

Section C

Nutrition proficiency

A characteristic of good practice in secondary schools is that learners apply their healthy eating and nutrition knowledge.

Key features



Staff demonstrate nutrition proficiency, keeping up-to-date with latest research, and apply their nutrition knowledge into practice.



Teaching resources that reflect current evidence-based nutrition are developed and/or selected. Equipment and ingredients used should promote current healthy eating advice.



Healthy eating and nutrition is integrated into Schemes of Work and lessons, demonstrating progression in the development of key concepts and its application over time. Healthy eating and nutrition are embedded throughout all aspects of food learning.



Learners are enabled to apply and justify their knowledge of healthy eating and nutrition theory through planning, communication and food preparation activities.



Assessment procedures reflect stated learning objectives, demonstrate progression and provide constructive feedback to learners. Healthy eating and nutrition is integral when assessing practical activities.



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To ensure that our learners taking qualifications at age 16 are well prepared, we've focused on nutrition knowledge and application progression from age 11 up – through three key steps.

We start with the Eatwell Guide and healthy eating recommendations, ensuring that learners can apply what we teach – this can be as simple as recording their own diet on a blank Eatwell Guide, to reviewing real menus!

Next we focus on energy and nutrients, looking at main sources and functions. DRVs are introduced and nutritional analysis is undertaken to explore what's provided by different recipes, portions, menus and meal occasions.

Lastly, dietary needs, special diets and health issues are discussed – learners need to not only investigate the facts, but demonstrate their understanding through menu creation and selection. Our approach builds on prior learning, gives learners a voice and involves a range of teaching and learning styles.

DAVID'S TIPS

1. Don't have stand-alone healthy eating or nutrition lessons, embed throughout!
2. Differentiation is easy using a blank Eatwell Guide, for some it's about recording what they consumed using food cards, for others they can create a day's menu for considering healthy eating guidelines.
3. Use Explore Food – it's free, gets the learners the results they need and creates labels. There's a good range of worksheets to help too.

CASE STUDY

Putting the characteristic into practice

Staff and learners use the Eatwell Guide, and current dietary recommendations, to plan healthy, varied diets

- Use the Eatwell Guide as the cornerstone of healthy eating.
- Ensure that the main recommendations act as a thread throughout all work, including 5 A DAY, reducing salt, free sugars and saturated fat, increasing fibre and having 2 portions of fish per week.
- Ensure that the message of 6-8 drinks to be consumed per day is used.
- Include portion size and energy balance in the planning and delivery of healthy eating lessons.

Other examples:



Staff and learners keep up-to-date on latest nutrition research and changes to recommendations from government

- Use reliable, evidence-based sources of information about nutrition and healthy eating.
- Look for the Information Standard logo which signifies that the resources are good quality and evidence based (England).
- Plan and apply a consistent whole school approach to healthy eating and nutrition information. Share up to date information with colleagues.

Other examples:



Staff and learners apply their knowledge of energy and nutrients (source, function and amount)

- Plan and make meals for people with different dietary needs.
- Investigate sources of different nutrients, highlighting their functions.

Other examples:



Staff and learners apply their understanding of nutritional needs, including different diets, to plan dishes and menus

- Apply the principles from the Eatwell Guide; use the guidelines when planning dishes and menus.
- Consider the needs of different population groups, including any dietary restrictions, when planning lessons, dishes and menus.
- Discuss with learners the population groups that might be included. Plan and prepare suitable dishes for a selected group.

Other examples:



Putting the characteristic into practice

Staff and learners undertake dietary and nutritional analysis to justify decisions and changes

- Analyse a diet for a day, investigating whether it meets healthy eating recommendations, e.g. 5 A DAY, base meals on starchy foods, 6-8 drinks.
- Undertake nutritional analysis on recipes and diets to calculate the amount of energy and nutrients provided per portion and per 100g.
- Analyse the nutritional content of dishes made, suggest changes and justify the decisions.

Other examples:



Staff and learners use front and back-of-pack food labels to make informed decisions

- Use a selection of packaging to practice label reading.
- Use labels for similar dishes, such as sandwiches or pizzas, to exemplify how to make decisions based on specific criteria, e.g. choosing the lower salt option.
- Review nutrition information panels and ingredient lists and show how they can be used to help inform decision making.
- Explain the units of measurement that are used on front and back-of-pack food labels, how they are interpreted and how they can be used to inform food choice.

Other examples:



Insights

- Work with colleagues in other curriculum areas to ensure that learners receive consistent, up to date information about nutrition and healthy eating. Learning should be cross referenced across areas to demonstrate progression.
- Ensure information sources are reliable and evidence-based. Develop teaching resources based upon this information and share with colleagues in other curriculum areas.
- Investigate the 'facts behind the headlines' as these may provide clearer information, e.g. 'Nutrition in the news' on www.nutrition.org.uk or 'Behind the headlines NHS' on www.nhs.uk.
- Plan a series of practical activities that illustrate the use of a variety of ingredients from the four main food groups of the Eatwell Guide. Select recipes that reflect healthy eating guidelines. Task learners to complete a nutritional analysis for each dish and suggest improvements with justification.



Going beyond

Develop menus with the school caterer to help to ensure a consistent message across the school.

Register for and participate in BNF Healthy Eating Week. Make sure the whole school community are aware of the event and how they can be involved.

Organise a display and tasting session at open evening/parents events to raise awareness of the healthy eating model which is being taught in school.

Liaise with PE to have a display, tasting or hydration station at a sporting fixture or event. Invite ex-learners that have gone on to pursue further studies in sport to talk about the importance of a healthy diet and hydration.

Undertake online or face-to-face accredited training on nutrition and healthy eating.