

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and of all those in the educational communities to which they belong.

“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they will need for mental, emotional, social and physical wellbeing now and in the future. “

*Curriculum for Excellence; Health and wellbeing: principles and practice*

We have a duty to ensure that the young people we teach today have the knowledge, understanding and capability of taking decisions that will affect their lives now and as they grow and develop safely into adulthood.

The Highland Council’s overarching requirement in every intervention is that every member of staff will act in the best interests of the child or young person on every occasion, following the principles of GIRFEC (Getting It Right For Every Child) and SHANARRI (Save, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This requirement has been enacted in law through the Children and Young People (Scotland) Act 2014.

As described in our Learning Policy, The Highland Council’s starting point is inclusion. Learners should not be subject to discrimination - intentional or otherwise - on the grounds of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.

A group comprising Teachers, Head-teachers, Health Advisors and others have met to consider how the best interests of children and young people are served within this curricular area, how we can support young people to gain the knowledge they need at the times when they need it and how inclusion can be assured.

A series of frameworks were developed to help teachers to deliver the Health and Wellbeing Experiences and Outcomes of the Curriculum for Excellence in a coherent progression from Early level (Nursery and Primary 1) through to Level 4 and beyond into Senior Phase in Secondary School. At each stage the group considered the development of children and how this development is being constantly influenced by the society in which they live

The frameworks currently cover;

- Food & Health
- Parenthood
- Relationships
- Sexual Health
- Substance Awareness

Each framework follows a standard format which is designed to offer guidance, suggestions and support to teachers as they deliver Health and Wellbeing in their classrooms. The frameworks are not intended to be prescriptive. Discretion is left to each teacher as to when particular areas of the frameworks are delivered based on the maturity and development of the children they are teaching but each framework has been designed to define the expected learning at each stage. The aim is to provide teachers with a guide to the delivery of a progressive programme of learning covering all aspects of Health and Wellbeing. The frameworks are reviewed regularly to maintain as up to date.

# FOOD & HEALTH RATIONALE AND PHILOSOPHY

The following guidance notes compliment the Food & Health E's and O's and benchmarks, and reflect the principles of the NHS Highland/Highland Council "High 5" programme for Highland Schools.

## **Learning about the food journey and environment**

It is important for pupils to have real food experiences that enable them to understand how food is grown, processed and cooked, and the environmental, ethical and health related effects of that journey. Food growing, cooking and tasting in schools; and visits to farms, allotments, crofts, food businesses; all play an important role in understanding and appreciating food. This can help create both healthy consumers and responsible citizens. There are also opportunities to link the classroom learning with school meals provision, as recommended in the Scottish Government publication "[Better Eating Better Learning](#)"

Learning about food and health should include a balanced focus on knowledge, skills and attitudes. Food choices are partly a reflection of the knowledge, skills and attitudes of children, young people and their families. However, they are also a reflection of our food environment.

Pupils can become engaged in mapping and improving their food environment, both in school and more widely. Alongside critically evaluating the relative availability and cost of different foods, pupils can learn about marketing, promotions, advertising, labelling and sponsorship. In this way, they become more thoughtful and resilient consumers.

## **Learning about how food affects health**

Sometimes pupils will make nutritious food choices, without them needing to know or care about nutrition. However, some pupils need to have a good reason for changing. Diet is linked to long term health problems like heart disease, stroke, some cancers, osteoporosis. However, these occur typically many decades later and seem too remote to many young people. Instead, the more immediate impact of physical, mental and emotional wellbeing is more meaningful. Potentially relevant motivators include acne and weight. However, we **do not** recommend exploiting these. Focusing on the relationship between diet and acne or weight can be harmful and lead to further stigmatisation based on appearance. For acne, there isn't even consistent scientific evidence to support a link. In addition, those within the so called "Ideal healthy weight range" or without acne might wrongly assume that their diet is fine. We recommend that pupils learn to link food choices with other short to medium term effects on physical, mental and emotional wellbeing. Examples include mood, concentration, sleep, tiredness, sleep and oral health. Together with unseen long term effects on heart, liver and bone health, there is the potential to increase the motivation to make healthier choices (rather than just knowing which choices are healthy).

## **An inclusive approach to "Healthy Weight"**

The Food & Health framework for Highland Schools should be consistent with NHS Highland's "Healthy Weight Strategy". This means that schools should be adopting the "[Health at Every Size](#)" philosophy. The background to this is outlined below.

There is a relationship between weight and health and the number of children and adults who are classified as overweight or obese has increased significantly in the past 30 years or so. However, there is a danger that this increased awareness leads to a simplistic and harmful perception, that body size is an accurate reflection of health. This leads to three problems:

1. Children who are heavier than average, think that they can't be healthy without changing their size
2. Children who are heavier than average are stigmatised by other children and wider society
3. Children and young people within the "ideal healthy weight" range believe that they are making healthy lifestyle choices just because their weight is "fine"

There is evidence, in Highland schools, that some children, from the age of around 10 years of age, adopt a “*diet mentality*”, sometimes deliberately skipping meals to achieve a particular body shape. This can harm physical, mental and emotional wellbeing.

There is good evidence that health can be improved, in people of all sizes, without the need for a change in body size. This still allows for healthy lifestyle choices to be promoted, but not for the purpose of changing body size. Instead, variation in body size should be seen as a diversity issue.

## **A positive and inclusive approach to food and health.**

There are many reasons that we choose food. These include cost, availability, familiarity, taste, and social meaning. All of these are legitimate reasons to choose a food. Pupils should not feel judged for the food choices they make. Learning about food and health enables children and young people to make an informed choice. The “*Eatwell Plate*” has a small section of foods that are high in fat and/or sugar, but have little nutritional value. These are foods that many of us eat too often but it is not psychologically helpful to describe these as “*bad foods*” or suggest that children are bad or wrong for choosing them. When these foods are highly promoted, encouraging children simply to “*resist temptation*” can just make them more desirable.

It is reasonable to acknowledge that many of us eat more of these foods than we need. In particular, it is reasonable to focus on encouraging pupils to limit the intake of high sugar snacks and drinks. These are harmful to teeth, general health, and are often choices that even young children have some say in. However, most food & health messages should focus on the importance of regular meals and the foods that would be most beneficial for health (eg oily fish, fibre and fruit and vegetables). This is also consistent with a move away from a “*diet*” or “*weight centred*” approach, to one focused on self-care and adequate nourishment of the brain and body.

Generational differences in food culture mean that the food preferences of children, their families, and their teachers are often quite different. The principle of starting “*where the children are at*” is a good one. Try to avoid “*food snobbery*” and go with the grain of young people’s food culture, helping them consider how health can be part of this.

For younger pupils, it is best to avoid direct criticism of cheap family meals (eg: sausage and chips). These are cheap and are often more a reflection of family food budgets. It is better to reserve any critical appraisal for high fat/sugar snacks and drinks, over which children and young people have more influence. It is possible to have a more sophisticated discussion with older pupils about whether they think it is right that healthy choices are so often more expensive, less available and poorly promoted. In this context, the health impact of sausages etc can be appropriately discussed.

## **Food as reward or celebration**

The food provided for special events, rewards and celebrations should not disproportionately contradict the [\*Scottish Dietary Goals\*](#). Any food that is used as a reward or to mark a special occasion, acquires a greater status and value. It is quite possible to use nutritious foods as rewards or to mark special occasions. There are many examples of schools that have done this. It just takes a bit more thought and planning than using sweets and fizzy drinks! For further guidance download the guidance “[\*Food for celebrations, special events, rewards & school trips\*](#)”

## Parental Involvement/Support

Food culture at home plays a large role in the types of foods a child or young person is exposed to. This culture in turn is influenced by many factors such as family budget, access to fresh food and religion. Parental involvement and support will therefore help to make any food and health programme in school a success. As with any approach to education, this is not done in isolation from the positive work happening in families across the authority.

Good practice should involve:

- working in partnership with parents and carers (use both male and female role models)
- sharing intended learning with parents and carers and provide opportunities to explore resources – for example holding a workshop prior to commencing a period on food education
- having agreed procedures for consulting and taking account of parents/carers views
- Respect for the cultural, ethnic and religious environment of the home. Bring home culture into the classroom (for example, through sharing of special dishes).

For practical cookery, it is strongly recommended that families are not asked to contribute to the cost of ingredients, or to routinely send ingredients in for cooking with. It should be part of a pupil's entitlement to free education.

## How to Use This Framework

Each level has a list of **Health and Wellbeing Indicators** that align with Education Scotland's Food and Health [Benchmarks](#) for this age and stage. The section will offer examples of suggested resources and learning outcomes for each stage. These are designed to act as a stimulus and are not intended to be prescriptive or exhaustive. More detailed information can be found within the Benchmarks themselves.

[Smart Start](#) and [High 5](#) are two comprehensive education programmes around food and health available to schools in Highland. Training is available for staff in Early years and Primary settings. It is however recognised that there are many other quality resources teachers can draw from to help enhance and expand their food and health education with pupils. Those highlighted in the framework have been recommended by the Highland Food and Health in Schools Group for use by Highland Schools.

**Suggested Learning and Vocabulary** has been informed by NHS recommendation, national guidance and aspects of significant learning within the E&Os. The inclusion of suggested vocabulary is intended to ensure coherence and progression and to equip children with the correct terms to be able to contribute to open discussions.

**Please note that the suggested vocabulary is not mandatory** and should be used at the discretion of each school in line with the school policy and their knowledge of the pupils.

# FOOD & HEALTH INTERDISCIPLINARY APPROACHES

The topic of food and health can be used in many ways to cover a variety of IDL approaches. Some examples are shown below:

**Smoothie Bike** - links with technologies, expressive arts, numeracy and physical education

**Recycling / conservation**—composting, land use, water cycle, wildlife, climate change, food miles—links with social studies, science, numeracy and literacy

**Food Challenge**— design & make, packaging & advertising—technologies, literacy, enterprise, numeracy, expressive arts

**Safer Food for the Nation**—links with expressive arts, literacy and science

**Energy**—chemical energy, transfer of energy, fuels, kinetic energy—links with science, physical education and numeracy/maths

**School Garden**—grow > cook > eat, window box, local community / farmers / producers, fertilisers— links with enterprise, science, literacy, expressive arts and numeracy

**Off-site Catering**—outdoor activities, costing—links with numeracy

**Making a Sandwich**—design & make—links with enterprise

**Advertising**— advert audit, product placement, surveys, sporting events sponsorship—links with technologies, literacy / english, expressive arts and social studies

**Body Image**—the role of media—links with PSE, physical education and social studies

**Religious festivals**—links with social studies

**Digestion**—links with science

**Europe**—restaurant, ordering food, culture—links with modern languages and social studies

**Rationing**—historical and traditional foods, practical food, reducing waste, budgeting—links with social studies, literacy / english, numeracy

**Fairtrade**—land use, economies, working conditions—links with social studies, literacy/ english and numeracy

# FOOD & HEALTH—EARLY LEVEL

**HWB 0-29a**—I enjoy eating a diversity of foods in a range of social situations.

**HWB 0-30a**—Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.

**HWB 0-32a**—I know that people need different kinds of food to keep them healthy.

**HWB 0-33a**— I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

**HWB 0-35a**—I explore and discover where foods come from as I choose, prepare and taste different foods.

**TCH 0-04a**—I enjoy exploring and working with foods in different contexts

**TCH 0-04b**—I enjoy experimenting with a range of textiles.

**TCH 0-04c** - Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

## Success Criteria / Milestones

Learners should:

- Select a snack independently.
- Match appropriate foods to a series of social situations.
- Taste and try a range of different foods.
- Make the link between food and health. Regularly experience different opportunities to eat together.
- Demonstrate basic food preparation skills through a variety of contexts.
- Select and prepare different foods as part of a varied daily routine for healthy eating.
- Independently perform basic hygiene routines.
- Know and understand that food comes from plants and animals.
- Collaborate and discuss with others, for example about menus or recipes, to help further develop ideas and solve problems.

# Suggested Learning Experiences

**Role Play** – Have a food market place where children play out shopping for different fruit and vegetables. Who does the shopping in their home?

**Class Activity** - Watch “A Rainbow Coloured Day” from the “Eat Your Words” story telling DVD

## Resources

*Teachers should consider choosing images and examples which are supportive of diversity*

Smart Start

[www.bumps2Bairns.com](http://www.bumps2Bairns.com)

British Nutrition Foundation Resources 3-5

British Dietetic Association –Online courses for Early Years Practitioners.

British Dietetic Association Lets Ge Cooking— Recipes for little ones.

DVD: Eat Your Words Storytelling

Book: Never Bite a Tiger on the Nose

## Assessment Approaches / Evidence

For more assessment approaches please visit Education Scotland HWB Benchmarks

**Say** Describe which foods come from plants and which from animals.

**Make** Wash and prepare a range of fruit.

**Write** Draw or colour fruit and vegetables and recognise their names

**Do** Eats socially with others

## Suggested Vocabulary

taste  
smell  
likes & dislikes  
hungry  
full  
thirsty  
enjoy  
happy  
calm  
tired

sleep  
healthy  
breakfast  
meal  
fruits & vegetables  
“rainbow” (of foods)  
fish  
farm  
grow  
wash

chop  
slice  
cook  
safe  
burn  
clean  
teeth  
bacteria

# FOOD & HEALTH—FIRST LEVEL

**HWB 1-29a**—I enjoy eating a diversity of foods in a range of social situations.

**HWB 1-30a**—By investigating the range of foods available I can discuss how they contribute to a healthy diet.

**HWB 1-30b**—I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks

**HWB 1-32a**—I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.

**HWB 1-33a**— I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

**HWB 1-35a**—When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

**HWB1-37a**— I am discovering the different ways that advertising and the media can affect my choices.

**TCH 0-04a**—I enjoy exploring and working with foods in different contexts

**TCH 0-04b**—I enjoy experimenting with a range of textiles.

**TCH 0-04c** - Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

## Success Criteria / Milestones

Learners should:

- Taste and try different foods that are unfamiliar to their daily diet.
- Eat with others in various contexts, ensuring appropriate personal conduct.
- Select a range of foods to be part of a healthy diet.
- Prepare foods and link these to a daily routine for eating.
- Begin to develop food preparation skills when making a selection of simple healthy foods.
- Recognise that their body's need for food changes as they grow and develop.
- Understand the importance of, and take responsibility for, basic hygiene routines.
- Consider the basic journey food takes from farm to fork, during practical food activity.
- Discuss and understand how advertising may influence their food choices.
- Develop and use simple problem-solving and evaluative strategies to meet design challenges with food or textile focus.
- Evaluate my work to adapt and improve where appropriate



# Suggested Learning Experiences

**IDL** – Grow your own food in a window box or class garden

**Partner Links** – Visit a local farm or food manufacturer to see where food comes from.

**Small Group Work**—Play The Fish in The Dish Fun [Board Game](#)

**Class Activity** - Explore the use of food in different cultures and traditions (e.g. Chinese New Year)

## Resources

*Teachers should consider choosing images and examples which are supportive of diversity*

[Food for Life Scotland](#)

Primary [High 5](#) website resources.

[Seafish Industry Authority Education Resources](#) [Bumps2Bairns](#)

British Nutrition Foundation 5-8 years

[Eatwell Guide](#)

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

Education Scotland Funding grants for Schools—[Food for Thought](#)

## Assessment Approaches / Evidence

For more assessment approaches please visit [Education Scotland](#) HWB Benchmarks

**Say** Explain likes and dislikes in relation to food. Describes food groups from Eatwell guide.

**Make** Follow a simple recipe to make a dish

**Write** Identify where food comes from e.g. milk from a cow.

**Do** Demonstrate a range of practical skills when preparing food for example, washing food, using a peeler, grating or cutting.

## Suggested Vocabulary

unique	balance	recipe
texture	need	seed
bitter	healthy heart	leaf
sour	lungs	root
spicy	muscles	stem
special occasion	mood	sow
“ 5 – a – day”	concentration	harvest
nutrients	energy	Soil
fat	breast feeding	store
sugar	Advertising	season,
Salt	cost	hygiene
fibre		

# FOOD & HEALTH—SECOND LEVEL

**HWB 2-29a**—I enjoy eating a diversity of foods in a range of social situations.

**HWB 2-30a**—By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.

**HWB 2-32a**—I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.

**HWB 2-33a**—Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.

**HWB 2-34a**—Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.

**HWB 2-35a**—When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

**HWB 2-36a**—By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices.

**HWB 2-37a**—I can understand how advertising and the media are used to influence consumers.

**TCH 0-04a**—I enjoy exploring and working with foods in different contexts

**TCH 0-04b** - I enjoy experimenting with a range of textiles.

**TCH 0-04c** - Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

**TCH2-04d**— I can discuss, debate and improve my ideas with increasing confidence and clear explanations.

## Suggested Success Criteria / Milestones

Learners should:

- Taste and try a wider range of foods and explain their preferences.
- Plan and prepare food and explain and understand the role it has in varied contexts.
- Create a healthy eating plan and explain why certain foods form part of the plan.
- Prepare foods that contribute to the healthy eating plan.
- Understand why different individuals' needs for food may change throughout life.
- Understand why different individuals may have restrictions on what they can eat.
- Identify, and understand the importance of, safe and hygienic practices.
- Recognise and explain why some factors affect food choice.
- Understand how food is grown and know what is available locally and across the seasons.
- Begin to understand the local and global impact of the food they eat.
- Demonstrate a basic understanding of some food labelling information and how to use it to make informed healthy choices.
- Recognise and understand that consumers are a target audience to be influenced by advertising.

## Suggested Learning Experiences

**IDL** - design & make, packaging & advertising for different food.

**Partner Links** – Find a local Bee Keepers Group and invite them to the school to learn all about the important role bees play in food production.

**Class Activity**— Write and sing a [song](#) about food.

## Resources

*Teachers should consider choosing images and examples which are supportive of diversity*

[Food for Life Scotland](#)

[Seafish Industry Authority Education Resources](#)

British Nutrition Foundation 8-11 years  
([www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk))

Education Scotland Funding grants for Schools—[Food for Thought](#)

Primary [High 5](#) website resources.

BBC Bitesize Food & Health—  
([www.bbc.co.uk/education/topics/zfmpb9a](http://www.bbc.co.uk/education/topics/zfmpb9a))

## Assessment Approaches / Evidence

For more assessment approaches please visit [Education Scotland](#) HWB Benchmarks

**Say** Use sensory descriptors to describe food (e.g. taste, touch, smell, appearance, sound)

**Make** a song about food.

**Write** List the five nutrient groups

**Do** Explore the food labelling on some common food items from home.

## Suggested Vocabulary

vegetarian

allergy

halal

kosher

eatwell plate food groups

starchy carbohydrate

protein

oily fish

moderation

variety

heart disease

cancer

stroke

processed

mill

food labelling

ingredients

food additives

free range

caged

source

fair trade

local

“food miles”

profit

marketing

consumer

budget

self-esteem

body image

“dieting”

vomiting

diarrhoea,

# FOOD & HEALTH—THIRD LEVEL

**HWB 3-29a**—I enjoy eating a diversity of foods in a range of social situations.

**HWB 3-30a**—By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs.

**HWB 3-31a**—Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health.

**HWB 3-32a**—I am developing my understanding of the nutritional needs of people who have different conditions and requirements.

**HWB 3-33a**—I can apply food safety principles when buying, storing, preparing, cooking and consuming food.

**HWB 3-34a**—Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health.

**HWB 3-36a**—Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes.

**TCH 0-04a**—I enjoy exploring and working with foods in different contexts

**TCH 0-04b** - I enjoy experimenting with a range of textiles.

**TCH 0-04c** - Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

## Suggested Success Criteria

Learners can:

- Taste and evaluate a range of new foods food using sensory descriptors
- Understand the importance of current healthy eating advice in relation to consuming more or less of identified foods
- Prepare foods to demonstrate an understanding of current healthy eating advice
- Identify the 5 nutrient groups, their sources and explain how they contribute to nutritional health
- Explain the link between the nutrients and energy balance
- Link ingredients to nutritional health through practical activities
- Explain why the nutritional needs of people may vary throughout the life stages
- Demonstrate an understanding of how the nutritional needs of people may be affected by diet related condition
- Explain the importance of food safety from purchase to consumption
- Demonstrate food safety principles practically when preparing, cooking and consuming food
- Understand the impact food choice may have on health
- Understand the impact of technology on the nutritional value of food
- Explain the environmental & ethical impact of food production
- Evaluate the information on food packaging in relation to a health/ nutritional need
- Investigate factors which influence consumer choice
- Demonstrate dexterity and creativity by applying a range of techniques and processes to make a variety of food and textile items
- Plan, develop, make and evaluate the production of items, including food and textiles, which meet needs at home or in the world of work

# Suggested Learning Experiences

**ICT** - Learn about nutrients through online [quiz's and games](#) .

**Small Group Work** - Play the Food Mood and Health [Board Game](#)

**Partner Links** – Do a comparative health analysis of a typical school lunch from the canteen versus one purchased from a local shop.

**Independent** - Research the role of the media and it's influence on body image.

## Resources

*Teachers should consider choosing images and examples which are supportive of diversity*

British Nutrition Foundation 11-16 years  
([www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk))

BBC Bitesize Food & Health—  
([www.bbc.co.uk/education/topics/zfmpb9q](http://www.bbc.co.uk/education/topics/zfmpb9q))

[British Dietetic Association—Lets Get cooking](#)

[BBC Good Food](#)

[High 5 Secondary Resources—Food and Mood](#)

## Assessment Approaches / Evidence

For more assessment approaches please visit [Education Scotland](#) HWB Benchmarks

**Say** Evaluates the role of food within different social and cultural contexts.

**Make** Prepare dishes and identifies the main nutrients they contain.

**Write** Explain factors that could influence the choice of food purchased (media, poverty, peer pressure etc)

**Do** Evaluate the information on food labels and its role in preventing food poisoning.

## Suggested Vocabulary

method	dietary advice	anxiety	diabetes
steam	cholesterol	depression	eating disorder
roast	blood pressure	stress	skipping meals
fry	energy dense	organic	ethical
bake	nutrient dense	sustainability	calories
deficiency	requirement	seasonality	calorie counting
omega 3	high biological value	sponsorship	food preservation
caffeine	protein (and low)	food poverty	food poisoning
energy drinks	weaning	vitamins and minerals	cross-contamination,
red meat	constipation	Iron	chilling
wholegrain	anaemia	folic acid sodium	food spoilage
saturated fat	osteoporosis	calcium	high risk
added sugar	rickets	blood sugar	best before/use by

# FOOD & HEALTH—FOURTH LEVEL

**HWB 4-29a**—I enjoy eating a diversity of foods in a range of social situations.

**HWB 4-30a**—Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work.

**HWB 4-31a**—I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes.

**HWB 4-32a**—Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs.

**HWB 4-32b**—Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met.

**HWB 4-33a**—Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks.

**HWB 4-34a**—Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health.

**HWB 4-34b**—Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet.

**HWB 4-36a**—I have examined and evaluated food packaging and can understand the legal requirements for manufacturers.

**HWB 4-37b**—I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help.

**TCH 0-04a**—I enjoy exploring and working with foods in different contexts

**TCH 0-04b** - I enjoy experimenting with a range of textiles.

**TCH 0-04c** - Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems.

**TCH2-04d**— I can discuss, debate and improve my ideas with increasing confidence and clear explanations.

## Suggested Success Criteria

Learners can:

- Considering the sensory characteristics of food, evaluate the appropriateness of foods in different contexts.
- Analyse and evaluate current dietary health research.
- Apply knowledge and understanding of nutrition and healthy eating advice to plan, prepare and evaluate dishes.
- Apply knowledge of differing nutritional and dietary needs in a practical context.
- Apply existing knowledge to plan and prepare foods which meet the needs of individuals with specific dietary requirements.
- Adapt and cook recipes based on knowledge of diet related conditions.
- Explore food safety risks and apply this when preparing foods.
- Demonstrate and justify how to minimise risk when working with food.
- Evaluate the impact of technology on the nutritional value of food.
- Evaluate the environmental & ethical impact of food production.
- Evaluate the information on food packaging in relation to legal requirements.
- Evaluate the conflict between marketing and healthy choices for the consumer.
- Investigate consumer rights and responsibilities and where to get help.
- Confidently apply preparation techniques and processes, using equipment or software, to demonstrate an understanding of the impact of properties and functionality on the end product.
- Design, plan produce and evaluate increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work.
- Apply skills of critical thinking when evaluating the design features and effectiveness of everyday products and how these products meet the needs of the user.
- Use critical thinking skills when evaluating the quality and effectiveness of my own or others' products or systems.

## Suggested Learning Experiences

**Small Group Work** - Explore the different roles men and women play in the food industry and challenge any stereotypes.

**Cooperative Learning**—compare the media coverage of a product (e.g. is chocolate good or bad for you?)

**Partner Links** – Find and contact a local Fair Trade Group and get involved with events and lobbying.

**Independent** - Research the environmental Sustainability of large scale food production.

## Resources

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British Nutrition Foundation 11-16 years  
([www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk))

BBC Bitesize Food & Health—  
([www.bbc.co.uk/education/topics/zfmpb9q](http://www.bbc.co.uk/education/topics/zfmpb9q))

[British Dietetic Association—Lets Get cooking](http://www.britishdieteticassociation.org.uk)

[BBC Good Food](http://www.bbc.co.uk/1/health/2012/08/120820_bbc_good_food.shtml)

[High 5 Secondary Resources—Food and Mood](http://www.bbc.co.uk/1/health/2012/08/120820_bbc_good_food.shtml)

## Assessment Approaches / Evidence

**Say** Debate the pro's and cons of organic food production

**Make** Map the food suppliers to your class/school/community and calculate food miles

**Write** an essay on the link between food affordability and health

**Do** a campaign to reduce food packaging.

## Suggested Vocabulary

essential fatty acids

omega 6

antioxidants

legislation,

food policy

conflict of interests

genetically modified foods

traffic light labelling

pathogens

environmental health

food poverty

sustainability

seasonality

environmental

ethical

fair trade

food miles

profit

# FOOD & HEALTH—SENIOR PHASE

Food & Health education should continue in the Senior Phase to reflect local, community or topical issues and highlight the important link between physical health and the pupils' wellbeing and consequently, their ability to achieve their best in school and beyond. There are no HWB Benchmarks for assessment from Education Scotland for this phase. Instead the suggested learning could be undertaken through PSE, IDL projects, tutor time activities and through the general ethos and environment of the school.

## **Suggested Success Criteria**

Learners should:

- be able to analyse and evaluate the reporting of current dietary health research, comparing sources of information
- critically evaluate the conflict between the financial interests of the food businesses and public health
- critically evaluate the environmental, ethical and financial impact of food production
- be developing resilience and strategies to make informed decisions regarding their food choices
- have the knowledge, skills and confidence to budget and plan for independent healthy eating
- understand that good physical and mental health is not dependant on body size
- investigate the risks of the “diet mentality” in modern society

## **Suggested Vocabulary**

references

journal article

population study

case study

randomised control study

conflict of interest

finance

funding

sponsorship

resilience

influence

pester power

budget

cost per portion

health at every size

self esteem

body image

yo-yo dieting

calorie counting