

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).
- Progression is mapped for each statement, for Key stages 3 and 4.

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 specified secondary content.		
Healthy eating		
Secondary school pupils should continue to develop knowledge specified for primary: <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). and cover the specified secondary content: <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 		
Curriculum	Competences	Food – a fact of life
D&T: Cooking and nutrition (KS3) <ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health. • Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Science (KS3) <ul style="list-style-type: none"> • Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. • Calculations of energy requirements in a healthy daily diet. 	Diet (By the age of 14) <ul style="list-style-type: none"> • Use current healthy eating advice to choose a varied balanced diet for their needs and those of others. • 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. • Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. Malnutrition, maintenance of a healthy weight. 	11-14 Healthy eating <ul style="list-style-type: none"> • When choosing food and drinks, current healthy eating guidelines should be followed. • Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life. • There are health issues related to dietary excess or deficiency. • Nutrition and allergy information on food labels help to make informed food and drink choices.

<ul style="list-style-type: none"> • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • Comparing energy values of different foods (from labels) (kj). <p>Science (KS4)</p> <ul style="list-style-type: none"> • Carbohydrates, proteins, nucleic acids and lipids as key biological molecules. • The relationship between health and disease. • Non-communicable diseases. • Bacteria, viruses and fungi as pathogens in animals and plants. • Reducing and preventing the spread of infectious diseases in animals and plants. • The impact of lifestyle factors on the incidence of non-communicable diseases. 	<ul style="list-style-type: none"> • Know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly. <p>Diet (By the age of 16)</p> <ul style="list-style-type: none"> • 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. • 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. • Know why, when and how to make changes to their diet. • 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. <p>Food choice (By the age of 14)</p> <ul style="list-style-type: none"> • Be aware that food choice depends on many personal and lifestyle factors, e.g. Role models, body image. • Understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour. • Know that it is important to be aware of portion size when choosing food and drinks. <p>Food choice (By the age of 16)</p> <ul style="list-style-type: none"> • Apply costing skills to make good food selections for health when eating out or cooking at home. • Consider a wider range of factors when making food choices, e.g. Seasonality, local food, sustainability. • Make informed choices about food and drink in order to achieve a healthy, varied and balanced diet. 	<ul style="list-style-type: none"> • It is important to include a variety of different activity in everyday living, supporting physical, social and mental wellbeing. <p>11-14 Cooking</p> <ul style="list-style-type: none"> • Current healthy eating advice, dietary needs, socio-economic factors, preferences, occasion and cost need to be considered when planning to cook. • Ingredients are selected for their nutrition, functional and sensory characteristics, as well as provenance and seasonality. • Recipes and cooking methods can be modified to help meet current healthy eating messages. • Good food safety and hygiene practices are essential to reduce the risk of food poisoning. • A broad range of ingredients, equipment, food skills and techniques, and cooking methods are used to achieve successful results. <p>Other <i>Food – a fact of life</i> support and resources</p> <p>11-14 years</p> <ul style="list-style-type: none"> • 11-14 Food allergies and intolerances • 11-14 Development and maintenance of healthy teeth • <i>Food route</i> resources for 11-14 Diet and health, cooking and food safety <p>14-16 years</p> <ul style="list-style-type: none"> • 14-16 Eatwell Guide • 14-16 Energy and nutrients • 14-16 Nutritional needs through life • 14-16 Health issues including diet and cancer, good dental health and unpleasant reactions to food • 14-16 Alcohol • 14-16 Cooking • 14-16 Food safety • <i>Food route</i> resources for 14-16 Diet and health, cooking and food safety
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	<p>Food labelling (By the age of 14)</p> <ul style="list-style-type: none"> • Use nutrition and allergy information on food labels to help make informed food and drink choices. <p>Food labelling (By the age of 16)</p> <ul style="list-style-type: none"> • Be able to make informed choices based on food labels, ingredients lists, nutrition information and health claims. <p>Cooking (By the age of 14)</p> <ul style="list-style-type: none"> • Use a broad range of preparation techniques and methods when cooking, e.g. Stir-frying, steaming, blending. • Use equipment safely, being aware of others' safety. • Modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages. • Understand and use good food safety practices. • Know how to safely make use of leftovers. <p>Cooking (By the age of 16)</p> <ul style="list-style-type: none"> • Apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet. • 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. • Apply good food safety principles when buying, storing, preparing and cooking food. 	<p>Food life skills - 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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Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- 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).

and cover the specified secondary content:

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

	<ul style="list-style-type: none"> • Understand that different types of physical activity generate different improvements in physical capacity. • Stay well hydrated when being physically active. 	
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Health and prevention		
<p>Secondary school pupils should continue to develop knowledge specified for primary:</p> <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. <p>and cover the specified secondary content:</p> <ul style="list-style-type: none"> • 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. <p><i>(Note: there are additional statements for Health and prevention in the statutory guidance.)</i></p>		
Curriculum	Core competences	Food – a fact of life
<p>Science KS4</p> <ul style="list-style-type: none"> • The relationship between health and disease. • Bacteria, viruses and fungi as pathogens in animals and plants. • Reducing and preventing the spread of infectious diseases in animals and plants. 	<p>Food safety (By the age of 14)</p> <ul style="list-style-type: none"> • Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot. <p>Food safety (By the age of 16)</p> <ul style="list-style-type: none"> • Implement good food safety when handling, preparing, cooking and serving food, e.g. Handwashing, keeping raw and cooked food separate to avoid cross-contamination. • Apply food safety information on food labels when buying, storing and consuming food. • Know about food poisoning, its symptoms and preventative measures. 	<p>11-14 Cooking (Hygiene and safety)</p> <ul style="list-style-type: none"> • Good food safety and hygiene practices are essential to reduce the risk of food poisoning. <p>Other <i>Food – a fact of life</i> support and resources</p> <ul style="list-style-type: none"> • 11-14 Development and maintenance of healthy teeth • 11-14 Food allergies and intolerances • <i>Food route</i> resources for 11-14 Diet and health and food safety • Good quality sleep for good health <p>14-16 years</p> <ul style="list-style-type: none"> • 14-16 Personal and food hygiene • 14-16 Health issues including good dental health • Good quality sleep for good health • <i>Food route</i> resources for 14-16 Diet and health and food safety

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.