

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.

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).
- Progression is mapped for each statement, for Key stages 1 and 2.

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.

Healthy eating		
By the end of primary school: Pupils should know		
<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • 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). 		
Unpacking ...		
Curriculum	Core competences	Food – a fact of life
<p>D&T: Cooking and nutrition</p> <p>KS1</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. <p>KS2</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. <p>Science</p> <p>Year 2</p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Year 3</p> <ul style="list-style-type: none"> • 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. <p>Year 6</p> <ul style="list-style-type: none"> • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	<p>Diet (by the age of 7 years)</p> <ul style="list-style-type: none"> • Recognise that food and water are essential for life. • 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>. • Be aware that being active and looking after yourself are important for health, e.g. Brushing teeth twice a day. • Know that it is important to eat breakfast every day. • Know that some people eat or avoid certain foods for different reasons, e.g. Due to allergy/intolerance, religion. • Drink plenty and not get thirsty, e.g. Drink 6-8 glasses a day. <p>Diet (by the age of 11 years)</p> <ul style="list-style-type: none"> • 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>. 	<p>5-7 Healthy eating</p> <ul style="list-style-type: none"> • Food and water are a basic requirement for life. • People choose different types of food for different reasons. • A variety of food and drinks are needed for health, as depicted by the Eatwell Guide. • Being active is important for health. <p>5-7 Cooking</p> <ul style="list-style-type: none"> • When planning to cook, the time of day, person and occasion need to be considered. • There is a variety of ingredients that can be used for cooking. • There are lots of different pieces of equipment used in cooking, some of which have special jobs. • It is important to store, prepare and cook food safely and hygienically. • There are a number of basic food skills which enable a variety of dishes to be made.

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

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

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

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

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.