



# Creating a great food culture in your school

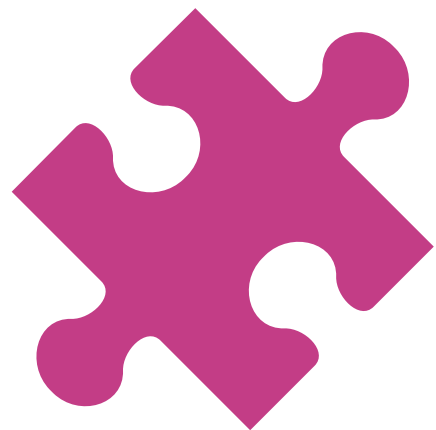
**Frances Meek and Claire Theobald**

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.



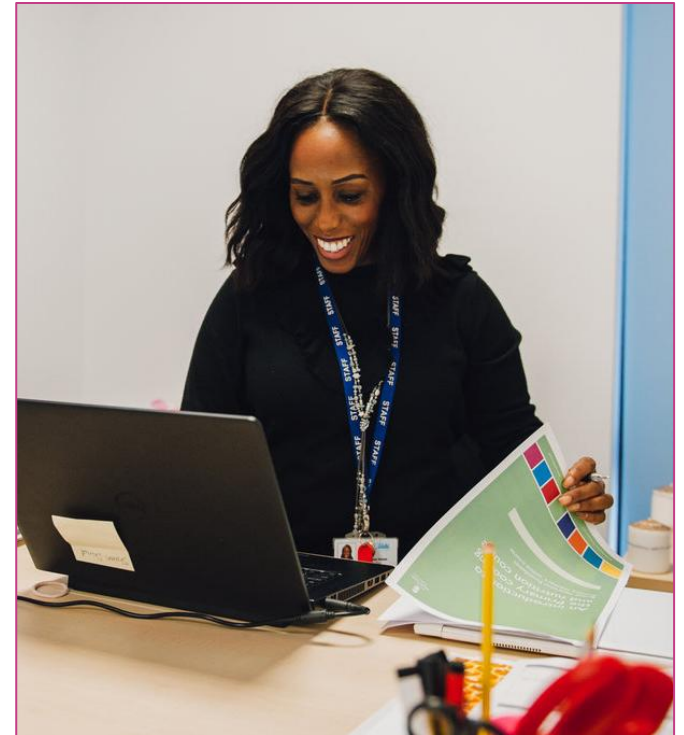


# **The role of heads, senior leaders and governors**

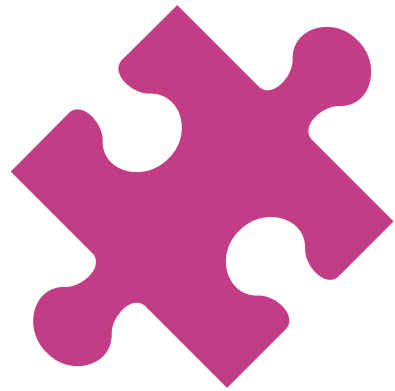
# What is a headteacher's role?

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.**



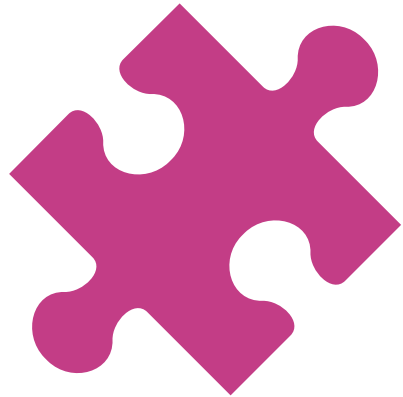
# Food education and a whole school approach

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?*



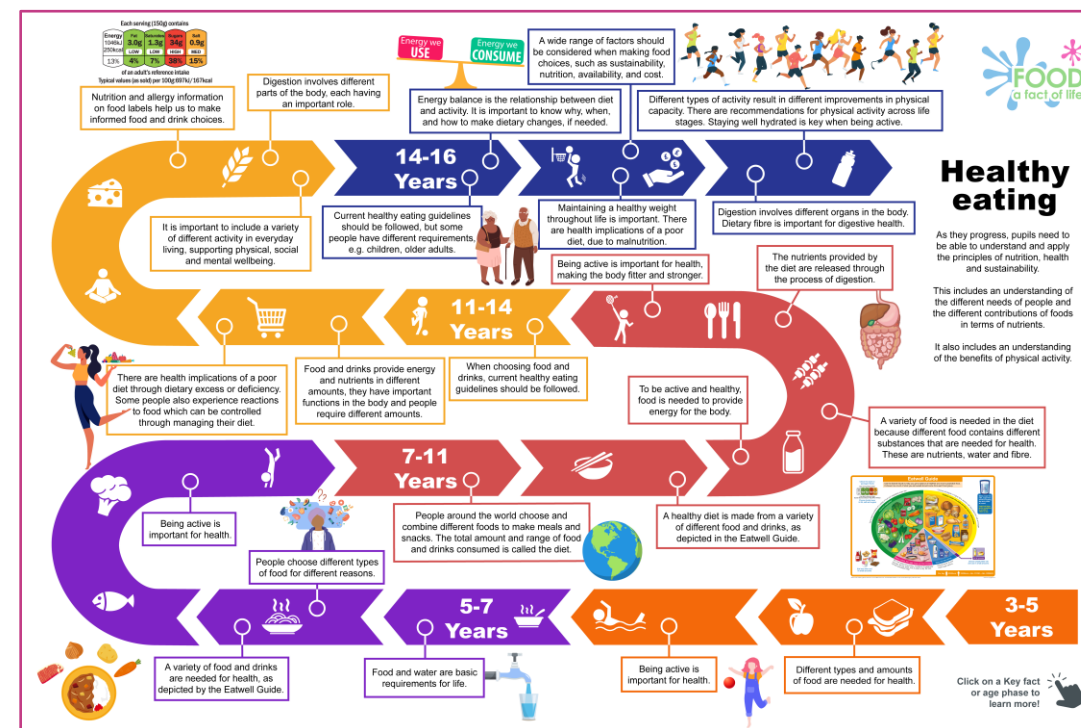
## We offer food teaching resources that are...

- ✓ 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.

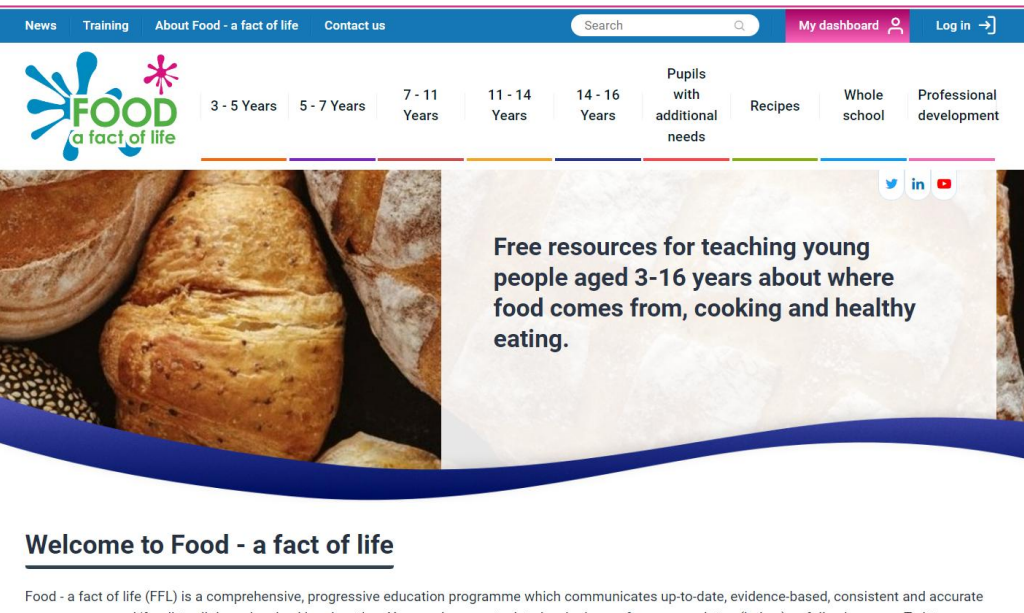


## [Progression chart](#)

# 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)



5-7 area

7-11 area

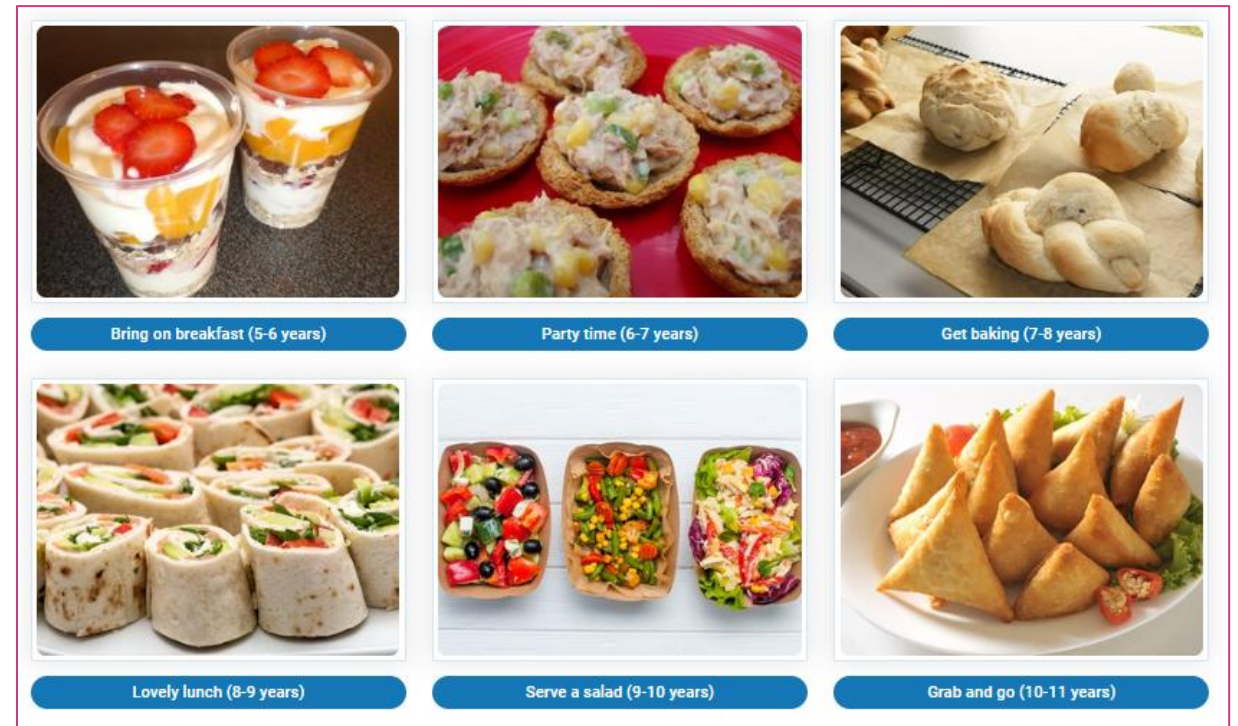


# Primary food projects

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.


 **DOCX**

(0.75 Mb) [Download](#)




**Food skills guide**

A guide highlighting key food skills that should be taught.


 **DOCX**

(2.04 Mb) [Download](#)




**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.


 **DOCX**

(0.16 Mb) [Download](#)



**Risk assessment example**

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

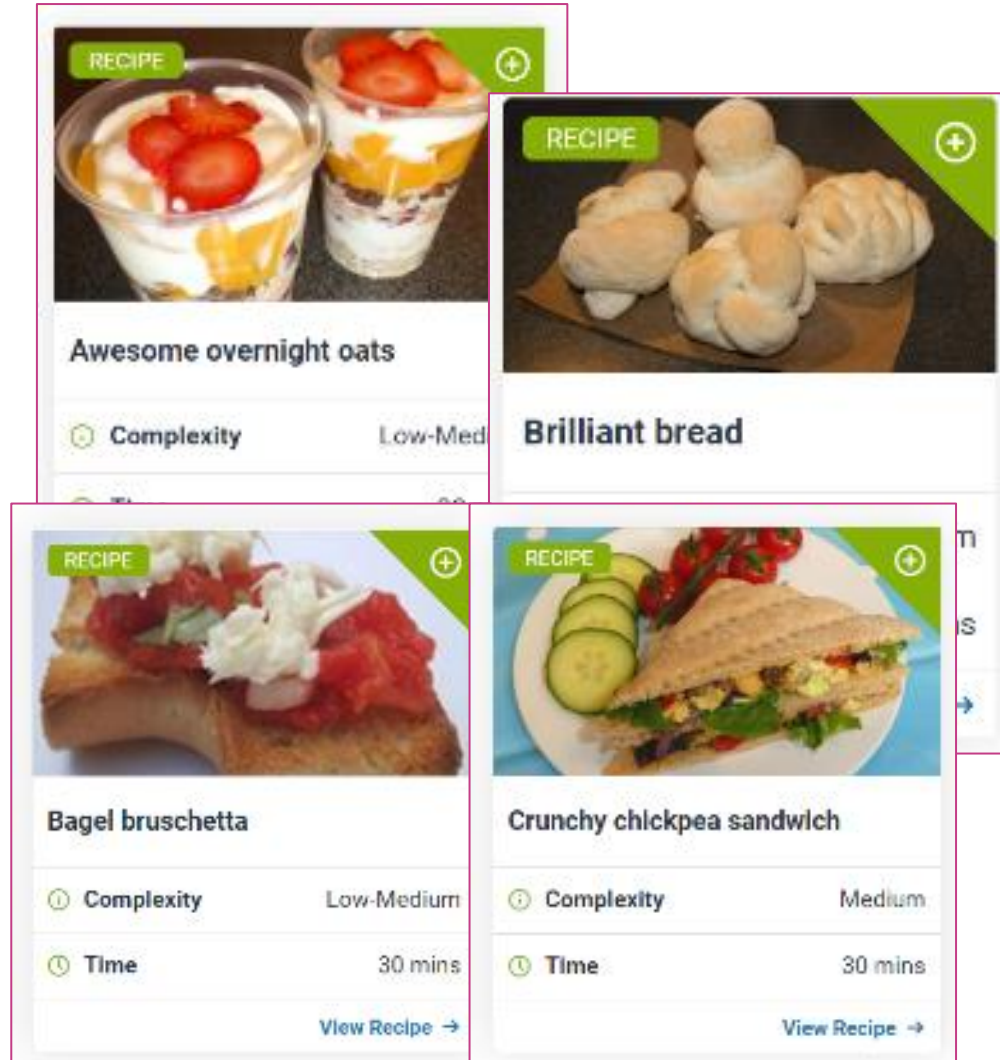
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(0.13 Mb) [Download](#)

# 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



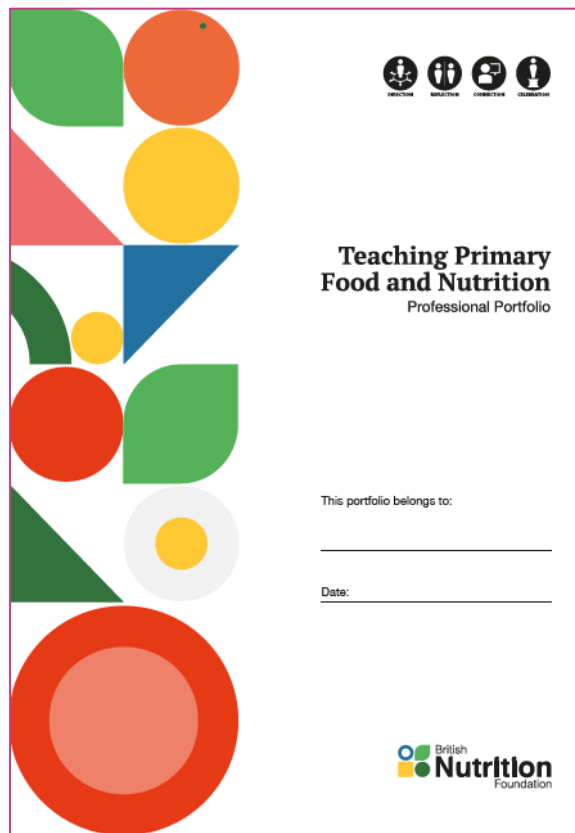


# Supporting food CPD in your school

## 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.

**TPFN**



Teaching Primary Food and Nutrition Professional Portfolio

This portfolio belongs to: \_\_\_\_\_

Date: \_\_\_\_\_

British Nutrition Foundation

### Reflection – continual self-improvement

Ongoing self-reflection of your practice provides useful insights that should fuel the process of self-discovery and teaching improvement. Below are two 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 practice in teaching food and nutrition in primary schools. Audit documents, as a guide. These provide room for your personal reflection, as well as follow-up actions. The audit sheets can be accessed here: <https://bit.ly/3g0w0de>

**Ongoing reflection**

- Keep a journal, blog or note in a digital diary to provide insights 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 prompts, but feel free to add your own.

Activity (examples)	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 lessons			
Expanding role, for example whole school food issues			
Involvement in local community (and bringing into school)			
Creating a new food project and lessons			
Developing and sharing food teaching files with others			
Trying something new			
Other			

Activity (examples)	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			



# Supporting food CPD in your school

We offer free webinars to support food teaching in primary.

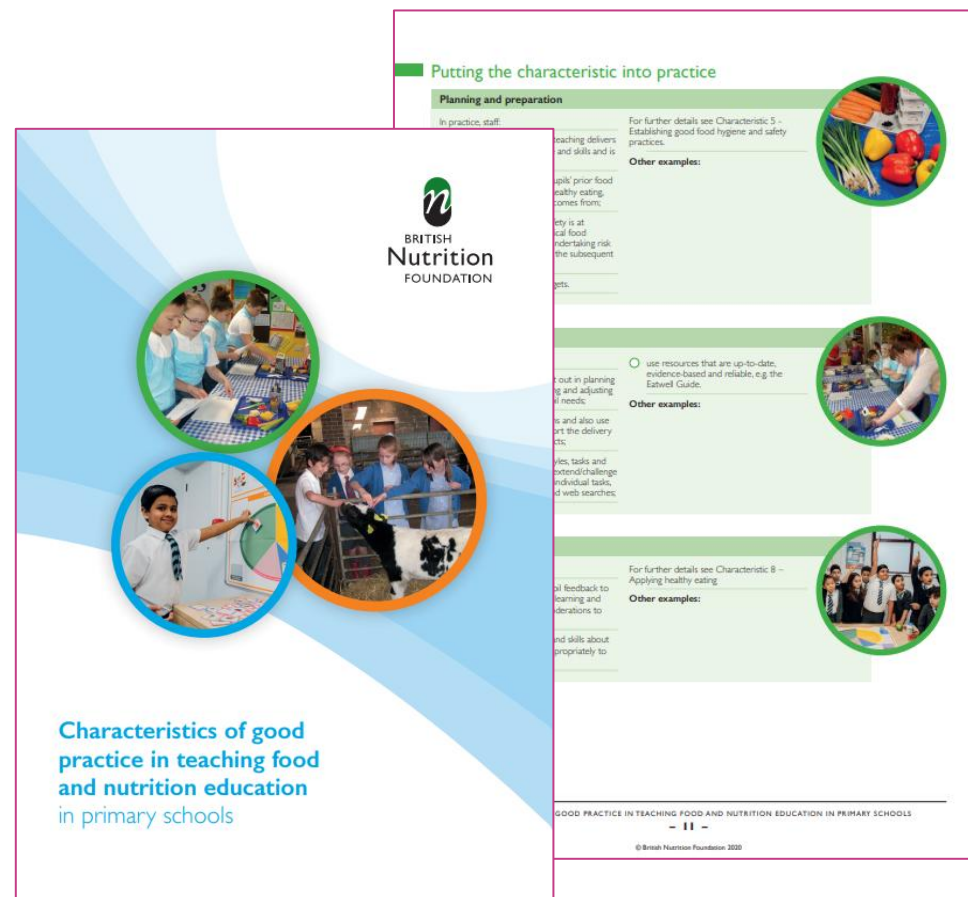
- Details of up coming webinars, can be found [here](#).
- Recordings of past events, covering topics around healthy eating, cooking and where food comes from, are available to view [here](#).



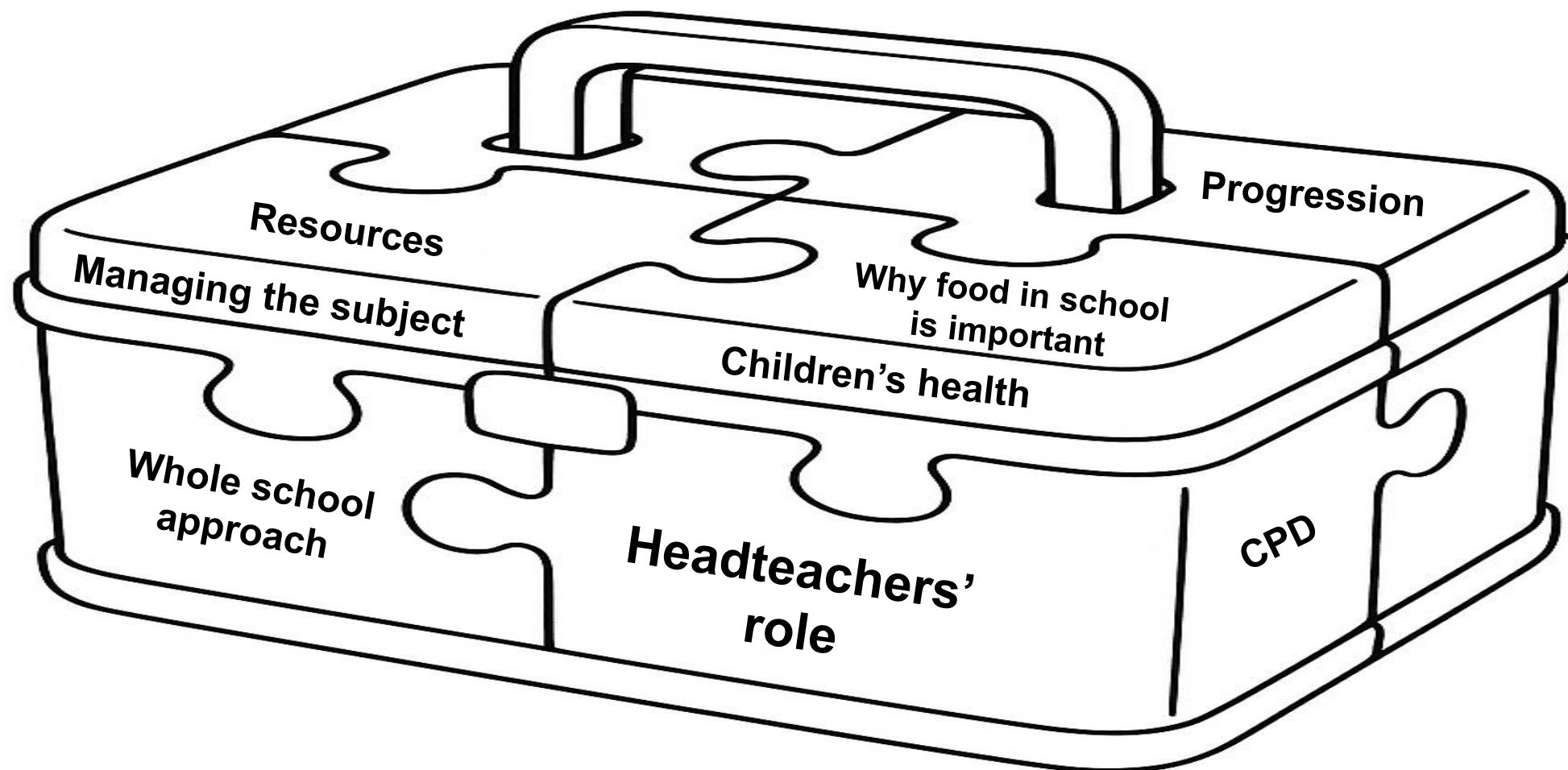
# What does good look like?

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

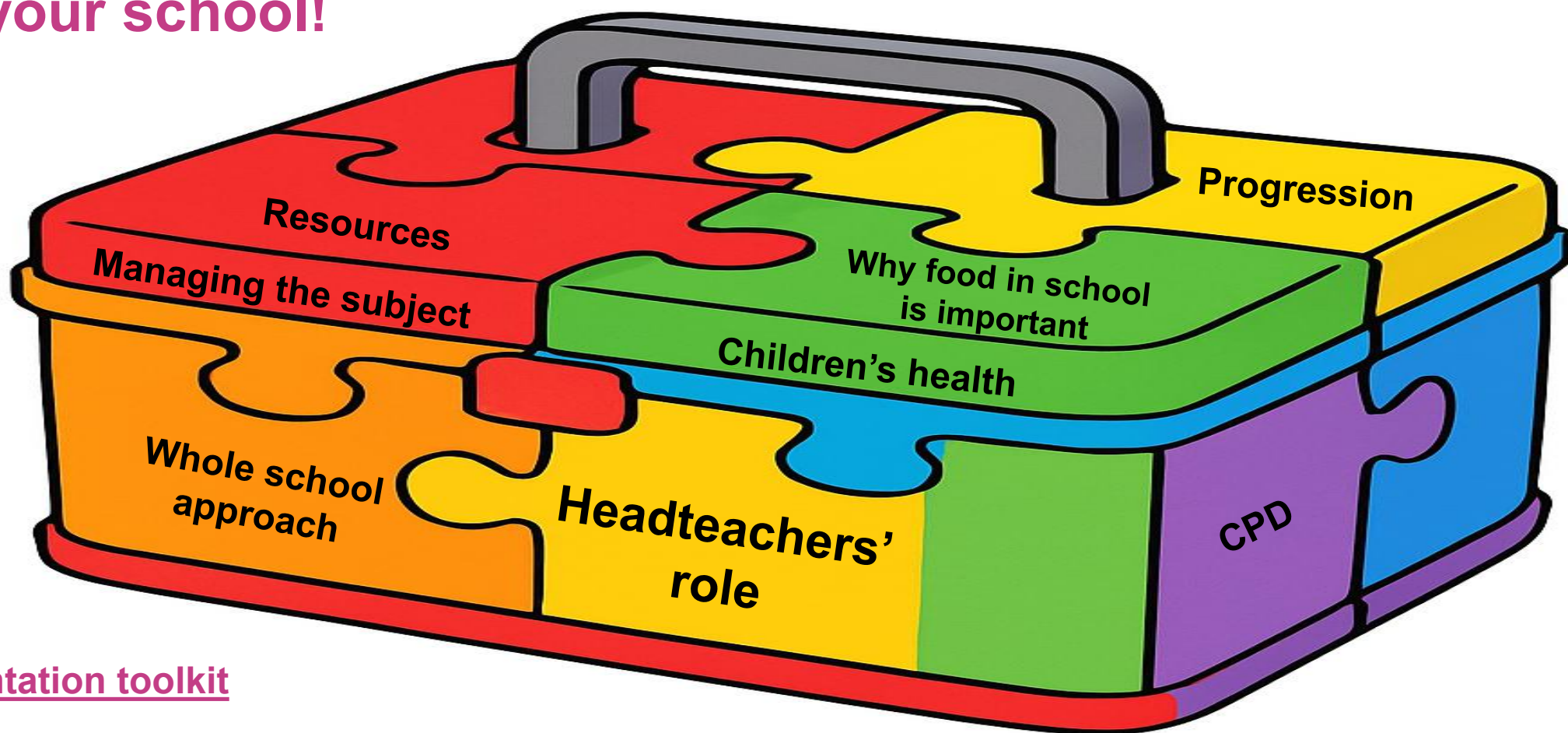
- defines the key characteristics of good practice that are specific to teaching food;
- exemplifies these characteristics of good practice in UK primary schools;
- identifies the school staff who could take responsibility;
- highlights how these can be put into practice, with teacher case studies and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



## What does the food implementation toolkit cover?



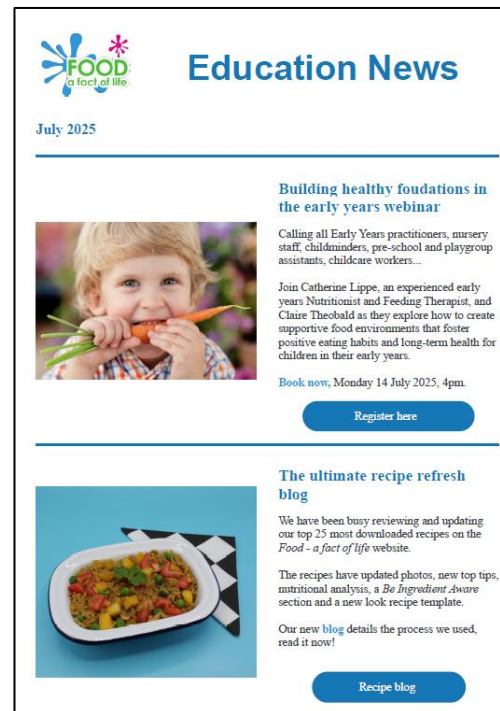
Everything you need to  
embed a great food  
culture in your school!





## 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](http://www.foodafactoflife.org.uk)

Follow us on X @Foodafactoflife

<https://x.com/foodafactoflife>

Keep in touch:

[education@nutrition.org.uk](mailto:education@nutrition.org.uk)

# Further sources of information

School Food Plan - checklist for headteachers: [www.schoolfoodplan.com/checklist/](http://www.schoolfoodplan.com/checklist/)

Governor training around food:

[School Food Governance | National Governance Association](#)

[A whole-school approach to food | National Governance Association](#)

[School food: guidance for governors - GOV.UK](#)

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.](#)