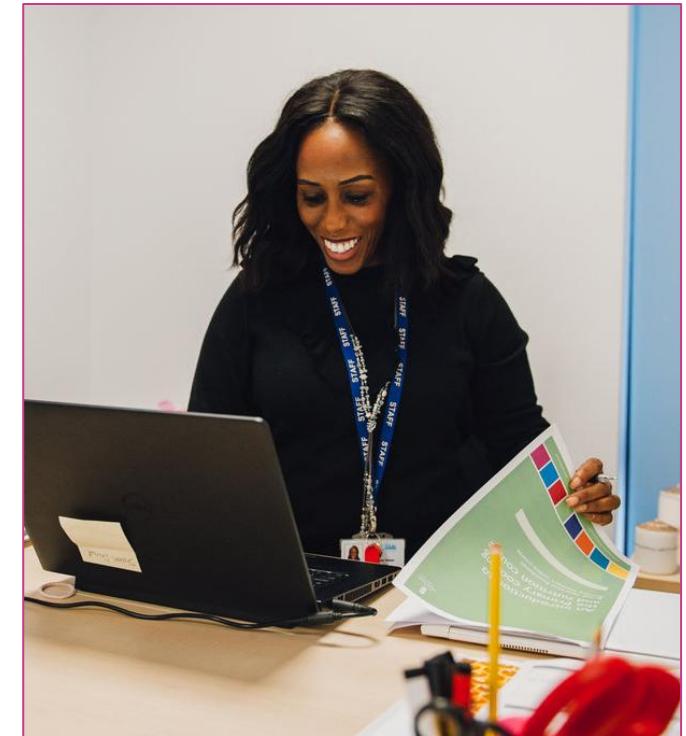


The role of heads, senior leaders and governors

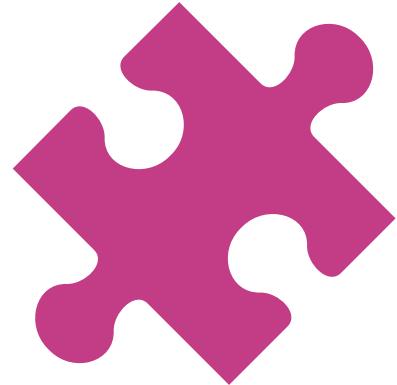
What is a headteacher's role?

Working with the school's governors or trustees, a head teacher should:

- Ensure all food and drink provided across the school day promotes pupils' **health, wellbeing, and learning**
- Oversee the **nutritional quality, safety and inclusivity** of school food
- Develop and implement a **whole-school food policy**
- Integrate **food and nutrition education** into the curriculum
- Embed **healthy eating and wellbeing** as core elements of the school's ethos and daily practice



It is the statutory responsibility of the governing body and trustees to ensure the [School Food Standards](#) are being met and [Ofsted](#) are putting a much greater focus on how schools are creating a culture and ethos of healthy eating.



A whole school approach to food and the benefits

Why is food in schools important?

Food has a significant role to play in determining health and wellbeing, establishing social roles and reflecting and shaping a school's ethos and individuals' values.

A whole school approach to food touches all parts of the day, the curriculum, after-school activities, and school culture. It helps establish effective partnerships working towards a common goal.

It's not just about providing food - it's about education, engagement, and embedding healthy habits into every aspect of school life.

A whole school food policy makes a public statement which demonstrates how your school cares for and makes a positive contribution to the health and wellbeing of pupils, staff and other stakeholders.



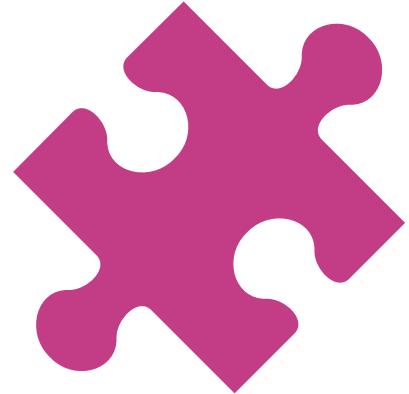
Food education and a whole school approach

Food education is a vital component of a whole school food policy

- It ensures that pupils receive consistent messages about healthy eating
- By engaging the whole school community, it fosters a shared understanding of nutrition, sustainability, and cultural diversity
- It empowers pupils to make informed choices

**Ultimately, food education
underpins a school's commitment
to promoting wellbeing, equity, and
lifelong healthy habits.**





Enabling teachers

What is *Food – fact of life*?



For all the food teaching resources
you'll ever need
foodafactoflife.org.uk

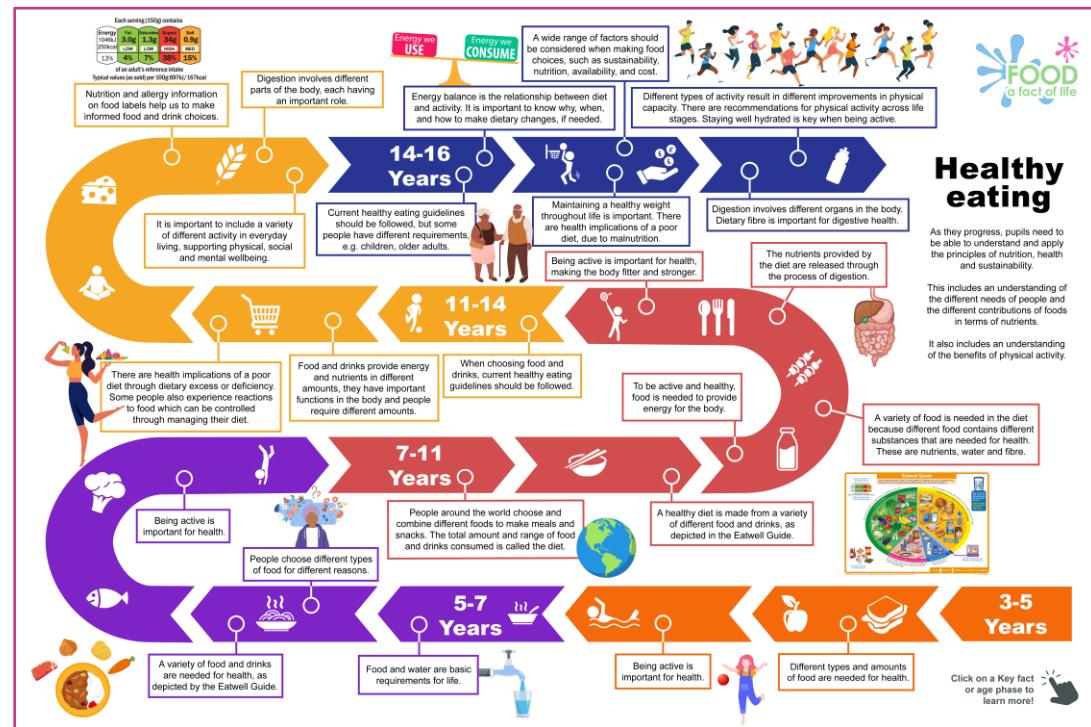
We offer food teaching resources that are...

- ✓ for the whole school;
- ✓ progressive in their approach to learning;
- ✓ curriculum compliant;
- ✓ support delivery of the food, science and health education curricula;
- ✓ ready to use to save on planning time;
- ✓ written by teachers, for teachers;
- ✓ proven track record (around for over 30 years!);
- ✓ **FREE!**

Progression

Food curriculum Roadmaps

- Showcase the progressive, key learning that underpins the *Food – a fact of life* programme.
- 3 x Roadmaps - healthy eating, cooking and where food comes from.
- Provide a visual journey of what pupils from age 3 to 16 years need to know about food.
- Interactive versions click straight through to ready-to-use lesson plans and resources.



Food Curriculum Roadmaps

Progression

Progression chart

A progression chart of knowledge and skills for pupils aged 5-11 years, to support teaching and learning about healthy eating, cooking and where food comes from.

The chart tracks the progression for different aspects of food, such as food skills, ingredients, nutrition, through the primary school years.

Progression chart



MULTI-YR

Food teaching progression chart (age 5-11 years)

A progression chart of knowledge and skills for pupils aged 5-11 years.

 DOC

(1.88 Mb) [Download](#)

A thumbnail image of the 'Food teaching progression chart (age 5-11 years)' document. The thumbnail shows a group of children in a classroom setting. A green 'MULTI-YR' label is in the top left corner. Below the image is the title 'Food teaching progression chart (age 5-11 years)'. A description follows: 'A progression chart of knowledge and skills for pupils aged 5-11 years.' Below this is a 'DOC' download button with a word document icon, and a file size of '(1.88 Mb)'.

Food – a fact of life areas

Areas in the age 5-7 and 7-11 tabs:

- Healthy eating
- Cooking
- Where food comes from
- Food commodities
- Activity packs
(e.g. Fibre February, Space, Primary food projects)

A screenshot of the 'Food - a fact of life' website. The header features the logo and navigation links: News, Training, About Food - a fact of life, Contact us, Search, My dashboard, and Log in. Below the header is a horizontal menu with colored bars and text: 3 - 5 Years, 5 - 7 Years, 7 - 11 Years, 11 - 14 Years, 14 - 16 Years, Pupils with additional needs, Recipes, Whole school, and Professional development. The main content area shows a close-up image of various breads and pastries. To the right, a text box reads: 'Free resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating.' Social media icons for Twitter, LinkedIn, and YouTube are at the bottom right of the content area.

[5-7 area](#)

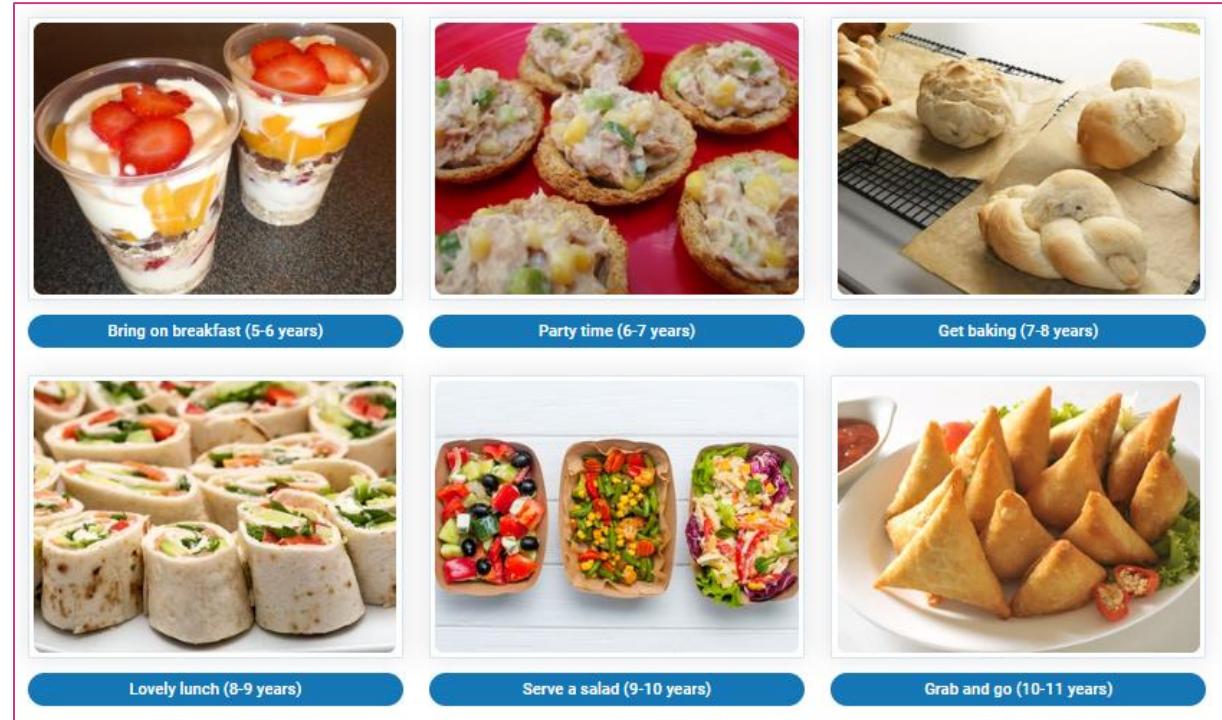
[7-11 area](#)

Primary food projects

Six primary food projects, one for each year of primary school.

Each six-week project delivers learning about healthy eating, cooking and where food comes from in a different food context and comprises:

- an overview of teaching and learning objectives;
- six lesson plans;
- curriculum links;
- links to supporting resources on the *Food - a fact of life* website.



[Primary food projects](#)

Managing practical food activities

Guides, skills videos, risk assessment and more!

- [Good food hygiene and safety practices - primary](#)
- [5-7 years > Cooking](#)
- [7-11 years > Cooking](#)



Setting up a cooking session

A guide to support setting up a cooking session.



(0.75 Mb)

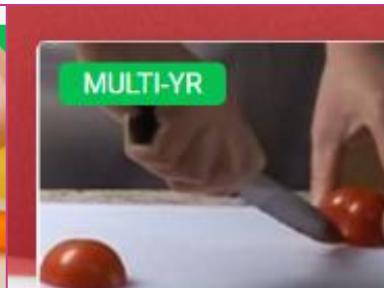


Food skills guide

A guide highlighting key food skills that be taught.



(2.04 Mb)



The bridge hold

A video looking at the bridge



Ingredient check letter

A template letter to send home about pupils handling and/or eating different ingredients.



(0.16 Mb)

Activity being undertaken: Managing practical food activity Date of assessment: 5/5/18					
Age of pupils: 5-11 years		Number of pupils involved in the activity: 24		Number of support staff/participants: 2	
Role	Job title	Role	Job title	Role	Job title
Food preparation: • Technical (Chopping, mashing, sieving, whisking)	Practical and staff	1. Implement the session brief, including procedures for pupils and adults who will be involved in the session	Class Reps	2. Risk Assess	20/5/18
		2. Ensure pupils and staff have and follow the 'spelling rules': - use both long hands - remove toppings/trim top - remove jewellery and watches	2. Risk Assess	3. Risk Assess	20/5/18

Risk assessment example

An example risk assessment for managing good food hygiene and safety in a primary classroom.



(0.13 Mb)

[Download](#)

Recipes

- Over 200 recipes
- Help students develop their food skills
- Tried and tested
- ‘Searchable’ by skill, age, ingredients, cooking method
- Types: Non-cook (heat), Grill, Oven, Hob

Recipes



Awesome overnight oats

Complexity: Low-Med

Time: 30 mins

[View Recipe →](#)



Brilliant bread

Complexity: Low-Med

Time: 30 mins

[View Recipe →](#)



Bagel bruschetta

Complexity: Low-Medium

Time: 30 mins

[View Recipe →](#)



Crunchy chickpea sandwich

Complexity: Medium

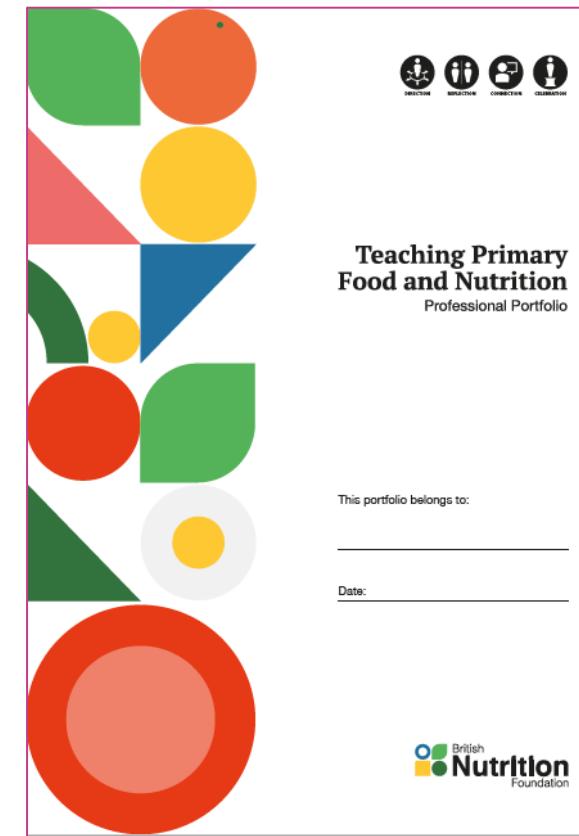
Time: 30 mins

[View Recipe →](#)

Supporting food CPD in your school

Teaching Primary Food and Nutrition (TPFN) professional development programme

- Free, self-directed food and nutrition CPD.
- For primary school teachers, trainees and teaching assistants.
- To build practitioner confidence and competence in teaching food and nutrition.
- Supporting high quality food and nutrition lessons, and a whole school approach to food.



Reflection – continual self-improvement



Ongoing self-reflection on your practice provides useful insights that fuel the process of self-discovery and teaching improvement. Below are various forms of reflection. These could be useful to your learning overall, not just within food and nutrition.

To support reflection of your food and nutrition teaching specifically, you could use the Characteristics of good food and nutrition teaching in primary schools Audit document, as a guide. These provide normative criteria for reflection, as well as follow-up actions. The audit sheets can be accessed here: <https://bit.ly/gfwaudit>

Ongoing reflection
• Keep a journal, blog or note in a digital diary to provide a insight into what you do and develop your self-awareness.



Summative reflection

Professional learning experiences record



Use this Professional learning experiences record to capture your personal development. It can help to showcase your progress, as well as your achievements. Example activities are provided as examples, but feel free to add your own.

Activity (example)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Observing or shadowing a colleague			
Visiting another school			
Reflecting on own food and nutrition interests			
Speaking to others, for example whole school food liaison			
Involvement in local community (and bringing it into school)			
Creating a new food project and lessons			
Developing and sharing food teaching tips with others			
Trying something new			
Other			

Activity (example)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Giving a presentation about food and nutrition education			
Being a member of a special interest or working group			
Mentoring another teacher			
Networking with colleagues			
Other			

10 Teaching Primary Food and Nutrition Professional Portfolio

TPFN

www.foodafactoflife.org.uk © Food – a fact of life 2025

Supporting food CPD in your school

We offer free webinars to support food teaching in primary.

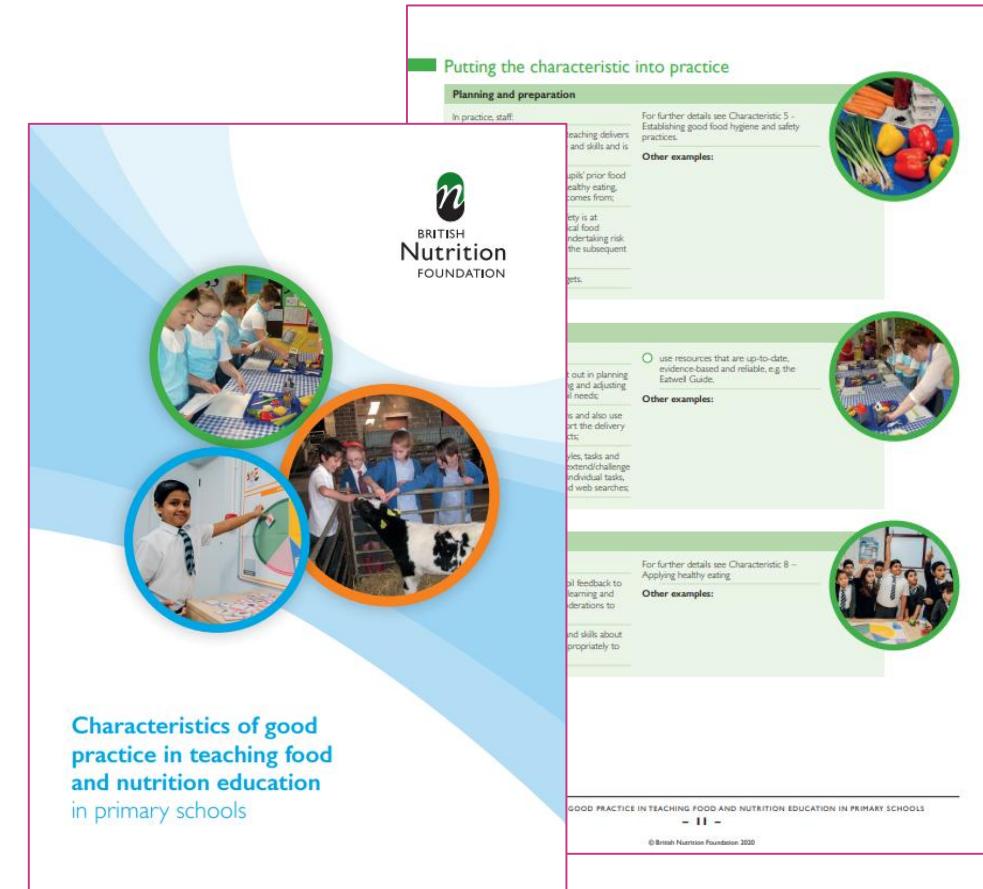
- Details of up coming webinars, can be found [here](#).
- Recordings of past events, covering topics around healthy eating, cooking and where food comes from, are available to view [here](#).



What does good look like?

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

- defines the key characteristics of good practice that are specific to teaching food;
- exemplifies these characteristics of good practice in UK primary schools;
- identifies the school staff who could take responsibility;
- highlights how these can be put into practice, with teacher case studies and suggestions of how to develop these for the future.



The image shows the front cover of the 'Characteristics of good practice in teaching food and nutrition education in primary schools' guide. The cover features the British Nutrition Foundation logo and the title. Below the title, there are three circular images: one showing children at a table, one showing a child pointing at a whiteboard, and one showing children interacting with a sheep. The cover is white with blue and green accents.

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

Putting the characteristic into practice

Planning and preparation

In practice, staff:

- teaching delivers skills and knowledge effectively and safely; pupils' prior food safety eating comes from a healthy diet.
- pupils are at low risk of undertaking risk to the subsequent gets.

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

Other examples:

- use resources that are up-to-date, evidence-based and reliable, e.g. the Eatwell Guide.
- pupils are also used to the delivery of tasks and challenges, including individual tasks, and web searches.

For further details see Characteristic 8 – Applying healthy eating.

Other examples:

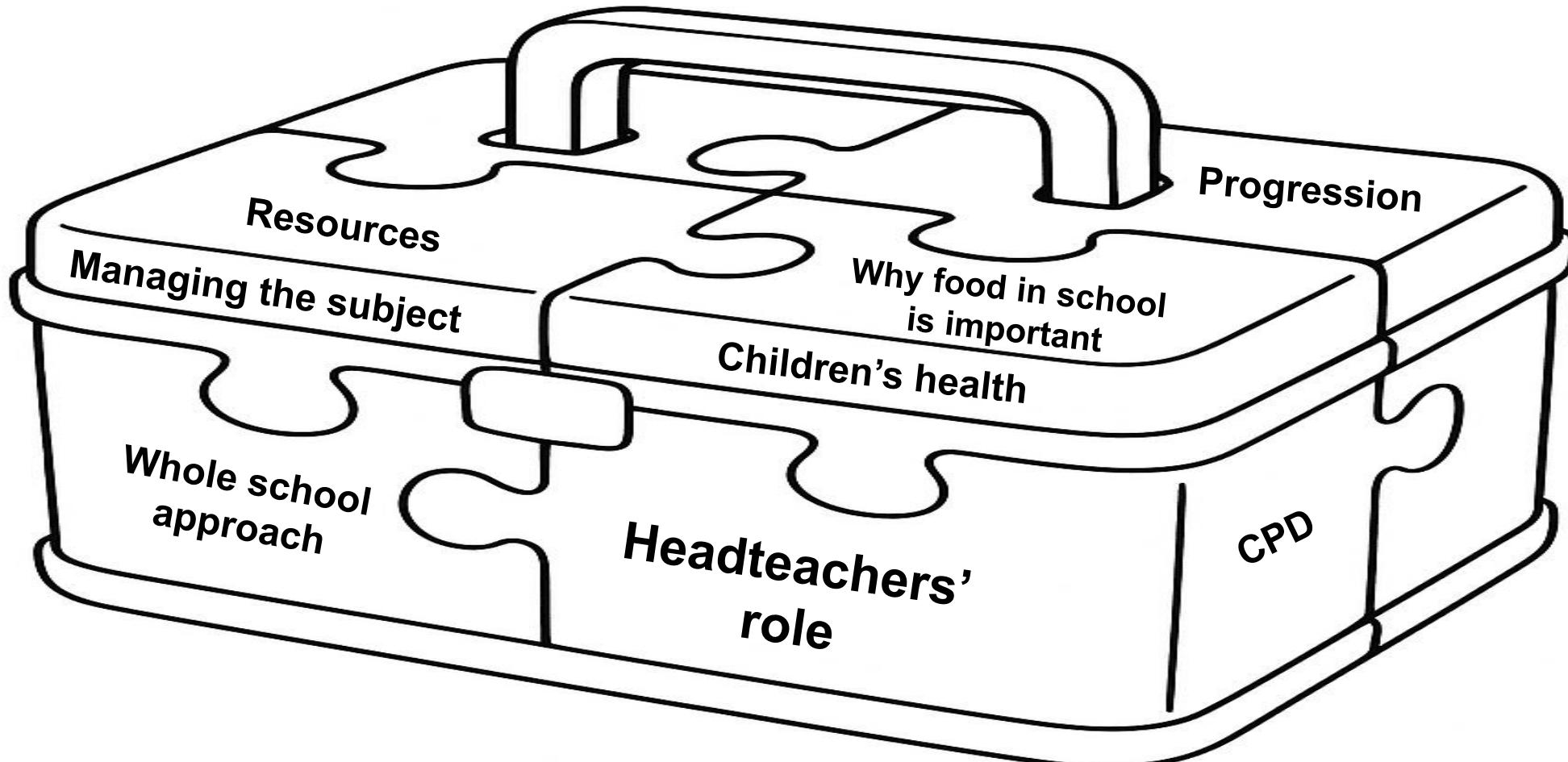
GOOD PRACTICE IN TEACHING FOOD AND NUTRITION EDUCATION IN PRIMARY SCHOOLS

– 11 –

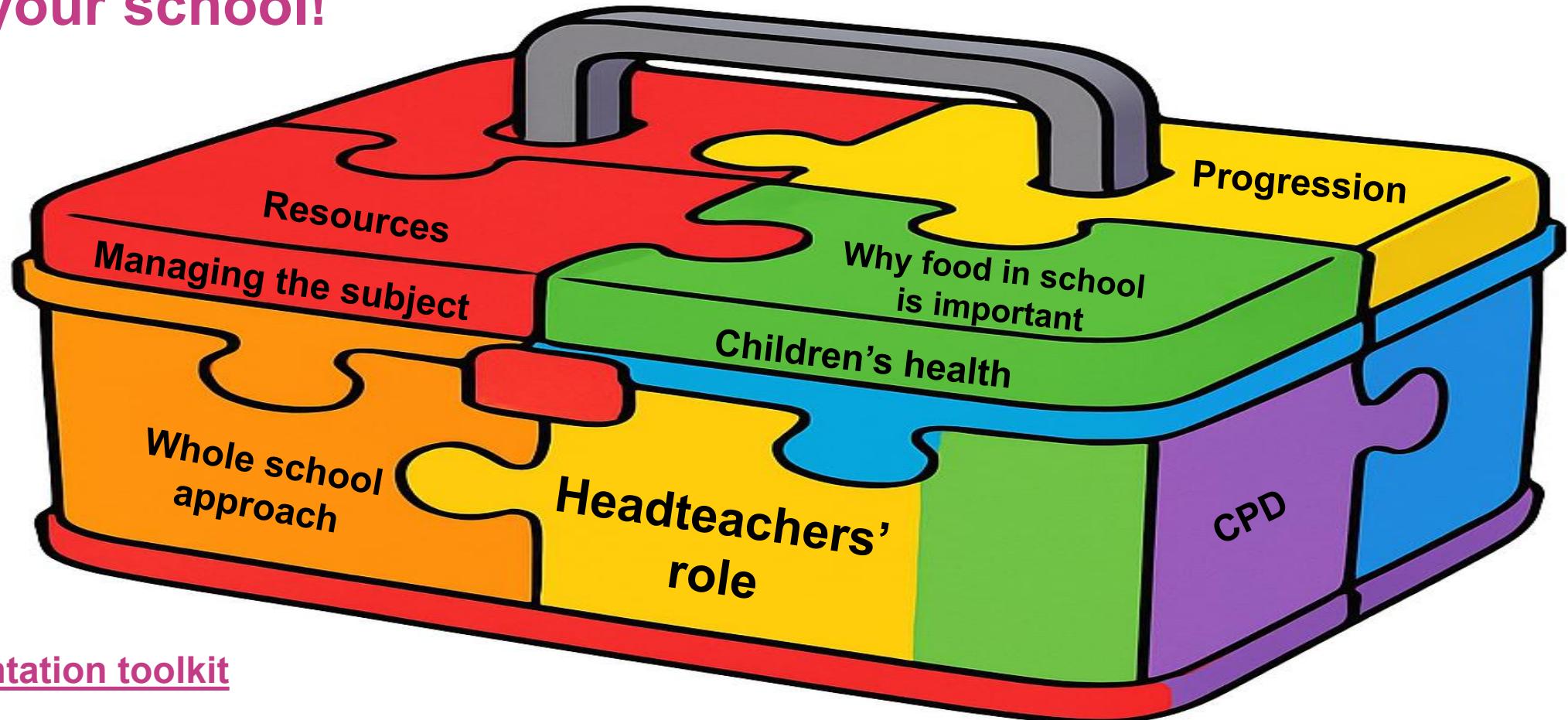
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Characteristics guide

What does the food implementation toolkit cover?



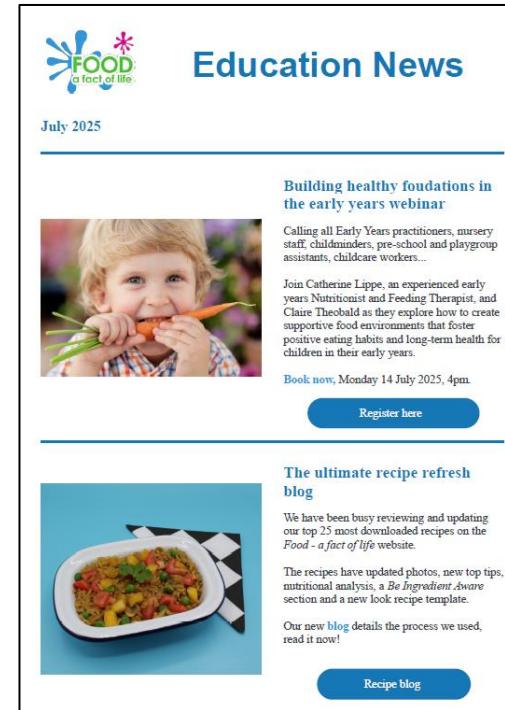
Everything you need to embed a great food culture in your school!



Food implementation toolkit

Next steps

1. Download the food implementation toolkit.
2. Dedicate a staff meeting or inset day to looking at everything *Food – a fact of life* has to offer.
3. Sign up for our newsletter to keep up to date.



Education News (monthly email)

Sign up on the homepage:
www.foodafactoflife.org.uk

Follow us on X @Foodafactoflife
<https://x.com/foodafactoflife>

Keep in touch:
education@nutrition.org.uk



Further sources of information

School Food Plan - checklist for headteachers: www.schoolfoodplan.com/checklist/

Governor training around food:

[School Food Governance | National Governance Association](https://www.nationalgovernance.org.uk/governance/school-food-governance)

[A whole-school approach to food | National Governance Association](https://www.nationalgovernance.org.uk/governance/a-whole-school-approach-to-food)

[School food: guidance for governors - GOV.UK](https://www.gov.uk/government/publications/school-food-guidance-for-governors)

There is lots of useful guidance around taking a whole school approach on *Food – a fact of life*, including how to write a whole school food policy, [take a look](#).