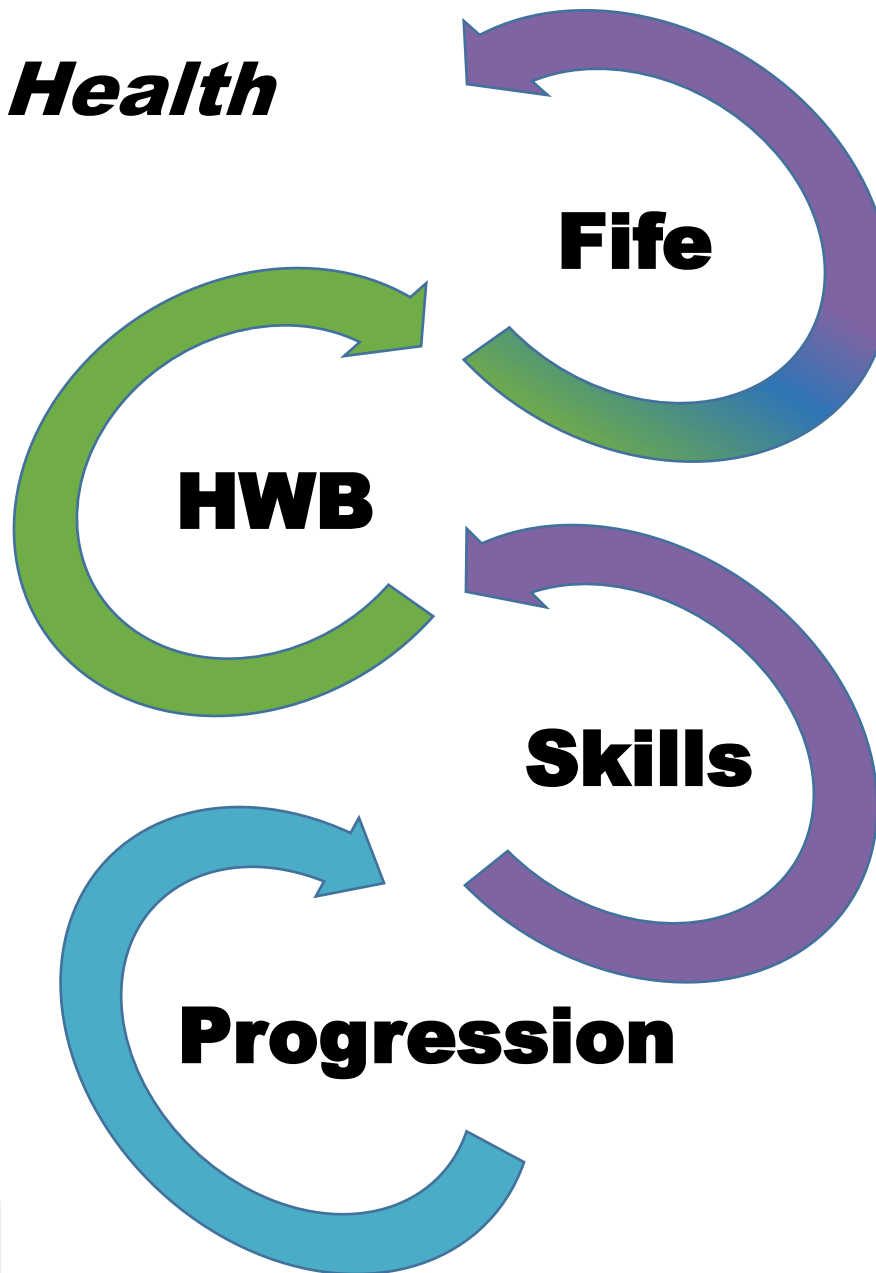


# ***Food & Health***



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## **Early Level Progression**

Progression Pathway

## **First Level Progression**

Progression Pathway

## **Second Level Progression**

Progression Pathway

## **Third Level Progression**

Progression Pathway

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## **ACKNOWLEDGEMENT**

This programme is extensively based on the guidance and recommendations of Scotland's Curriculum for Excellence and Benchmarks set out by Education Scotland.

We would like to thank Dundee City & West Lothian who have supported the development of this resource through sharing of good practice.

Finally, we would like to thank the Fife HWB Pathway Working group and the many other Fife practitioners who provided such useful feedback to inform the pathway. This has been crucial in ensuring that the pathway is cohesive, progressive and practical.

Unlike many resources that present HWB & PSE skills as discrete, logically ordered and prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently.

The HWB pathway has, at same time, been designed to support practitioners to plan in a structured, progressive and coherent way. Using these shared standards and expectations within and across schools, clusters and Local Improvement Forums throughout Fife will ensure that all learners have an equitable and engaging experience to progressively develop important skills for their learning, life and work.

# Introduction

## HWB Responsibility of All

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. (*Building the Curriculum 1*) Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place. Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concentrated approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

## GIRFEC & The Wellbeing Indicators

When planning & delivering the HWB curriculum, practitioners should take into account the GIRFEC principles, ensuring programmes are rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person's individual life circumstances. The Wellbeing Indicators should also be taken into account and run as a golden thread throughout each progression pathway, ensuring that they are context based.

|                    |                                                                                                                                                                                                                                          |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Safe</b>        | Protected from abuse, neglect or harm at home, at school and in the community.                                                                                                                                                           |
| <b>Healthy</b>     | Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.                                                                             |
| <b>Achieving</b>   | Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.                                                                                            |
| <b>Nurtured</b>    | Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.                                                                                                 |
| <b>Active</b>      | Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.                                                         |
| <b>Respected</b>   | Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.                                                                                                                           |
| <b>Responsible</b> | Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them. |
| <b>Included</b>    | Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.                                                                               |

## Nurturing Approaches in Health & Wellbeing

Ensuring learners feel a sense of safety & belonging leads to better engagement with learning and final outcomes. A focus on nurturing approaches can enable practitioners to effectively support all children and young people. Engaging with Education Scotland's [Applying Nurture as a Whole School Approach](#) or Fife's How Nurturing Is Our School Toolkit offers information and a range of self-evaluation tools for settings to reflect upon. There are also a number of ways to gather feedback from learners about their social & emotional wellbeing. These include Fife's Wellbeing Questionnaire and Resilience Toolkit, Glasgow's Motivation and Wellbeing Profile & Stirling's Wellbeing Scale.

## Learning in Health and Wellbeing

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

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people.

## Effective learning and teaching in Health and Wellbeing

Effective learning and teaching in health and wellbeing:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

In Fife, the [Our Minds Matter framework](#) underpins our learning and teaching across a continuum of universal, additional and intensive support. We also embed the 5 Ways to Wellbeing approach within the curriculum – learn, be active, connect, give and take notice. This encompasses both physical and emotional wellbeing.

## Planning for Health and Wellbeing

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. Planning arrangements must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances, as necessary. It is expected that due to the nature of the health and wellbeing curriculum, the skills and knowledge embedded will be revisited regularly through both new and unfamiliar contexts whilst each individual learner is making progress appropriate to their circumstances.

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.

Some ELCs and Schools may already be recognised in this area by the Rights Respecting Schools award. For more information [click here](#)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities.

Though the delivery of a high-quality Health and Wellbeing curriculum, we can also support the drive towards achieving the 17 [Global Goals](#) by 2030 – with a particular focus on (3) Good Health & Wellbeing; (5) Gender Equality; (10) Reduced Inequalities and (16) Peace, Justice and Strong Institutions.

Whilst ensuring we promote positive Health and Wellbeing for all children and young people in our ELCs and school settings, we need to be aware of the specific needs of our care experienced learners, particularly regarding the topics of relationships and emotional wellbeing. [The Promise](#) was developed so that ALL children and young people grow up feeling loved, safe and respected.

### **Assessment in Health and Wellbeing**

In Health and Wellbeing, assessment must take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

## **Partnership working**

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches.

Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

## **Families**

It's essential to recognise the important role of families in supporting the Health and Wellbeing of children and young people. This can be via the direct experiences at home and in the community but also through the discussions and interactions between children and young people and their carers. Early Learning and school settings should ensure that they work in partnership with families, promoting positive communication & reciprocal trust.

## **Impact of COVID/times of change & uncertainty on Health and Wellbeing**

For many children and young people, the pandemic has resulted in lower levels of confidence and higher levels of anxiety.

Education Scotland recommend that schools and ELCs:

- Continue to prioritise the wellbeing of children, young people and staff as part of school improvement priorities.
- Improve further aspects of the health and wellbeing curriculum to equip children and young people with the skills and knowledge to respond to change and uncertainty.
- Build on existing arrangements to monitor and evaluate approaches to supporting wellbeing to ensure they are making a positive difference to learners.
- Maximise the contribution of partnerships, parents and the wider community to enhance staff, children and young people's wellbeing.
- Continue to support the attendance of children and young people.

As we continue through Covid recovery and beyond an increased focus on a school curriculum which supports learner skill development in achieving improved emotional wellbeing and resilience is essential.

# HWB and the Four Capacities



With:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

And be able to:

- Use literacy and communication skills when presenting ideas to others
- Use knowledge of quality movement to develop physical skills
- Show confidence in expressing opinions and making choices
- Use technology for learning and to demonstrate knowledge of a concept
- Think creatively and independently when comparing and analysing different situations
- Work cooperatively with others, appreciating different viewpoints
- Make reasoned evaluations through complex investigations
- Apply what they have learned to real-life situations



With:

- Self-respect and sensitivity to others
- A sense of physical, mental, and emotional wellbeing
- Secure values and beliefs

And be able to:

- Understand self and others in relation to managing both physical and emotional wellbeing
- Assess risk and make informed decisions through examining a range of contexts
- Achieve success in developing informed attitudes and opinions
- Recognise the impact of good physical and emotional wellbeing on their life, the lives of others, the environment, and society
- Achieve success in different areas of activity
- Manage emotions in range of situations
- Develop and maintain positive relationships

Learning in HWB  
will enable  
learners to  
become



With:

- Commitment to participate responsibly in political, economic, social, and cultural life
- Sensitivity for and understanding of all citizens in society regardless of culture, race, gender, religion, belief or orientation

And be able to:

- Develop knowledge and understanding of different ways to look after physical and emotional wellbeing.
- Understand the diversity of relationships.
- Make informed choices and decisions.
- Evaluate and reflect on the implications of choices made in relation to physical and emotional wellbeing
- Develop informed, ethical views of complex issues, dilemmas and choices
- Reflect upon local and national issues



With:

- An enterprising attitude, resilience and self-reliance

And be able to:

- Communicate arguments and ideas that are well informed by research
- Make informed decisions when planning and undertaking research
- Work in partnership and in teams to explore issues, dilemmas and choices
- Take the initiative and lead discussions about ways to promote physical and emotional wellbeing.
- Apply critical thinking about decisions and choices relating to physical and emotional wellbeing.
- Appreciate their role in their class, school and wider community and their ability to contribute to it.

# How to use the Health and Wellbeing Progression Pathway

The Fife Health and Wellbeing (HWB) Progression Pathway has been devised and aligned with the experiences, outcomes, and benchmarks from Curriculum for Excellence. As such the pathway will support practitioners to plan progressive, active, and engaging learning, teaching and assessment experiences for Fife's children and young people. It is important to note that learner progress within and across the breadth of the curriculum is not linear, therefore this pathway should be used in a responsive way appropriate to the needs of all learners. The pathway will support practitioners in identifying key skills for development and to devise a continuum of learning within and across levels to ensure coherence, challenge, breadth, depth, and progression. By responding to learners' own experiences, faiths, and beliefs, practitioners can also plan to ensure relevance, challenge, enjoyment as well as personalisation and choice.

## **The Progression Tiles**

The progression tiles represent the skills development that learners undertake to meet the benchmarks (outlined in bold) for each level and aspect of the curriculum. Broadly, learners will start on the tiles at the bottom of the page, with experiences and outcomes represented by a progression through the level tiles. It is important to remember that the skills progression is not hierarchical but rather an ongoing scaffolding of skills that will be revisited in a variety of contexts.

It may help to think of each tile as a 'stepping stone' towards a benchmark with a variety of routes that can be taken through them. Tiles should be revisited in new and unfamiliar contexts to provide depth of understanding and consolidation.

It is anticipated that learners will progress through the learning pathway as appropriate to their developmental needs. It should also be noted that it is not feasible for every tile to be covered in a school year but rather that these are planned as part of a cohesive and progressive learning experience within a level.

Careful monitoring and tracking of pupils' progress across each of the curriculum aspects will allow practitioners to work with learners to identify strengths and areas for development based on a range of evidence. Practitioners should encourage learner agency when planning HWB so that they can actively participate in planning and developing their own learning, next steps, and targets. The pathway offers flexibility to take cognisance of unplanned factors, life circumstances or events that ensure relevance and an HWB curriculum that is responsive to local contexts. The pathway also offers the opportunity for holistic teacher professional judgements on learner's progress with the opportunity to clearly identify next steps in progress as part of learning conversations and other assessment methodologies.

As the pathways illustrates, the interconnected nature of HWB means that learning can be embedded within the totality of the curriculum. Thus, the HWB curriculum should be designed to ensure that learners have opportunities to explore mental, social , emotional and physical wellbeing across the totality of the curriculum rather than as 'add-on' or isolated events. It is also intended that the pathway provides a mechanism to provide quality assurance and equity of delivery within clusters and localities across Fife.

A wide range of opportunities to work with partners and agencies in the wider community can be used to enhance the learner experience.

### **Mental, Social and Emotional Wellbeing**

As published in the Health & Wellbeing: Experiences and Outcomes, Mental, Social and Emotional Wellbeing has its associated Es and Os but does not have associated benchmarks. Therefore, there is no separate progression tiles for Mental, Social and Emotional Wellbeing. Rather, the Experiences and Outcomes for Mental, Social and Emotional Wellbeing are embedded within the progression tiles represented in this document. The Development of Mental, Social and Emotional Wellbeing can be considered a core thread that is intertwined with and underpins the entirety of the HWB curriculum.

### **Further Developments**

The Fife HWB pathway will be further developed as feedback is received through widespread consultation and moderation of the pathway in practice. Links to useful resources for teaching and learning, and for engagement with parents will be provided in the near future.

# Food & Health – Early Level Progression Tiles (The Food Experience & Developing Healthy Choices)

E & O codes:

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

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 0-30a

**Recognises that we eat different foods at different times of the day and on different occasions**

Role play various social eating situations e.g. Breakfast, a picnic, a birthday party, in a café, a family meal.

Talk about different foods/drinks that I have experienced in different social settings/different times of the day (e.g. school lunches, party foods, Breakfast Club)

Talk about and give examples of when I eat with others (occasions and times of the day e.g. main meals).

**Recognises that eating more of some types of foods and less of others is good for health.**

Talk about foods that should be eaten in Moderation.

Begin to recognise which foods I should eat more of/less of to help me be healthy.

**Prepares and tastes a range of familiar and unfamiliar foods**

Recognise different tastes, including sweet, salty and sour.

**Identifies, prepares and tastes a range of foods, for example, fruit, vegetables**

Prepare and taste new foods that are healthy.

Help prepare healthy snack with the support of an adult.

Pour my own drink and participate in self-service snack times

Recognise and name some fruit and vegetables.

Name and taste a variety of foods.

**Identifies how much water should be consumed in a day**

Know that I should drink least 8 glasses of water a day to keep me healthy.

Be aware I should drink water to stay healthy.

Understand that I need to eat and drink to keep me healthy.

**Recognises and respects that others' food choices may be different from their own.**

Talk about my personal likes and dislikes.

Talk about a time I have shared a mealtime and say why we were together

Understand and can give examples of food I should eat more of to help me grow and keep me healthy.

Understand that what I eat can help me grow and keep healthy

Understand that other's food choices may be different to mine.

Select what I would like to eat from the choices offered to me.

**Eats socially with others.**

Sit with others during lunchtime and use cutlery to cut and eat my food.

Sit with others during snack time

## Food & Health – Early Level Progression Tiles (Nutritional Needs & Keeping Safe & Hygienic)

E & O codes:

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

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 0-33a

**Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.**

Compare foods which we should eat less of and foods we should eat more of.

Explain that some people need to eat different foods for different reasons (e.g. allergies, illness, stage of life).

Identify foods I should eat lots of and foods I should eat a little of to keep healthy (avoid labelling healthy and unhealthy, focus on balance).

Sort and group various foods in a play context (e.g. fruits, vegetables, meats, dairy etc...).

Explore a healthy balanced diet.

**Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge.**

Demonstrate good hygiene measures when preparing food.

Talk about what I should do to keep clean and be safe before eating or preparing food.

Help put away food stores in cupboards and fridges when appropriate.

Wash fruit and vegetables before preparing them with the support of an adult.

**Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing.**

Talk about and show the importance of personal hygiene through my daily routines.

Independently perform a variety of personal hygiene practices (e.g. handwashing, tooth brushing).

Identify and perform a variety of things I do every day to keep myself clean and healthy.

Talk about why brushing my teeth is important.

Brush my teeth with adult support.

**Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron**

**Works safely when using simple kitchen equipment**

Use simple kitchen equipment such as peelers, cutting tools and chopping boards when preparing food.

Explain to others the importance of keeping myself and immediate environment clean, safe and healthy.

Identify and perform at least one thing I can do to keep myself clean and Healthy.

## Food & Health – Early Level Progression Tiles (The Food Journey & Food Textile Technology)

E & O codes:

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

I enjoy exploring and working with foods in different contexts, TCH 0-04a. I enjoy experimenting with a range of textiles, TCH 0-04b. I can share my thoughts with others to help develop ideas and solve problems, TCH 0-04c

Describes which foods come from plants and which come from animals when working with and tasting foods

Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.

Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing

Give examples of where some different types of foods come from.

Use a range of techniques to prepare foods, eg slicing, peeling, mixing and spreading.

Uses given resources to solve the problem / reach the solution

Use a mixing bowl to prepare a mixture.

Within a food/textile context;  
- Explores and identifies at least two ideas to solve a problem.  
- Selects an appropriate solution.

Take part in planting and growing vegetables to prepare and eat.

Develop skills in; measuring using spoons, sprinkling foods (e.g. cheese, herbs).

Ask questions, experiment and solve problems.

Give more than one solution to a problem.

Match simple produce to its source (e.g. Hen-egg; potato-chips; cow-milk).

Develop skills in; spreading using a knife or the back of a spoon, mixing, juicing, peeling (removing the skin of bananas, satsumas)

Select an appropriate solution from a range of options.

Sort food to show where they grow (e.g. underground / on trees) and where they come from (e.g. plants/animals).

Develop skills in; pouring, snipping, masking, tearing.

Work with others to use creativity, skills and knowledge to solve a problem within a food/textile context using a range of material.

Use a range of foods, textiles, and other materials, through play, contexts and activities (e.g. tissue paper, paper, wool, cotton, playdough, various foods)

Talk about my own work.

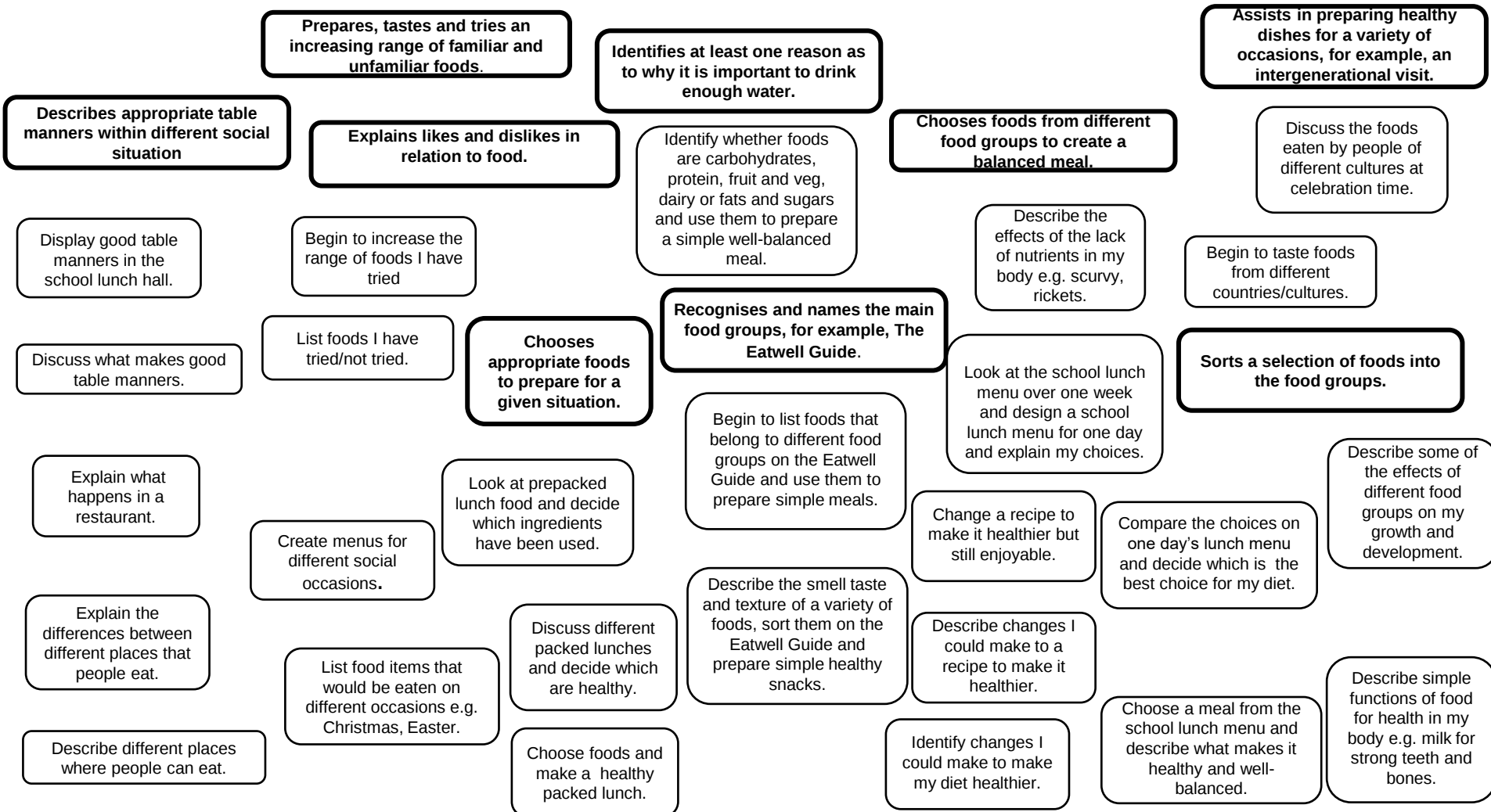
# Food & Health – First Level Progression Tiles (The Food Experience & Developing Healthy Choices)

E & O codes:

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

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

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



## Food & Health – First Level Progression Tiles (Nutritional Needs & Keeping Safe & Hygienic)

E & O codes:

I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition, HWB 1-32a  
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 1-33

Identifies at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult.

Identifies where different types of food are stored.

Works safely and hygienically before, during and after preparing foods, for example, adhering to appropriate allergy advice, getting ready to cook, storing ingredients appropriately, washing and drying equipment and surfaces.

List suitable foods for different age groups from babies to elderly.

Handles equipment safely, for example, when using hot or sharp kitchen tools.

Explains the importance of daily hygiene routines, for example, hand washing, teeth brushing and body cleanliness.

Follow safety rules when preparing snacks and simple meals.

Design and produce a meal that would meet the nutritional needs of a vegetarian teenager / elderly person.

Illustrate these rules in a simple poster.

Explain why breastfeeding is a healthier option for mum and baby.

Design and make a meal that would meet the nutritional needs of a pregnant and/or breastfeeding mother .

Demonstrate school hygiene rules to younger pupils.

Follow safety rules when preparing snacks and simple meals.

Produce a snack which meets the nutritional needs of a young child .

Follow school hygiene rules to keep myself and others safe e.g. handwashing after going to the toilet, coughing and sneezing

Describe the reasons for rules for cleanliness, hygiene and safety points in my everyday routines.

Give simple reasons why different age groups need different foods.

## Food & Health – First Level Progression Tiles (The Food Journey & Food Textile Technology)

E & O codes: 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 1-35a. am discovering the different ways that advertising and the media can affect my choices, HWB 1-37. I can use a range of simple food preparation techniques when working with food, TCH 1-04a. I can use a range of tools and equipment when working with textiles, TCH 1-04b. I am developing and using problem-solving strategies to meet design challenges with a food or textile focus, TCH 1-04c. I can adapt and improve my ideas and can express my thinking in different ways, TCH 1-04d

Identifies how to prevent food related waste, for example, composting peelings, reusing leftovers, reducing use of packaging

Demonstrates a range of practical skills when preparing foods, for example, washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).

Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool.

Explores and identifies a range of ideas to solve the problem / challenge

Identify the Fairtrade logo and Fairtrade products sold in our shops/supermarkets.

Explain why imported food has an impact on our carbon footprint .

Investigates a simple problem / challenge.

Assesses solution against given criteria.

Research Fairtrade and why it is important to some countries

List ways we can eat and drink which are good for our environment.

Selects and uses resources to reach the solution / solve the problem

Discuss the need to make informed choices about where we buy our food .

Maps sources of food and drink in the local area.

Create a simple drawing/poster encouraging people to buy locally.

Follows a recipe using fresh, local, seasonal produce, for example, making soup, hot or cold snack.

Describes at least three ways that advertising and media can affect our food choices.

Create a menu using locally produced food.

Create a snack/meal using locally produced food.

Design a questionnaire to investigate where parents shop and if they buy locally produced food.

Describes the basic journey of food, for example, milk can come from a cow, bread comes from wheat / rye / oats.

Discuss reasons why some adverts appeal to me better than others.

Name some foods that are advertised on the TV, magazines, posters and newspapers.

Source products in my local supermarket that are imported into Britain.

Explain why locally grown foods are only available at certain times of the year.

Name some fruits and veg and say when they are harvested

List examples of a variety of ingredients and when they are in season.

Look at the layout of supermarkets and discuss reasons for supermarkets placing some products e.g. sweets where they do.

List examples of food products that are not grown/produced locally.

I can talk about why it is important to buy food locally.

Explain and illustrate the journey some foods take to get to our shops.

Name food products that are imported into Britain.

Discuss food adverts and discuss which I would like to buy and why.

## Food & Health – Second Level Progression Tiles (The Food Experience & Developing Healthy Choices)

E & O codes:

I enjoy eating a diversity of foods in a range of social situations, HWB 2-29a

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

**Uses sensory descriptors to describe foods, for example, taste, texture, appearance, smell**

Discuss new foods using the senses.

**Identifies, prepares and selects foods for a range of situations, for example, social, cultural, religious events**

Try different foods linked to diverse cultural and social situations.

**Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry.**

**Identifies simple changes or improvements to own diet.**

Know the balance required between the major food groups.

**Explains the proportions each food group should contribute to a healthy eating plan.**

Talk about the proportions of foods in each of the food groups.

Identify various food groups in a meal.

Know what foods can be added to meals to make them balanced, eg adding vegetables to meat dishes.

Share the current key health messages about eating (e.g. sugar, salt, fibre, water intake).

Show my understanding of healthy eating through the choices I make.

**Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet.**

Create a meal plan that demonstrates the proportions each food group should contribute to a healthy eating plan.

Recognise which aspects of my own diet can be improved.

**Explains the importance of keeping hydrated.**

Discuss how my levels of hydration can change throughout the day/week depending on different situations, eg during physical activity, weather related.

Apply my knowledge of key healthy eating / hydration messages to create a healthy eating plan for myself.

Discuss the importance of keeping myself hydrated.

**Devises guidelines for good table manners**

Show respect when trying new foods.

Acknowledge the increasing need to take responsibility in selecting, shopping for, and preparing my own food.

Compare and contrast the foods that are linked to a diverse range of social situations

Select and prepare food for a variety of situations.

Identify healthy choices and the foods I like on a menu and in the home situation.

Understand that eating in different social situations may require different behaviours/manners.

Talk about the food choices I make in a variety of social settings and evaluate what are balanced choices.

**Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake.**

Offer advice on healthy alternatives to some foods.

Know there are key health messages shared with the public.

## Food & Health – Second Level Progression Tiles (Nutritional Needs & Keeping Safe & Hygienic)

E & O codes:

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

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

Recognises that all food and drink provides different levels of nutrients. 'Lists the five nutrient groups.

Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy.

Suggests why people might avoid certain foods, for example, religion, culture, allergies, medical reasons.

Creates a risk assessment for a practical food session

Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium.

Give examples of different foods that contribute to the five nutrient groups.

Plan a meal with suitable alternatives when certain foods have to be avoided.

Makes food items safely and hygienically, adhering to allergies, cleaning, cross contamination, cooking, chilling.

Identifies ways to reduce the risk of food poisoning, for example, reheating food until piping hot, safe food storage, different coloured chopping boards.

Give some examples of the benefits different nutrients can give the body.

Plan a menu that will be suitable for someone who is planning to participate in different physical activities, eg a marathon runner, a Swimmer.

Discuss reasons why some people cannot eat certain foods, eg allergies, religious reasons.

Explains the difference between Use By and Best Before dates

Identify areas where cross contamination may be a risk.

Discuss how to safely cool and store prepared hot food.

Understand the difference between food groups and nutrients.

Understand that different food and drink has different nutritional values.

Understand that the food I eat is converted into energy for my body.

Discuss why certain foods should be stored and prepared separately.

Show good personal hygiene standards when preparing food.

Talk about some of the nutrients that come from food and drink.

Discuss which foods will provide me with more Energy.

Understand the importance of a safe and clean environment when preparing food.

Understand the risks stemming from poor hygiene standards.

Understand that different people may need to eat different foods and can give some examples and reasons why (e.g. stage of life, allergy, religion).

Explain how nutrients help develop my body.

Understand how food packaging can help indicate if a product is a safe to eat.

## Food & Health – Second Level Progression Tiles (The Food Journey)

E & O codes:

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 2-35a. 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 2-34. By investigating food labelling systems I can begin to understand how to use them to make healthy food choices, HWB 2-36a. I can understand how advertising and the media are used to influence consumers, HWB 2-37

**Identifies factors that may influence food choice, for example, religious, cultural, geographical, ethical factors**

**Uses different food labelling systems to select foods for a specified dietary requirement, for example, low in fat.**

**Compares the cost of identified ingredients to establish the most economical source.**

**Explains the benefits of waste management, for example, the 3 'Rs' - reduce, reuse, recycle**

Compare and reason a range of contributing factors such as religion, climate, income and economy and how they can affect food sources in the local or wider Community.

Recognise labels can display information in different ways, eg per 100g or per portion.

Make comparisons between similar foods using the labels eg, lower in fat compared to original.

Give reasons why some of our food is imported and can give examples of the impact far-travelled food has on the environment compared to locally produced food.

Identify different factors that can influence food practices (e.g. religious observance linked to mealtimes) and preferences.

Identify and discuss the different types of information on a food label.

Look for important information eg, nuts or milk ingredients for Allergies.

**Identifies three methods of persuasion used by media/advertisers to influence consumers, for example, logos.**

Explain some of the factors that can influence food practices and preferences.

**Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer.**

**Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients.**

Link my knowledge of advertising methods and intended audience to develop an understanding of why particular techniques are used. (E.g. use of music, celebrity endorsement, social media role, logos etc...)

Investigate which foods are used for religious celebrations and where they can be sourced.

Plan, source and prepare a meal from sustainable sources and identify where the foods have come from.

Follow a recipe to make a local dish.

Describe the benefit of choosing Fair Trade goods for farmers in developing countries.

Grow potatoes which can be prepared and consumed later

Identify various successful advertising campaigns and think about the audience they are intended to influence.

Explain one or more advantage of using local produce.

Explore where foods which are not grown locally come from.

Discuss local produce and when they are in season.

## Food & Health – Second Level Progression Tiles (Food Textile Technology)

E & O codes:

I am developing dexterity, creativity and confidence when preparing and cooking food, TCH 2-04a. I am developing dexterity, creativity and confidence when working with textiles, TCH 2-04b. I can extend and explore problem-solving strategies to meet increasingly difficult design challenges with a food or textile focus, TCH 2-04c. I can discuss, debate and improve my ideas with increasing confidence and clear explanations, TCH 2-04d

**Demonstrates manual dexterity, for example, using a needle and thread, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, attaching designs onto fabric.**

**Demonstrates an increasing range of practical skills and cooking techniques, for example, weighing and measuring, kneading, chopping, baking, grilling**

Develop skills in grating harder foods (carrots, apples), shredding using a knife (cabbage), coring (apple)

Use proportions and ration to produce recipes of my food product, scaling up and down for different quantities

Develop skills in chopping using the bridge and claw technique (large tomato, carrot, onion), measuring using a jug/digital scales, using a hob

Prepare food using a selection of ingredients to a meet a need, eg, a lunchtime snack, low gluten.

Develop skills in kneading (bread/pizza dough), shaping (individual pizza/rolls).

Understand that cooking alters the flavour and texture of foods and use this knowledge in my designs

**Assesses solution against own criteria**

**Plans and reaches the solution**

**Identifies at least one possible improvement.**

**Identifies and demonstrates ways to solve the challenge / problem.**

I am aware that resources may be limited (budget, time, availability)

**Investigates a challenge / problem.**

Give and receive feedback with reasons for my thinking and offer support in alternative solutions and improvements

Experiment with a range of ingredients until I find the right mix of affordability, appeal and appropriateness for the job.

Use my knowledge, skills and creativity to plan, test out and evaluate solutions to a given design problem within a food/textile context.

Test and evaluate my products, showing that I understand the situations my products will have to work.

Communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my creation.

## Food & Health – Third Level Progression Tiles (The Food Experience & Developing Healthy Choices)

E & O codes:

I enjoy eating a diversity of foods in a range of social situations, HWB 3-29a

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 3-30

Evaluates the different sensory qualities of a range of food and drinks.

Evaluates the role of food within social and cultural contexts, for example, using staple foods in different countries, food in the religious context.

Applies appropriate eating and drinking behaviours in different settings.

Demonstrates an understanding of current dietary advice through preparing foods to meet specific health needs, for example, obesity, high blood pressure.

The specific nature of the third level benchmarks means that no additional tiles are required.

## Food & Health – Third Level Progression Tiles (Nutritional Needs & Keeping Safe & Hygienic)

E & O codes:

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 3-31

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

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

Identifies nutrient sources and their functions, including, fat, carbohydrate, vitamins, calcium, iron, dietary fibre.

Lists the conditions for bacterial growth.

Prepares dishes and identifies the main nutrients they contain.

Applies food safety principles from purchase to consumption and when preparing or cooking food.

Identifies the nutritional requirements of specified individuals/groups, for example, pregnant women, diabetics.

Identifies the factors which may contribute to an energy imbalance, for example, portion sizes, sedentary lifestyles and the resultant consequences

Explains the correct storage of food items, for example, raw meat, dry goods.

Evaluates the information on food labels and its role in preventing food poisoning

The specific nature of the third level benchmarks means that no additional tiles are required.

## Food & Health – Third Level Progression Tiles (The Food Journey & Food Textile Technology)

E & O codes: Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. HWB 3-34a. 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, HWB 3-36a. I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food, TCH 3-04a. I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work, TCH 3-04b. By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work, TCH 3-04c.

Explains factors that could influence choice of food, for example, media, poverty, peer pressure, seasonality, sustainability, environmental / ethical issues and potential impact on health.

Selects from and uses a wider range of ingredients and a more complex range of skills and equipment, for example, rubbing-in, shaping, simmering, creaming, decorating, garnishing..

Demonstrates competence when pinning, tacking and using a sewing machine, for example, can measure accurately, place pins at correct measurement, tack neatly and sew a straight line and curve on a sewing machine, following marked lines

Uses a variety of textile skills to create a personalised item.

Evaluates information on food packaging and uses it to make informed choices when selecting food for given situations

Identifies and demonstrates creative and innovative ways to solve the design brief

Researches materials and resources available.

Uses a range of creative and innovative strategies to investigate a design brief.

Designs and makes a new product.

Evaluates the product against own specifications and identifies how it could be improved.

The specific nature of the third level benchmarks means that no additional tiles are required.