ADAPT THIS FOR YOUR OWN PRESENTATION

Training module

Teaching about **healthy eating**

Part of: Physical health and mental wellbeing

[YOUR NAME, YOUR SCHOOL]

Primary

Secondary

October 2020

Contents

About this training module

Subject leads can use the adaptable slides and **‘activities and templates for trainers’** section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the statutory guidance on teaching **healthy eating**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the Early Career Framework for pedagogical guidance.

What you get out of today

By the end of this training you should:

- know what is included in the statutory guidance
- know some key knowledge and facts to cover as part of this topic
- have strategies to deal with questions that come up in class
- feel more confident teaching about **healthy eating**

Teaching the new curriculum

Related topics

Healthy eating is related to the curriculums for:

- Design and Technology, i.e. food teaching in primary and secondary schools and cooking and nutrition
- Science

The following modules also have related content: physical health and fitness; drugs, alcohol and tobacco; health and prevention.

You should:

- **consider thematic links** across key topics and the whole school when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

Related guidance

Schools may also want to refer to the following related government guidance when planning to teach this subject:

- the Eatwell guide shows how much of what we eat overall should come from each food group
- standards for school food in England

Also refer to your school's **policy on healthy eating**.

Healthy eating support at [school name]

Our leads

[Names, contact details - e.g. PSHE lead]

Our policies

[Add details - e.g. school policy on PSHE, training opportunities, and healthy eating]

Specialist support

[Add details - e.g. providers school already works with]

Other information

[Add resources]

Healthy eating teaching at [school name]

Ways in which we already teach about **healthy eating** at our school:

- [Add details]
- [Add details]
- [Add details]

Primary and secondary teaching

Some slides in this training have a **Primary** or **Secondary** label to indicate that the material is usually first introduced in that phase.

STATUTORY GUIDANCE
Schools have flexibility to design and plan age-appropriate subject content. (p31)

Using your knowledge of your pupils and school community you can:

- introduce secondary content in primary with pupils who need it and are ready
- teach the primary content in early secondary lessons to pupils who need to build knowledge before secondary content is taught

Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory ‘preparing for adulthood’ outcomes for those with an education, health and care (EHC) plan. (See SEND code of practice, section 8.)

STATUTORY GUIDANCE
In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

Teacher wellbeing

The new curriculum covers a wide range of topics, some of which individual teachers might find personally challenging in different ways.

It is important to feel you can ask for support or raise questions if:

- **you have personal experience** of a topic which makes teaching that content particularly challenging for you
- **you have personal views** on a topic that mean you need to discuss how you can ensure the teaching is delivered objectively

Talk to your line manager, in the first instance, if you do need support.

Safeguarding

Safeguarding (1)

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures or concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.

Ground rules

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone ‘on the spot’ (no personal questions or pressure to answer).

Primary curriculum

A healthy diet

A healthy diet (1)

Explain that a healthy diet helps our bodies to grow, stay healthy, function properly and fight off diseases.

A healthy diet has the right **balance of nutrients.** These are substances in food which provide the nourishment we need to maintain health and growth.

Explain that we need to eat a **wide variety** of food and drink **in the right amounts** to get these nutrients.

STATUTORY GUIDANCE

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

A healthy diet (2)

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Explain that different nutrients can be found in different foods, and most foods have several types of nutrient:

- **carbohydrates**, from **starchy food** like potatoes, bread, rice, pasta, fruit and vegetables
- **protein,** e.g. from beans, pulses, fish, eggs, meat and dairy
- **fats**, e.g. from meat, dairy, and plant and fish oil

Primary

A healthy diet (3)

- **vitamins and minerals**, which are found in different foods, and especially fruit and vegetables. A well-balanced diet will include at least 5 portions of fruit and vegetables a day. A portion is about a handful (80g or 3oz), for example:
  - 4 broccoli florets
  - 1 pear
  - 3 heaped tablespoons of carrots

Explain that we also need **fibre** from foods such as beans, pulses, wholegrain pasta and rice, broccoli, carrots, nuts and seeds.

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Carbohydrates (1)

Carbohydrates are the body's main source of energy. The length of time it takes the body to convert them into energy (in the form of glucose) determines whether they are a **complex** or **simple** carbohydrate**.**

Explain that our bodies digest **complex carbohydrates** more slowly meaning the energy is released gradually. Energy that is not needed straight away is stored in the muscles and liver, or as fat.

Complex carbohydrates can be found in **starchy foods**, e.g. potatoes, bread, rice, pasta, oats.

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Carbohydrates (2)

Explain that **simple carbohydrates** are sugars and are converted into energy and used more quickly than complex carbohydrates.

They occur naturally in **fruit and milk.** Simple carbohydrates are also present in sugar and in processed food, e.g. in sweets, chocolate, biscuits and cakes.

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Protein

Teach that **protein** is a macronutrient which is essential for building muscle mass in our body.

Our bodies need protein in the diet to supply amino acids for the growth and repair of our cells and tissues. This includes our bones, muscles, cartilage, skin and blood.

Protein is found in foods such as meat, fish, eggs, dairy products, tofu, beans and lentils.

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Fats (1)

Teach that **fat** is essential for our bodies. Fat is used for energy when we are physically active and it also helps the body to absorb vitamin A, vitamin D and vitamin E.

Explain that there are two different types of fat in food, **unsaturated** (good fat) and **saturated** (bad fat).

Most fats and oils contain both saturated and unsaturated fats in different proportions.

STATUTORY GUIDANCE

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Fats (2)

Teach that **unsaturated** (good fat) and **saturated** (bad fat) have different effects in our body.

Explain that too much saturated fat (bad fat) in our body can build up over time and cause blockages in our arteries as adults. This is called bad cholesterol - a fatty substance in the blood.

Unsaturated fat helps to reduce our **bad cholesterol**. It is found in vegetable oils, some nuts, avocados, and oily fish, e.g. sardines.

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Fibre

Explain that **dietary fibre** is important for **digestion** as it keeps the digestive tract flowing.

Fibre is found in many foods that are high in carbohydrates, such as:

- beans and pulses
- wholegrain pasta and rice
- vegetables such as broccoli and carrots
- nuts and seeds

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Vitamins

Teach that **vitamins** are organic compounds that are need in small amounts for normal growth and activity by the body. They are naturally found in foods obtained from plants and animals.

Explain that the essential vitamins are A, C, D, E, K, and the B vitamins.

Vitamins have different jobs - helping us resist infections, keeping our nerves healthy, and helping our body get energy from food or our blood to clot properly.

STATUTORY GUIDANCE

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Minerals

Minerals also help our body function. They are only needed in very small quantities.

Our body needs certain minerals to build strong bones and teeth and turn the food we eat into energy.

As with vitamins, a healthy balanced diet should provide all the minerals our body needs to work properly.

There are 16 essential minerals, including sodium (salt) and potassium, which can be found in bananas.

STATUTORY GUIDANCE

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Drinking enough fluids

Explain that the amount we need to drink varies on our size, the weather and how active we have been.

Teach that when we are thirsty, our body is telling us that it is dehydrated and that we need to drink fluids. Any drink with water in it will hydrate us, but water is the best option as it is calorie and sugar free.

Explain that if we do not drink enough fluid we become dehydrated. If we become too dehydrated it can be harmful to our health.

STATUTORY GUIDANCE

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Understanding calories

Understanding calories (1)

Explain that a calorie is a unit of energy. Different foods have **different amounts** of calories. For example, if a food or drink contains 100 calories, it is a way of describing how much energy our body could get from eating or drinking it.

Explain that the correct daily intake of calories will help to perform daily activities such as walking to school and playing with friends.

Teach that if we consume more calories than we use, our body stores it up as fat.

STATUTORY GUIDANCE

Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Primary

Understanding calories (2)

STATUTORY GUIDANCE
Know what constitutes a healthy diet (including understanding calories and other nutritional content).

Explain that there are guidelines on how many calories it is appropriate to consume. The amount of calories we consume depends on our age, sex, weight, height, body fat percentage and how much physical activity we do.

The guidelines suggest that ideally children aged:

- 4 to 6 years - girls have about 1400kcal, boys about 1500kcal
- 7 to 10 years - girls have about 1700kcal, boys about 1800kcal
- 11 to 14 years - girls have about 2000, boys 2500kcal

Teach that these figures are approximations.

Primary

Planning healthy meals

Benefits of regular meals

STATUTORY GUIDANCE
Know the principles of planning and preparing a range of healthy meals.

Explain that eating regular meals like breakfast, lunch and dinner every day helps us:

- **plan a balanced diet** which fulfils all our nutritional needs
- **regularly consume the energy we need** throughout the day
- **avoid the effects of hunger**, e.g. feeling low in energy, angry, irritated, or difficulty concentrating
- **avoid too much snacking** (food or drink we have other than during main mealtimes)

Primary

Planning a range of meals (1)

STATUTORY GUIDANCE
Know the principles of planning and preparing a range of healthy meals.

Teach that healthy meals can include a variety of foods to get a balance of nutrients which are healthy for the body. Every meal does not need to have every single nutrient, but on average can include the following:

- **carbohydrates** from starchy foods need to make up just over a third of everything we eat
- **protein,** e.g. from beans, pulses, fish, eggs, meat and dairy need to make up 10 to 20%
- **vitamins and minerals**, need to make up just over a third of what we eat
- **fats**, need to make up 20 to 30%
- **fibre**

Primary

Planning a range of meals (2)

STATUTORY GUIDANCE
Know the principles of planning and preparing a range of healthy meals.

Teach that a variety of foods are needed to get a balance of nutrients. Every meal does not need every single nutrient, but our **overall food intake** needs:

- starchy foods (**carbohydrates**) to make up about a third of our food and to include **fibre**
- vegetables and fruit **(vitamins and minerals)** to make up about a third of our food

The rest of the diet should contain:

- beans, pulses, fish, eggs, meat and dairy (**protein**)
- **fats**, that as part of a balanced diet we will get all the fats we need from our diet

Primary

Impacts of unhealthy diets

Unhealthy diets

Teach pupils that an unhealthy diet fails to provide the body with the correct amounts and types of nutrients for maximum health.

Unhealthy diets can include some or all of the following:

- high in sugar
- high in salt
- high in bad fat (saturated fat)
- missing the right balance of nutrients
- lacking in vitamins and minerals
- lacking in fibre

STATUTORY GUIDANCE

Know 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).

Primary

Impacts of unhealthy diets

Teach that poor diets can lead to:

- feeling tired more easily
- having less energy for normal daily routines like walking to school, playing with our friends or other physical activity
- being less able to concentrate at school

Explain that over time, unhealthy diets can lead to:

- tooth decay
- an unhealthy weight (overweight or underweight)
- obesity related conditions like type 2 diabetes

STATUTORY GUIDANCE

Know 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).

Primary

Poor diet and tooth decay

Explain that too much sugar causes **tooth decay**, a disease where teeth develop holes. Damage is caused by plaque in the mouth turning sugar into acid, which then damages the teeth. Tooth decay results in toothache, problems eating and can be very painful. It can lead to fillings or having teeth removed.

Sugar (from both food and drink) is the main cause of tooth decay. Sugary snacks between meals can increase the risk.

See the related module on **health and prevention** for guidance on good dental hygiene.

STATUTORY GUIDANCE

Know 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).

Primary

Poor diet and unhealthy weight

Explain that a poor diet, too many calories (including too many snacks between meals) and not enough physical activity can lead to being **overweight** and **obesity** (being very overweight).

Being obese increases the risk of other diseases, such as type 2 diabetes.

A poor diet without the right nutrients and calories also increases the risk of being underweight or of having malnutrition (where the body doesn't have the right nutrients).

STATUTORY GUIDANCE

Know 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).

Primary

Impact of caffeine on health

Teach that caffeine is a drug which can be in the drinks we consume. Caffeine stimulates the brain and nervous system.

Explain that too much caffeine can make it difficult to sleep, increase our anxiety, cause headaches, and affect our mood.

Caffeine can be found in drinks such as:

- tea
- coffee
- fizzy drinks
- energy drinks

STATUTORY GUIDANCE

Know 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).

Primary

Impact of alcohol on health

Teach that alcohol is a clear liquid drug (chemical name - ethanol).

Begin to introduce pupils to the risks of alcohol to physical and mental health (e.g. cancers, stroke, heart disease, liver disease, alcohol poisoning).

Explain that alcoholic drinks are also high in calories and can contribute towards becoming overweight.

Related module: Drugs, alcohol and tobacco

STATUTORY GUIDANCE

Know 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).

Primary

Secondary curriculum

STATUTORY GUIDANCE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. (p36)

Understanding our diet

A healthy diet (1)

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Building on what is taught in primary, explain that to maintain a healthy diet we need to have right balance of nutrients:

- carbohydrates, from **starchy food** like potatoes, bread, rice, pasta, fruit and vegetables
- protein, e.g. from beans, pulses, fish, eggs, meat and dairy
- fats, e.g. from meat, dairy, and plant and fish oil
- vitamins and minerals, which are found in different foods, and especially fruit and vegetables

Explain that we also need fibre in the diet to keep the digestive system healthy.

Secondary

Carbohydrates (secondary)

Carbohydrates are the body's main source of energy. The length of time it takes the body to convert them into energy (in the form of glucose) determines whether they are a **complex** or **simple** carbohydrate**.**

Explain that our bodies digest **complex carbohydrates** more slowly meaning the energy is released gradually. Energy that is not needed straight away is stored in the muscles and liver, or as fat.

Complex carbohydrates can be found in **starchy foods**, e.g. potatoes, bread, rice, pasta, oats.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Carbohydrates (2 - secondary)

Explain that **simple carbohydrates** are sugars and are converted into energy and used more quickly than complex carbohydrates.

They occur naturally in **fruit and milk.** Simple carbohydrates are also present in sugar and in processed food, e.g. in sweets, chocolate, biscuits and cakes.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Protein (1)

Teach that **protein** is a macronutrient which is essential for building muscle mass in our body.

Our bodies need protein in the diet to supply amino acids for the growth and repair of our cells and tissues. This includes our bones, muscles, cartilage, skin and blood.

Protein is found in foods such as meat, fish, eggs, dairy products, tofu, beans and lentils.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Fats (secondary)

Teach that **fat** is essential for our bodies. Fat is used for energy when we are physically active and it also helps the body to absorb vitamin A, vitamin D and vitamin E.

Explain that there are two different types of fat in food, **unsaturated** (good fat) and **saturated** (bad fat).

Most fats and oils contain both saturated and unsaturated fats in different proportions.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Fats (2 - secondary)

Teach that **unsaturated** (good fat) and **saturated** (bad fat) have different effects in our body.

Explain that too much saturated fat (bad fat) in our body can build up over time and cause blockages in our arteries as adults. This is called bad cholesterol - a fatty substance in the blood.

Unsaturated fat helps to reduce our **bad cholesterol**. It is found in vegetable oils, some nuts, avocados, and oily fish, e.g. sardines.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Fibre (1)

Explain that **dietary fibre** is important for **digestion** as it keeps the digestive tract flowing.

Fibre is found in many foods that are high in carbohydrates, such as:

- beans and pulses
- wholegrain pasta and rice
- vegetables such as broccoli and carrots
- nuts and seeds

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Vitamins (1)

Teach that **vitamins** are organic compounds that are need in small amounts for normal growth and activity by the body. They are naturally found in foods obtained from plants and animals.

Explain that the essential vitamins are A, C, D, E, K, and the B vitamins.

Vitamins have different jobs - helping us resist infections, keeping our nerves healthy, and helping our body get energy from food or our blood to clot properly.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Important vitamins (1)

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Building on primary knowledge teach pupils about the following important vitamins.

Vitamin A is important for the body's immune system (our defence against illness and infection), the skin and eyes. Vitamin A can be found in foods such as milk, cheese, eggs, and carrots.

Vitamin C is important for healthy bones, teeth, gums and blood vessels. It is also key in the absorption of iron and calcium, the repair of wounds and brain function. Vitamin C can be found in foods such as oranges, red berries, kiwi fruit, broccoli and tomatoes.

Secondary

Important vitamins (2)

Vitamin D helps to absorb calcium and keeps bones and teeth healthy. Vitamin D can be found in foods such as fish oil, eggs, fortified milk and red meat (e.g. beef). It is also made by the body when we are exposed to sunlight.

Vitamin E helps protect the body from damage and maintains the health of red blood cells. Vitamin E can be found food such as cereals, nuts and vegetable oils.

Vitamin B12 helps the production of red blood cells and also important for nerve cell function. Vitamin B12 can be found in foods such as fish, eggs, cheese and red meat.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Minerals (1)

Minerals also help our body function. They are only needed in very small quantities.

Our body needs certain minerals to build strong bones and teeth and turn the food we eat into energy.

As with vitamins, a healthy balanced diet should provide all the minerals our body needs to work properly.

There are 16 essential minerals, including sodium (salt) and potassium, which can be found in bananas.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Important minerals (1)

Building on primary knowledge teach pupils about the following important minerals.

Calcium is needed for bones and teeth to grow and stay healthy, and helps blood to clot, muscles to contract and the heart to beat. Calcium can be found in foods such as cheese and milk, and green leafy vegetables.

Iron helps to carry oxygen around the body in the form of haemoglobin in red blood cells. Iron is also necessary to maintain healthy skin, hair and nails. Iron can be found in foods such as spinach, red and white meat (beef and chicken) and fish.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Important minerals (2)

Magnesium helps turn the food we eat into energy and is important for bone strength. It can be found in foods such as nuts, spinach, milk and bananas.

Potassium helps regulate fluid balance, muscle contractions and nerve signals. It can be found in food such as fruits, beans, nuts and vegetables.

Zinc helps turn the food we eat into energy and is important for healing wounds. Zinc is present in foods such as milk, red meat, shellfish, cereals and bread.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Important minerals (3)

Salt is a compound (mixture) of sodium and chloride, which are essential minerals for the regulation of fluids in the body. Salt occurs naturally in some food, usually in small amounts. It is also added to food for taste.

Too much salt can be harmful and cause high blood pressure.

A child should eat no more than:

- 4 to 6 years - 3 grams of salt a day
- 7 to 10 years - 5 grams of salt a day

One teaspoon of salt is about 6 grams.

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Drinking enough fluids (1)

Explain that the amount we need to drink varies on our size, the weather and how active we have been.

Teach that when we are thirsty, our body is telling us that it is dehydrated and that we need to drink fluids. Any drink with water in it will hydrate us, but water is the best option as it is calorie and sugar free.

Explain that if we do not drink enough fluid we become dehydrated. If we become too dehydrated it can be harmful to our health.

Remind pupils of the potential adverse effects of consuming too many caffeinated drinks.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Healthy eating choices

Maintaining healthy eating (1)

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Building on primary knowledge, reiterate the benefits of having regular main meals like breakfast, lunch and dinner, including managing how we snack in between meals.

Explain that having good eating habits can help maintain a healthy diet. For example they help us:

- **plan a balanced diet** with all our nutritional needs
- **regularly consume the energy we need** throughout the day
- **avoid the effects of hunger**, e.g. feeling low in energy, angry, irritated, or having difficulty concentrating

Secondary

Maintaining healthy eating (2)

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Build on what is taught about **calories** in primary. Explain that people need a certain amount of calories a day to have the energy needed to function.

The amount of calories we need depends on our age, sex, weight, height, body fat percentage and how much physical activity we do. Guidelines recommend that the calorie intakes for 11 to 18 year olds are:

- male - 2500 kcal/day
- female - 2000 kcal/day

See the **physical health and fitness** module for more information.

Secondary

Maintaining healthy eating (3)

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Explain the importance of knowing the nutritional content in the food we eat to maintain a healthy diet. By doing this we can control what we eat to ensure we have the appropriate nutritional content. For example:

- **cooking our own food** - we have control over what goes into the food and can plan our meals to include all the essential nutrients our body needs
- **reading food labels** for nutritional content when buying **processed food** and **ready meals** from shops or supermarkets
- reading nutritional content on the menu in **restaurants and takeaway outlets**

Secondary

Choosing ingredients (1)

When planning homemade meals, teach pupils that:

- **wholegrain or wholemeal** varieties of starchy foods, such as brown rice, whole wheat pasta, and brown bread contain more fibre, and usually more vitamins and minerals, than white varieties
- **5 portions of fruit and vegetables** a day will give us many of the essential vitamins minerals we need
- **beans and pulses** are a good source of fibre and vitamins and minerals
- **too much salt** can lead to high blood pressure, heart disease and stroke

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Choosing ingredients (2)

Teach pupils:

- **pulses, tofu, quinoa, nuts and seeds, and grains** are good sources of protein
- **fish and meat** are also a good source of protein - however, foods such as sausages and burgers can be high in saturated fat
- oily fish (e.g. salmon and mackerel) are high in **omega-3 fats** which may help prevent heart disease
- we can **replace saturated fat** such as butter and coconut oil with unsaturated oils (e.g. olive oil or sunflower oil) to reduce bad cholesterol

STATUTORY GUIDANCE
Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Processed food

Explain that processed food is any food that has been altered in some way during preparation.

Some processed foods still have health benefits (e.g. frozen vegetables have similar nutrient levels to fresh vegetables). However, others have high levels of salt, sugar and fat, e.g. some ready meals.

Teach that food manufacturers must list the ingredients and nutritional content (calories fat, saturates, carbohydrate, sugars, protein and salt) on processed food.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Understanding food labels

Teach that most food packaging shows the:

- **ingredients and nutritional content** of food (e.g. calories, fat, saturated fat, carbohydrates, sugars, protein and salt)
- **energy food contains** in kilojoules (kJ) and kilocalories (kcal), usually referred to as calories

Many labels also include **colour-coding** so we can tell at a glance if the food is high (red), medium (amber) or low (green) in fat, saturated fat, sugars and salt.

Give a range of examples of foods (including snack foods) that contain high levels of fat, sugar and salt.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Poor diet and health risks

Unhealthy diets (1)

Explain that a poor diet does not have the appropriate amount of nutrition our body needs. Poor diets can be a result of overeating or malnutrition.

Poor diet can also be caused by eating habits.

For example, some **diet plans** which have **unrealistic promises** of rapid weight loss can restrict or eliminate foods which provide essential nutrients for the body.

STATUTORY GUIDANCE

Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Secondary

Unhealthy diets (2)

Poor nutrition can contribute to stress, tiredness and our capacity to function properly.

Over time, it can contribute to the risk of developing some illnesses and other health problems such as being overweight or obese, tooth decay and high blood pressure.

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Secondary

Poor diet - hypertension

Explain to pupils that a poor diet can increase the risk of developing hypertension (i.e. high blood pressure).

This is a condition where the heart is working harder than it should to get blood around the body.

Hypertension can lead to serious health conditions like heart disease and stroke. Diets with high levels of salt and/or saturated fat can increase the risk of hypertension.

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Secondary

Poor diet - high cholesterol (1)

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Explain that cholesterol is a fatty substance (lipid) in the blood. Unsaturated fat gives us **good cholesterol** (called high density lipoprotein or HDL).

Good cholesterol is essential for our bodies, and the production of cell membranes, hormones and vitamin D in the body. Unsaturated fats help to reduce the amount of **bad cholesterol** in the blood.

Explain that eating too much saturated fat can increase the amount of **bad cholesterol** (called low density lipoprotein or LDL) in our blood.

Secondary

Poor diet - high cholesterol (2)

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High cholesterol can be caused by eating too much saturated fat and not exercising enough. Cholesterol can build up in the arteries, cause blockages and high blood pressure. High cholesterol increases the risk of heart disease or a stroke. UK guidelines advise cutting down on all fats and replacing saturated fat with some unsaturated fat. Teach pupils which foods contain:

- **saturated fats** - e.g. processed foods, many ready meals, many meat and dairy products, as well as plants products such as palm oil
- **unsaturated fats** - e.g. oily fish, most plant oils, nuts such as peanuts, brazil nuts and almonds

Secondary

Poor diet - obesity

Explain that obesity is the state of being very overweight.

Obesity can be caused by consuming high amounts of calories, particularly fat and sugars, and not burning off the energy through physical activity.

Obesity can lead to the development of type 2 diabetes, and increases the risk of several cancers, including oesophageal adenocarcinoma (the food pipe), liver cancer, and kidney cancer.

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Secondary

Poor diet - tooth decay

Explain that tooth decay is damage to teeth caused by dental plaque turning sugars into acid.

If plaque is allowed to build up, it can lead to problems, such as holes in the teeth and gum disease.

Dental abscesses, which are collections of pus at the end of the teeth or in the gums, may develop.

Teach that a high level of sugar from food and drink is the main cause of tooth decay.

See the related module on **health and prevention** for guidance on good dental hygiene.

STATUTORY GUIDANCE

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Secondary

Poor diet - bowel cancer (1)

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Explain that the bowel is part of our digestive system and is divided into two parts: the small bowel and the large bowel.

Explain that bowel cancer starts when cells in the bowel lining are damaged and then grow uncontrollably, forming a tumour.

Nearly all bowel cancers are found in the large bowel, which is made up of the colon and the rectum.

Secondary

Poor diet - bowel cancer (2)

Diets that are poor in fibre, wholegrain or any diet high in some substances (haem iron and nitrates and nitrites) can increase the risk of bowel cancer.

Red meat (e.g. pork, lamb or beef) has nutritional value (e.g. it is high in protein) but also has haem iron.

Processed meat (e.g. salami, sausages or bacon) can also contain nitrates and nitrites.

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Secondary

Examples of good practice

Good practice approaches (1)

The following are just some of the approaches you might consider when preparing to teach about **healthy eating**.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

A requirement for primary schools is to teach about the principles of planning and preparing a range of healthy meals.

In order to provide practical life skills about preparing meals, consider teaching this topic as part of the food lessons curriculum.

Good practice

Good practice approaches (2)

Be aware that:

- many pupils will have limited control over their diet outside of school - inform parents and legal guardians about what is being taught through parental consultation, newsletters and homework assignments
- some pupils will be overweight or underweight and some sensitivity will need to be applied when teaching about the effects of an unhealthy diet

Schools should not ignore concerns about diet or weight if raised by a pupil, but should work in partnership with parents, and seek help from the NHS or local specialist services.

Good practice

Activities and templates for trainers

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. ‘rate your confidence (before training)’ - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Training activity:
Rate your confidence

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.

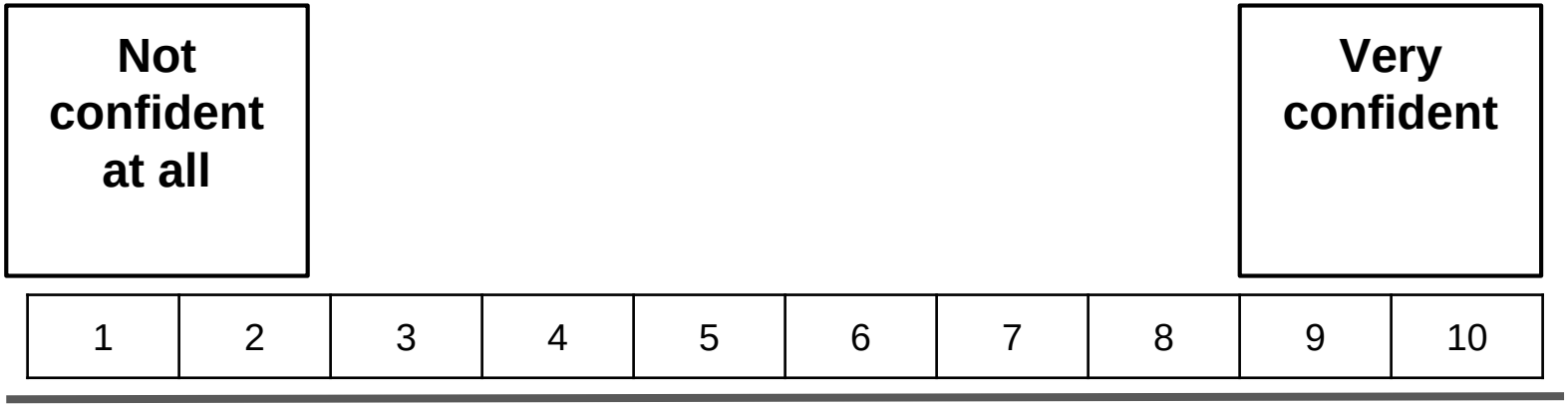
After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.

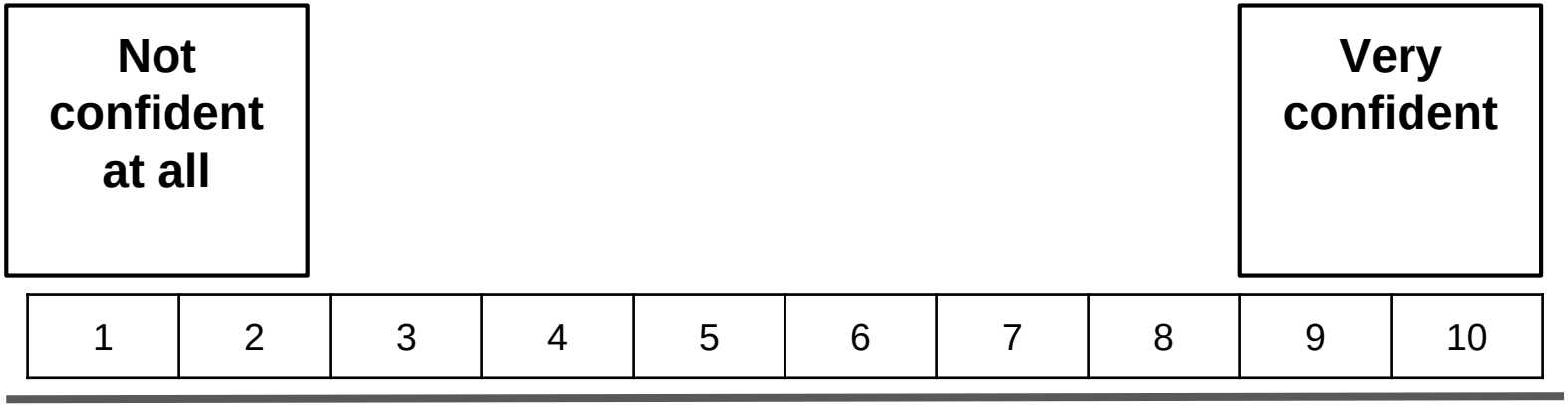
Rate your confidence (**before** training)

How do you feel about teaching this topic?



Rate your confidence (**after** training)

How do you feel now? What support/information could help?



Training activity:
Dealing with difficult questions

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- **share concerns** about questions they could be asked by pupils
- **strategise** ways to respond to such questions

Dealing with difficult questions (1)

What would you say?

What wouldn't you say?

[Prepare 'difficult' questions to discuss in training or give teachers a blank version to fill with their own questions]

Follow up

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - “Is it OK if I …?”
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don’t feel pressured or that you have to answer straight away
- don’t disclose personal information - use third-person examples, say ‘some people...’
- seek advice if you need it

Training activity:
How will I teach this?

How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

How will I teach this?

How will I prepare to teach this topic? - What do I need to do? - What resources do I need? - Do I need external support?	
How will I adapt to needs of pupils? - What are the challenges? - What language and concepts will pupils need support with? - Do I need additional support in the classroom?	
How will I assess pupil understanding and progress?	

Additional slides for structuring training

ADAPT THIS FOR YOUR OWN PRESENTATION

Any questions?

Any concerns?

What support do you need?

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source.]