

# Relationships Education, Relationships and Sex Education (RSE) and Health Education

The aim of the RSE and Health Education 2020 curriculum is to put in place the key building blocks to healthy relationships, good mental health and healthy, active lives. Relationships Education is compulsory in all primary schools and Relationships Education and Sex Education is compulsory in all secondary schools. Health Education is compulsory in all state-funded schools.

RSE and Health Education complements many National Curriculum subjects and schools should look for opportunities to find links between subjects and integrate teaching where appropriate. A whole school approach to wellbeing and health should also be taken into account when teaching RSE and Health Education.

In order to support this cross-curricular and whole school approach, BNF has mapped the elements of the new RSE and Health Education curriculum that relate to food and nutrition (Physical health and mental wellbeing: healthy eating, Physical health and fitness, and Health and prevention) against the D&T: Cooking and nutrition and Science national curricula, as well as the Core Competences for children and young people.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

*Please note that there are other strands to the statutory guidance that must be considered alongside Physical health and mental wellbeing to ensure that the curriculum is covered fully.*

*It is also important to note that the guidance states that secondary schools should continue to develop knowledge on topics specified for primary as required **and in addition** cover the specified secondary content.*

## About this document

- Maps the healthy eating and nutrition aspects of RSE and Health Education against the D&T: Cooking and nutrition and Science National Curricula, as well as the Core Competences for children and young people.
- Provides links to activities, resources and support on the *Food – a fact of life* website ([www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)).
- Progression is mapped for each statement, from Key Stages 1 to 4.

## Physical health and mental wellbeing: Primary

The points below are the two most relevant to food and nutrition. Please refer to the [statutory guidance](#) for the full list.

- 90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

<b>Healthy eating</b>		
By the end of primary school: Pupils should know		
<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>		
<b>Unpacking ...</b>		
<b>Curriculum</b>	<b>Core competences</b>	<b>Food – a fact of life</b>
D&T: Cooking and nutrition KS1 <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> KS2 <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> Science Year 2 <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> Year 3 <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>	Diet (by the age of 7 years) <ul style="list-style-type: none"> <li>• Recognise that food and water are essential for life.</li> <li>• Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the <i>Eatwell Guide</i>.</li> <li>• Be aware that being active and looking after yourself are important for health, e.g. Brushing teeth twice a day.</li> <li>• Know that it is important to eat breakfast every day.</li> <li>• Know that some people eat or avoid certain foods for different reasons, e.g. Due to allergy/intolerance, religion.</li> <li>• Drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.</li> </ul>	5-7 Healthy eating <ul style="list-style-type: none"> <li>• <a href="#">Food and water are a basic requirement for life.</a></li> <li>• People choose different types of food <a href="#">for different reasons.</a></li> <li>• <a href="#">A variety of food and drinks are needed for health</a>, as depicted by the <a href="#">Eatwell Guide</a>.</li> <li>• <a href="#">Being active</a> is important for health.</li> </ul> 5-7 Cooking <ul style="list-style-type: none"> <li>• When <a href="#">planning to cook</a>, the time of day, person and occasion need to be considered.</li> <li>• There is a variety of <a href="#">ingredients</a> that can be used for cooking.</li> <li>• There are lots of different pieces of <a href="#">equipment</a> used in cooking, some of which have special jobs.</li> <li>• It is important to <a href="#">store, prepare and cook food safely and hygienically.</a></li> <li>• There are a number of <a href="#">basic food skills</a> which enable a variety of dishes to be made.</li> </ul>

<p>Year 6</p> <ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>	<p>Diet (by the age of 11 years)</p> <ul style="list-style-type: none"> <li>Make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in <i>the Eatwell Guide</i>.</li> <li>Be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</li> <li>Know that food and drinks provide energy and in different amounts</li> <li>Know that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre.</li> <li>Be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.</li> <li>Know that it is important to drink regularly throughout the day to stay hydrated.</li> </ul> <p>Food choice (by the age of 7 years)</p> <ul style="list-style-type: none"> <li>Know that people choose different types of food, based on who they are with, preferences, season, time of day, allergy/intolerance, religion and occasion (including celebrations).</li> <li>Be aware that different settings may affect food and drink choice, e.g. Home, school, eating out.</li> </ul> <p>Food choice (by the age of 11 years)</p> <ul style="list-style-type: none"> <li>Be aware that advertising can influence what they choose to eat.</li> <li>Be aware that it is important to choose an appropriate portion size for their needs.</li> </ul> <p>Food labels (by the age of 7 years)</p> <ul style="list-style-type: none"> <li>Be aware that some foods have labels which provide information to help when making a choice.</li> </ul>	<p>7-11 Healthy eating</p> <ul style="list-style-type: none"> <li>People around the world choose and combine different food to make meals and snacks. The total amount and range of food and drinks consumed is called <a href="#">the diet</a>.</li> <li>A healthy diet is made from a variety of different food and drinks, as depicted in the <a href="#">Eatwell Guide</a>.</li> <li>To be active and healthy, food is needed to provide <a href="#">energy</a> for the body.</li> <li>A variety of food is needed in the diet because different food contains different substances that are needed for health. These are <a href="#">nutrients, water and fibre</a>.</li> <li><a href="#">Being active</a> is important for health, making the body fitter and stronger.</li> </ul> <p>7-11 Cooking</p> <ul style="list-style-type: none"> <li>When <a href="#">planning to cook</a>, it is important to select the most suitable ingredients, equipment and food skills for successful results.</li> <li>Around the world people use a range of different <a href="#">ingredients</a>, equipment and cooking techniques to prepare food.</li> <li>When planning to cook consideration should be given to <a href="#">current healthy eating advice, the needs of different people and occasion</a>.</li> <li><a href="#">Buying, storing, preparing and cooking food safely and hygienically</a> are vital for health.</li> <li>There is a range of <a href="#">additional food skills and cooking techniques</a> which enable a wide range of dishes to be made.</li> </ul> <p>Other <i>Food – a fact of life</i> resources</p> <ul style="list-style-type: none"> <li><i>Food route</i> resources for 5-7 <a href="#">diet and health</a></li> <li><i>Food route</i> resources for 7-11 <a href="#">diet and health</a></li> </ul>
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	<p>Food labels (by the age of 11 years)</p> <ul style="list-style-type: none"> <li>• Read and make use of the main information on food and drink labels.</li> </ul> <p>Cooking (by the age of 7 years)</p> <ul style="list-style-type: none"> <li>• Recognise and taste a range of familiar ingredients, e.g. Fruit, vegetables, cereals, dairy, meat, eggs, fish, potatoes.</li> <li>• Name and use a range of basic tools safely, e.g. Small knife, chopping board, measuring spoon.</li> <li>• Use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating, spreading.</li> <li>• With help prepare a range of healthy dishes and drinks safely and hygienically.</li> <li>• Avoid wasting food during preparation and cooking and recycle food packaging.</li> <li>• Be able to eat sociably with others.</li> </ul> <p>Cooking (by the age of 11 years)</p> <ul style="list-style-type: none"> <li>• Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</li> <li>• Select and use appropriate tools and equipment safely when preparing and cooking food.</li> <li>• Demonstrate an increasing range of food preparation skills, e.g. Accurate weighing and measuring, kneading.</li> <li>• Know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.</li> <li>• Actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging.</li> <li>• Appreciate the value of eating together with family and friends.</li> </ul>	
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## Physical health and fitness

Pupils should know

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

*(Note: there are additional statements for Physical health and fitness in the statutory guidance.)*

### **Unpacking ...**

<b>Curriculum</b>	<b>Core competences</b>	<b>Food – a fact of life</b>
<p>Science</p> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul> <p>Physical education</p> <p>Key stages 1 and 2</p> <p>Aims</p> <ul style="list-style-type: none"> <li>• Lead healthy, active lives.</li> </ul>	<p>Active Lifestyles (physical activity) (by the age of 7 years)</p> <ul style="list-style-type: none"> <li>• Know that an active lifestyle is good for health.</li> <li>• Know how to get plenty of physical activity throughout the day during their normal routine.</li> <li>• Choose activities that they enjoy.</li> <li>• Take opportunities to take part in physical activity/sport.</li> <li>• Know that sitting down for too long at a stretch is not good for the body.</li> <li>• Drink more when being active.</li> </ul> <p>Active Lifestyles (physical activity) (by the age of 11 years)</p> <ul style="list-style-type: none"> <li>• Know how much physical activity they should do in a day, the benefits of vigorous intensity activity, and know how they could achieve this in practice.</li> <li>• Know what it feels like to be active at a moderate and vigorous intensity.</li> <li>• Be able to take part in more formalised types of physical activity.</li> <li>• Know the basics of how physical activity affects their health.</li> <li>• Know that being physically active uses energy.</li> <li>• Understand how physical activity helps to build physical confidence, which contributes to a positive sense of themselves.</li> <li>• Be aware that doing regular physical activity makes their body fitter and stronger.</li> </ul>	<p>5-7 Healthy eating</p> <ul style="list-style-type: none"> <li>• <a href="#">Being active</a> is important for health.</li> </ul> <p>7-11 Healthy eating</p> <ul style="list-style-type: none"> <li>• To be active and healthy, food is needed to provide <a href="#">energy</a> for the body.</li> <li>• <a href="#">Being active</a> is important for health, making the body fitter and stronger.</li> </ul> <p>Other <i>Food – fact of life</i> support and resources</p> <ul style="list-style-type: none"> <li>• <i>Food route</i> resources for 5-7 <a href="#">active lifestyles</a></li> <li>• <i>Food route</i> resources for 7-11 <a href="#">active lifestyles</a></li> </ul>

	<ul style="list-style-type: none"> <li>Know that the body uses more water when being physically active and this needs to be replaced.</li> </ul>	
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<u>Health and prevention</u>		
Pupils should know <ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul> (Note: there are additional statements for Health and prevention in the statutory guidance.)		
Unpacking ...		
Curriculum	Competences	Food – a fact of life
Science Year 4 <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>	Diet (by the age of 7 years) <ul style="list-style-type: none"> <li>Be aware that being active and looking after yourself are important for health, e.g. Brushing teeth twice a day.</li> <li>Know that some people eat or avoid certain foods for different reasons, e.g. Due to allergy/intolerance, religion.</li> </ul> Diet (by the age of 11 years) <ul style="list-style-type: none"> <li>Be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</li> <li>Be aware that food needs change and that some people eat or avoid certain foods, e.g. Allergy/intolerance or religious belief.</li> </ul> Food safety (by the age of 7 years) <ul style="list-style-type: none"> <li>Be able to get ready to cook, e.g. Tie back long hair, wash hands, wear an apron.</li> </ul> Food safety (by the age of 11 years) <ul style="list-style-type: none"> <li>Demonstrate good food safety practices when getting ready to store, prepare and cook food, e.g. keep raw meat away from other food, thorough handwashing.</li> </ul>	5-7 Cooking (Hygiene and safety) It is important to <a href="#">store, prepare and cook food safely and hygienically</a> .  7-11 Cooking (Hygiene and safety) <a href="#">Buying, storing, preparing and cooking food safely and hygienically</a> are vital for health.  Other <i>Food – fact of life</i> support and resources <ul style="list-style-type: none"> <li><a href="#">Good quality sleep for good health</a></li> <li><i>Food route</i> resources for 5-7 <a href="#">dental health and good oral hygiene</a></li> <li><i>Food route</i> resources for 7-11 <a href="#">dental health and good oral hygiene</a></li> <li><i>Food route</i> resources for 5-11 <a href="#">personal and food hygiene</a></li> <li><i>Food route</i> resources for 7-11 <a href="#">personal and food hygiene</a></li> </ul>

## Physical health and mental wellbeing: Secondary

The points below are the three most relevant to food and nutrition. Please refer to the [statutory guidance](#) for the full list.

- 97. It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.
- 99. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.
- 101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

Schools should continue to develop knowledge on topics specified for primary as required <u>and in addition</u> cover the following content by the end of secondary:		
<b>Healthy eating</b>		
Pupils should know		
<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>		
Curriculum	Competences	Food – a fact of life
D&T: Cooking and nutrition (KS3) <ul style="list-style-type: none"> <li>• Understand and apply the principles of nutrition and health.</li> <li>• Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</li> </ul> Science (KS3) <ul style="list-style-type: none"> <li>• Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.</li> <li>• Calculations of energy requirements in a healthy daily diet.</li> <li>• The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</li> <li>• Comparing energy values of different foods (from labels) (kj).</li> </ul>	Diet (By the age of 14) <ul style="list-style-type: none"> <li>• Use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</li> <li>• Know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. Infant feeding, teenage years.</li> <li>• Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. Malnutrition, maintenance of a healthy weight.</li> <li>• Know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</li> </ul>	11-14 Healthy eating <ul style="list-style-type: none"> <li>• <a href="#">When choosing food and drinks, current healthy eating guidelines should be followed.</a></li> <li>• Food and drinks provide <a href="#">energy and nutrients</a> in different amounts, they have important functions in the body and people require different amounts during their life.</li> <li>• There are <a href="#">health issues</a> related to dietary excess or deficiency.</li> <li>• <a href="#">Nutrition and allergy information on food labels</a> help to make informed food and drink choices.</li> <li>• It is important to include a variety of different <a href="#">activity</a> in everyday living, supporting physical, social and mental wellbeing.</li> </ul>

<p>Science (KS4)</p> <ul style="list-style-type: none"> <li>• Carbohydrates, proteins, nucleic acids and lipids as key biological molecules.</li> <li>• The relationship between health and disease.</li> <li>• Non-communicable diseases.</li> <li>• Bacteria, viruses and fungi as pathogens in animals and plants.</li> <li>• Reducing and preventing the spread of infectious diseases in animals and plants.</li> <li>• The impact of lifestyle factors on the incidence of non-communicable diseases.</li> </ul>	<p>Diet (By the age of 16)</p> <ul style="list-style-type: none"> <li>• Be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding.</li> <li>• Be able to understand how to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. Advertising, food availability.</li> <li>• Know why, when and how to make changes to their diet.</li> <li>• Understand that their need for water is affected by many factors, especially hot weather and levels of physical activity, and be aware of the consequences of dehydration.</li> </ul> <p>Food choice (By the age of 14)</p> <ul style="list-style-type: none"> <li>• Be aware that food choice depends on many personal and lifestyle factors, e.g. Role models, body image.</li> <li>• Understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.</li> <li>• Know that it is important to be aware of portion size when choosing food and drinks.</li> </ul> <p>Food choice (By the age of 16)</p> <ul style="list-style-type: none"> <li>• Apply costing skills to make good food selections for health when eating out or cooking at home.</li> <li>• Consider a wider range of factors when making food choices, e.g. Seasonality, local food, sustainability.</li> <li>• Make informed choices about food and drink in order to achieve a healthy, varied and balanced diet.</li> </ul> <p>Food labelling (By the age of 14)</p> <ul style="list-style-type: none"> <li>• Use nutrition and allergy information on food labels to help make informed food and drink choices.</li> </ul>	<p>11-14 Cooking</p> <ul style="list-style-type: none"> <li>• Current healthy eating advice, dietary needs, socio-economic factors, preferences, occasion and cost need to be considered when <a href="#">planning to cook</a>.</li> <li>• <a href="#">Ingredients</a> are selected for their nutrition, functional and sensory characteristics, as well as provenance and seasonality.</li> <li>• <a href="#">Recipes and cooking methods can be modified to help meet current healthy eating messages</a>.</li> <li>• <a href="#">Good food safety and hygiene practices</a> are essential to reduce the risk of food poisoning.</li> <li>• A broad range of <a href="#">ingredients, equipment, food skills and techniques, and cooking methods</a> are used to achieve successful results.</li> </ul> <p>Other <i>Food – a fact of life</i> support and resources</p> <p>11-14 years</p> <ul style="list-style-type: none"> <li>• 11-14 <a href="#">Food allergies and intolerances</a></li> <li>• 11-14 <a href="#">Development and maintenance of healthy teeth</a></li> <li>• <i>Food route</i> resources for 11-14 <a href="#">Diet and health, cooking and food safety</a></li> </ul> <p>14-16 years</p> <ul style="list-style-type: none"> <li>• 14-16 <a href="#">Eatwell Guide</a></li> <li>• 14-16 <a href="#">Energy and nutrients</a></li> <li>• 14-16 <a href="#">Nutritional needs through life</a></li> <li>• 14-16 <a href="#">Health issues including diet and cancer, good dental health and unpleasant reactions to food</a></li> <li>• 14-16 <a href="#">Cooking</a></li> <li>• 14-16 <a href="#">Food safety</a></li> <li>• <i>Food route</i> resources for 14-16 <a href="#">Diet and health, cooking and food safety</a></li> </ul> <p><a href="#">Food life skills</a> - resources designed as lesson plans to help students learn about cooking different recipes whilst considering healthy eating, food hygiene and safety and budgeting.</p>
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	<p>Food labelling (By the age of 16)</p> <ul style="list-style-type: none"><li>• Be able to make informed choices based on food labels, ingredients lists, nutrition information and health claims.</li></ul> <p>Cooking (By the age of 14)</p> <ul style="list-style-type: none"><li>• Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</li><li>• Use equipment safely, being aware of others' safety.</li><li>• Modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</li><li>• Understand and use good food safety practices.</li><li>• Know how to safely make use of leftovers.</li></ul> <p>Cooking (By the age of 16)</p> <ul style="list-style-type: none"><li>• Apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet.</li><li>• Be able to change recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.</li><li>• Apply good food safety principles when buying, storing, preparing and cooking food.</li></ul>	
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## Physical health and fitness

Pupils should know

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

*(Note: there are additional statements for Physical health and fitness in the statutory guidance.)*

Curriculum	Core competences	Food – a fact of life
<p>Science KS4</p> <ul style="list-style-type: none"> <li>• The relationship between health and disease.</li> <li>• Non-communicable diseases.</li> <li>• The impact of lifestyle factors on the incidence of non-communicable disease.</li> </ul> <p>Physical education Key stages 3 and 4 Aims</p> <ul style="list-style-type: none"> <li>• Lead healthy, active lives.</li> </ul>	<p>Active Lifestyles (physical activity) (By the age of 14)</p> <ul style="list-style-type: none"> <li>• Know that it is important to include a variety of activity in everyday living.</li> <li>• Know how different activities can affect health in different ways.</li> <li>• Know how physical activity contributes to physical, social and mental wellbeing.</li> <li>• Be aware of links between when and what to eat and drink before, during and after exercise.</li> <li>• Understand how water is used by the body during physical activity and that extra water may be needed before, during and after being physically active.</li> </ul> <p>Active Lifestyles (physical activity) (by the age of 16)</p> <ul style="list-style-type: none"> <li>• Be aware of the contribution of every day and opportunistic activity to energy expenditure.</li> <li>• Ensure that they undertake sufficient activity, including structured and everyday activities.</li> <li>• Know how to access a variety of community-based opportunities for physical activity, including sports clubs.</li> <li>• Prepare to keep active during adulthood and be aware of the recommendations for physical activity across the life course.</li> <li>• Understand that different types of physical activity generate different improvements in physical capacity.</li> <li>• Stay well hydrated when being physically active.</li> </ul>	<p>11-14 Healthy eating (Activity)</p> <ul style="list-style-type: none"> <li>• It is important to include a variety of different <a href="#">activity</a> in everyday living, supporting physical, social and mental wellbeing.</li> </ul> <p>Other Food a fact of life resources</p> <p>11-14 years</p> <ul style="list-style-type: none"> <li>• 11-14 <a href="#">Energy and nutrients</a></li> <li>• 11-14 <a href="#">Diet and health</a></li> <li>• Food route resources for 11-14 <a href="#">Active lifestyles</a></li> </ul> <p>14-16 years</p> <ul style="list-style-type: none"> <li>• 14-16 <a href="#">Energy and nutrients</a></li> <li>• 14-16 <a href="#">Health issues including diet and coronary heart disease, diet and cancer, malnutrition and obesity</a></li> <li>• 14-16 <a href="#">Nutritional needs through life including sports nutrition</a></li> <li>• Food route resources for 14-16 <a href="#">Active lifestyles</a></li> </ul>

## Health and prevention

Pupils should know

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

*(Note: there are additional statements for Health and prevention in the statutory guidance.)*

Curriculum	Core competences	Food – a fact of life
<p>Science KS4</p> <ul style="list-style-type: none"> <li>• The relationship between health and disease</li> <li>• Bacteria, viruses and fungi as pathogens in animals and plants.</li> <li>• Reducing and preventing the spread of infectious diseases in animals and plants.</li> </ul>	<p>Food safety (By the age of 14)</p> <ul style="list-style-type: none"> <li>• Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot.</li> </ul> <p>Food safety (By the age of 16)</p> <ul style="list-style-type: none"> <li>• Implement good food safety when handling, preparing, cooking and serving food, e.g. Handwashing, keeping raw and cooked food separate to avoid cross-contamination.</li> <li>• Apply food safety information on food labels when buying, storing and consuming food.</li> <li>• Know about food poisoning, its symptoms and preventative measures.</li> </ul>	<p>11-14 Cooking (Hygiene and safety)</p> <ul style="list-style-type: none"> <li>• <a href="#">Good food safety and hygiene practices</a> are essential to reduce the risk of food poisoning.</li> </ul> <p>Other <i>Food – a fact of life</i> support and resources</p> <ul style="list-style-type: none"> <li>• 11-14 <a href="#">Development and maintenance of healthy teeth</a></li> <li>• 11-14 <a href="#">Food allergies and intolerances</a></li> <li>• <i>Food route</i> resources for 11-14 <a href="#">Diet and health and food safety</a></li> <li>• <a href="#">Good quality sleep for good health</a></li> </ul> <p>14-16 years</p> <ul style="list-style-type: none"> <li>• 14-16 <a href="#">Personal and food hygiene</a></li> <li>• 14-16 <a href="#">Health issues including good dental health</a></li> <li>• <a href="#">Good quality sleep for good health</a></li> <li>• <i>Food route</i> resources for 14-16 <a href="#">Diet and health and food safety</a></li> </ul>

### **DfE Guidance**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Curriculum**

D&T: Cooking and nutrition

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Science

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

### **Core competences**

<https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/secondary/core-competences-for-children-and-young-people-aged-5-16-years/>

### **Other useful support, information and resources**

- *Food - a fact of life* [whole school area](#) – support and resources for food policies and provision, breakfast clubs, healthy lunchboxes, parental engagement and curricula and frameworks.
- *Food – fact of life* [Personal and professional development](#) – FFL training, PPD toolkit (support for planning, implementing and monitoring professional development), Teaching and learning (providing advice and support around planning, managing and teaching, and knowledge and skills for teachers).
- [BNF Healthy Eating Week](#) celebrates and promotes healthy eating, as well as food provenance, cooking and being active.
- [Food Teachers Centre](#) is a place of creative and innovative ideas and action; practical solutions; learning and sharing.