

Introducing the Teaching Primary Food and Nutrition (TPFN) programme

'Absolutely loving having such a CPD programme, it is so useful for effective teaching and learning and for assessing pupils.'

TPFN registered teacher

Teaching Primary Food and Nutrition (TPFN) - professional development programme

- What it is
- How it works
- Why get involved
- Support that will be provided by the British Nutrition Foundation
- What will be required from you



What is the TPFN programme?

- A professional develop programme
- For primary school teachers, trainees and teaching assistants
- To build practitioner **confidence** and **competence** in teaching food and nutrition
- Supporting **high quality food and nutrition lessons**, and a whole school approach to food



Why was the TPFN programme developed?

- Limited/no food and nutrition input on initial teacher training courses
- Barriers to food and nutrition CPD – a relatively small part of the curriculum, training/course costs and time out of the classroom
- Challenging for schools to know what should be taught and how



What is in the TPFN programme?

Based on:

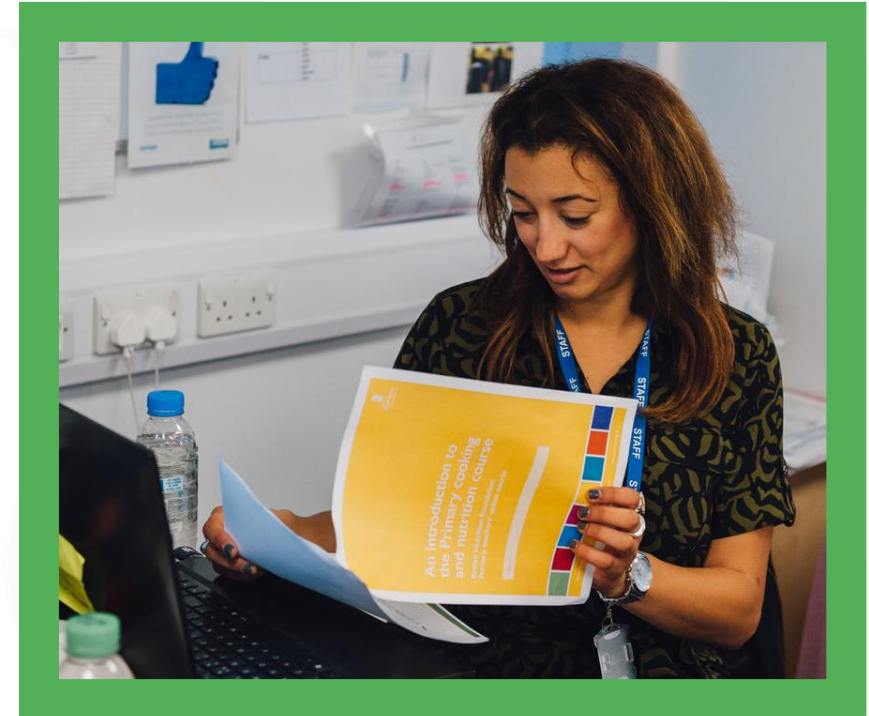
- [*Food teaching in primary schools: A framework of knowledge and skills*](#) (2015) - a government checklist of key knowledge and skills
- [*Characteristics of good practice in teaching food and nutrition in primary schools*](#) (2020) - a guide to exemplify what good food teaching looks like in primary schools



How does it work?

1. Audit - register and complete a short audit based around eight areas of practice:

- Teaching the food curriculum
- Running practical food lessons
- Good food hygiene and safety
- Developing food skills
- Where food comes from
- Healthy eating
- Making informed choices
- Whole school approach



How does it work?

2. Plan – write a development plan:

- What you hope to learn
- What you will do
- When you will do what
- Whose support you will need
- How you will know what you have achieved
- How you did



Your development plan

Once you have identified your development requirements (from the self-audit you completed when you registered for the TPFN programme), you will need to prioritise these to form a manageable plan.

This grid can be used to help you match your requirements to the sources of learning and funding available to you.

| Area of practice | Target - What you hope to learn | Action - What you will do | Timescale - When you will do what | People - Whose support you will need | Success - How you will know what you have achieved | Progress - How you did |
|--------------------------------|---|--|--|--|---|------------------------|
| Examples | Practical food skills, healthy eating, food safety principles | Look for a local course, complete an online webinar, talk to a colleague | After half-term, at the next staff inset day | Talk to my line manager, SLT, subject lead/coordinator | Demonstrate new skills, develop new teaching resources, organise a cooking lesson, feedback from children | A summative reflection |
| Teaching the food curriculum | | | | | | |
| Running practical food lessons | | | | | | |
| Good food safety and hygiene | | | | | | |
| Developing food skills | | | | | | |
| Where food comes from | | | | | | |
| Healthy eating | | | | | | |
| Making informed choices | | | | | | |
| Whole school approach | | | | | | |

It is helpful to discuss your plans with a senior colleague, preferably someone who can help you access the appropriate opportunities. Indicate how your professional development will support the school and pupils to help them to excel.]



How does it work?

3. Action – undertake planned activities and training, such as:

- Attending courses, meetings or presentations
- Reading articles or research
- Observing colleagues
- Testing practical skills or recipes at home
- Trying new teaching resources or techniques



How does it work?

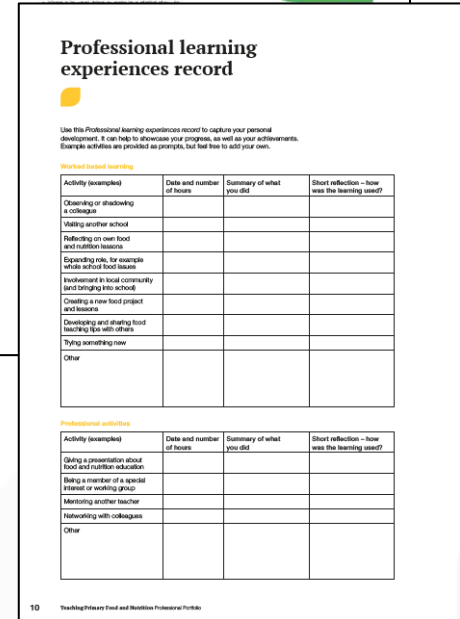
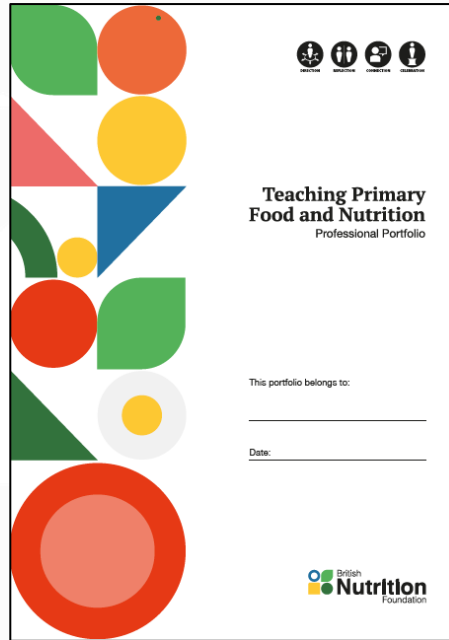
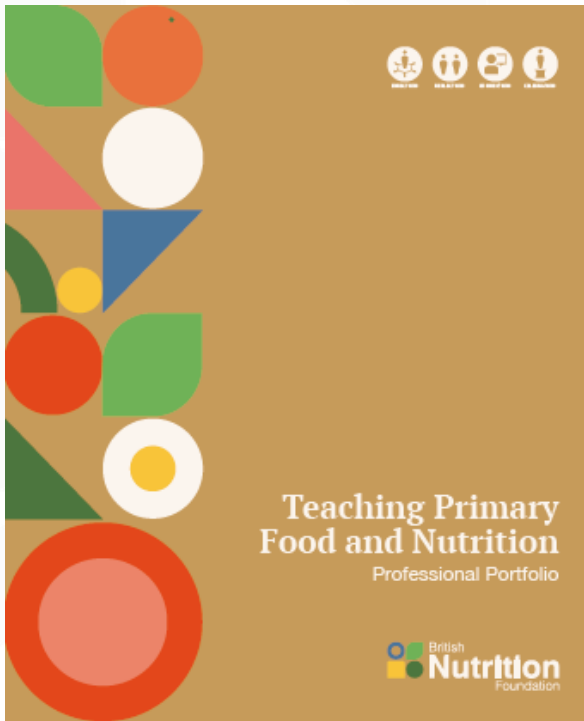
4. Reflect - consider what you've done and how it will help in your teaching

5. Record - keep a record of the professional development you undertake and celebrate your successes!



Professional Portfolio

Professional Portfolio (binder and booklet) for the first 1,500 registrants! **Hurry stocks of Portfolios are running low!**



What is the purpose of the portfolio?

This physical portfolio (folder and booklet) offers a place for you to **gather everything** you need to plan, implement and evidence your learning journey.

The folder has four sections:



1. Direction - *where you are now*

- copy of your registration form (including audit), self analysis and learning priorities



3. Connection - *where you support others*

- evidence of shared good practice in school or the community



2. Reflection - *where you want to be*

- ongoing and end of cycle reflect on your own professional development journey, e.g. 12 months



4. Celebration - *where you recognise your achievements*

- celebration of your achievements, e.g. certificates from courses, appraisal forms and exemplar work



Training support

A variety of easy to access online training, pertinent to supporting food and nutrition in primary schools is available. Including:

- Running practical food activities
- Supporting safe knife skills
- Building cultural awareness in delivering healthy eating messages in the primary classroom
- Supporting pupils with additional needs
- Bringing seasonality to life
- Ask an expert – health and safety when teaching practical food activities
- Engaging parents/carers & extra curricular activities
- Demonstrating and evidencing progression and cooking with heat in primary 2



TEACHING PRIMARY FOOD AND NUTRITION

TEACHER FEEDBACK

“This session was incredibly helpful. I feel like I have more confidence and direction on teaching cooking to primary children and how to lay this out, ensure safety, and ensure the children have the best experience.”

**- PRIMARY FOOD
TEACHER, ENGLAND**



TPFN in action

Review your audit

- Teaching the food curriculum
- Running practical food lessons
- Good food hygiene and safety
- **Developing food skills**
- Where food comes from
- Healthy eating
- Making informed choices
- Whole school approach



I demonstrate a high level of competence in using a wide range of food skills, techniques and equipment.

Training required



TPFN in action

Find out more about what you need to know to help your CPD planning.

Look at:

- *Characteristics of good practice in teaching food and nutrition*
- *Food teaching in primary schools*

TPFN booklet, page 5

| Area of practice | Food teaching in primary schools: A framework of knowledge and skills | Characteristics of good practice in teaching food and nutrition in primary schools |
|--------------------------------|---|--|
| Teaching the food curriculum | Section 3 | Characteristic 3 |
| Running practical food lessons | Section 4 | Characteristic 4 |
| Good food hygiene and safety | Section 9 | Characteristic 5 |
| Developing food skills | Section 5 | Characteristic 6 |
| Where food comes from | Section 8 | Characteristic 7 |
| Healthy eating | Section 7 | Characteristic 8 |
| Making informed choices | Section 8 | Characteristic 9 |
| Whole school approach | Section 2 | Characteristic 2 |

Characteristic 6 Developing food skills

A characteristic of good practice in primary schools is that pupils continually develop and build upon their food skills so they can prepare, cook and serve a range of dishes hygienically and safely.

Overview

- Staff expose pupils to a range of food methods using a variety of ingredients and equipment.
- Staff integrate food skills into Scheme demonstrating progression in the skills, precision/accuracy, use of equipment complexity over time.
- Staff ensure teaching resources, recipe equipment used are ability appropriate awareness and understanding of safe current healthy eating advice.

Putting the characteristic into practice

Planning

In practice, staff:

- review food skills previously taught to pupils at school or home;
- map food skills in Schemes of Work;
- develop practical activities that are age/ability appropriate;
- build upon previous experiences, skills learned and pupil preference/feedback;
- focus on food skill learning intent, not recipe outcome.

Other examples:

- ensure planning reflects the ethnic and cultural diversity of pupils and local environment.

Practical food work

In practice, staff:

- plan appropriate practical activities to allow pupils to develop their food skills;
- ensure recipes progress food skill development, are predominantly sensory and promote current healthy eating advice;
- encourage pupils to explore and evaluate ingredients, using their senses, e.g. smell, taste;

Other examples:

- expose pupils to recipes and ingredients from different traditions and countries.

Teaching skills

In practice, staff:

- are confident in teaching, demonstrating and using a wide range of food skills;
- staff practice food skills before teaching pupils;
- staff develop their own food skills (if required) through training by external providers or working with more experienced food teachers, the catering team or professional chefs;
- ensure support staff are briefed fully before practical lessons regarding hygiene and safety expectation and the way food skills should be demonstrated and carried out.

Other examples:

- expose pupils to new experiences, ingredients and/or skills, e.g. through working with external experts;
- encourage pupils to support their peers in class.

CASE STUDY

Megan Johnston
Alexandra
Parade Primary
Scotland

CHARACTERISTICS OF GOOD PRACTICE IN TEACHING FOOD AND NUTRITION EDUCATION IN PRIMARY SCHOOLS

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Public Health England
Protecting and improving the nation's health

Food teaching in primary schools: A framework of knowledge and skills

Food teaching in primary schools: A framework of knowledge and skills

4.5 Act as role models of good practice for food storage, handling, preparing, cooking and serving food and drinks, including the safe use of equipment.

4.6 Brief all those that work alongside them in the food classroom in the necessary systems and processes, eg teaching assistants, parents and carers.

5. Teaching food preparation and cooking (equipment, ingredients, food sources, functional characteristics, processes and skills)

When teaching food, accomplished teachers understand how children learn key concepts and skills, and use age/ability appropriate teaching strategies that engage learners, challenge a range of abilities, and build confidence and independence.

When teaching, accomplished teachers:

5.1 Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity;

5.2 Exhibit a high level of competence in a wide range of food skills and demonstrate these for effective learning (Appendix 2: Skills);

5.3 Select and use an appropriate range of small equipment, safely and efficiently;

5.4 Show awareness of their own safety and of those around them when handling food and equipment. Ensure safe practices are always followed when using hot or sharp equipment, eg oven gloves;

5.5 Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability);


5.6 Apply skills and understanding to plan, prepare and cook simple dishes/menus safely and hygienically for a healthy, varied diet. Appreciate the value of eating together.

8



TPFN in action

Write *Your development plan* (an online version is also available)



Your development plan

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| Teaching the food curriculum | | | | | | |
| Running practical food | | | | | | |

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|------------------------|---------------------------------|---|---|---|---|------------------------|
| Developing food skills | <i>Cutting techniques</i> | <i>Look at food skills videos and guide on FFL (links in TPFN email update, Feb '2023). Visit local secondary to observe a food lesson. Attend FFL training event 14 March 2023 - Supporting teaching knife skills.</i> | <i>After Easter - teach Hedgehog class bridge hold and fork secure to make a fruit salad.</i> | <i>Check with Head teacher if can use planning (PPA) time to visit secondary school to do an observation.</i> | <i>Hedgehog class use food skills safely to prepare fruit – photos! Share feedback at staff meeting.</i> | |



TPFN in action

Undertake planned CPD activities



Observe

Food skills guide
A guide highlighting key food skills that can be taught.

(2.04 Mb) [Download](#) ↓

Read

The claw grip
A video looking at the claw grip.

[Play](#) ▶

Watch



TPFN in action

Complete the *Professional learning experience record* (in TPFN booklet and online)

| Activity (examples) | Date and number of hours | Summary of what you did | Short reflection - how was the learning used? |
|-------------------------|---|---|---|
| Visiting another school | <i>Visit St Gregory's (6 March 2023) to observe cutting techniques demonstrated by food teacher to pupils aged 12 years. 1 hour.</i> | <i>Watched teacher demo, tried techniques, spoke to pupils and teacher.</i> | <i>Good to see skills in action, having seen FFL videos and read descriptions. Useful to be able to ask pupils how they found the skills and where they needed support. At FFL training event, check with presenters on expectations for age 5 years with knife skills, safety.</i> |

Professional learning experiences record

Use this Professional learning experiences record to capture your personal development. It can help to showcase your progress, as well as your achievements. Example activities are provided as prompts, but feel free to add your own. A digital version of this document is available here: <https://bit.ly/3DQJL7H>

Work-based learning

| Activity (examples) | Date and number of hours | Summary of what you did | Short reflection - how was the learning used? |
|---|--------------------------|-------------------------|---|
| Observing or attending a colleague | | | |
| Visiting another school | | | |
| Reflecting on own food and nutrition lessons | | | |
| Expanding role, for example whole school food review | | | |
| Involvement in local community food engaging the school | | | |
| Creating a new food project and lessons | | | |
| Developing and sharing food teaching (on with others) | | | |
| Trying something new | | | |
| Other | | | |

Professional activities

| Activity (examples) | Date and number of hours | Summary of what you did | Short reflection - how was the learning used? |
|--|--------------------------|-------------------------|---|
| Giving a presentation about food and nutrition education | | | |
| Being a member of a special interest or working group | | | |
| Mentoring another teacher | | | |
| Networking with colleagues | | | |
| Other | | | |

10

There are useful ideas for CPD activities on this record!



Why?

- Personal and professional development - confidence and competence in teaching food and nutrition
- Evidence to support performance management
- It's free
- It can make a difference!



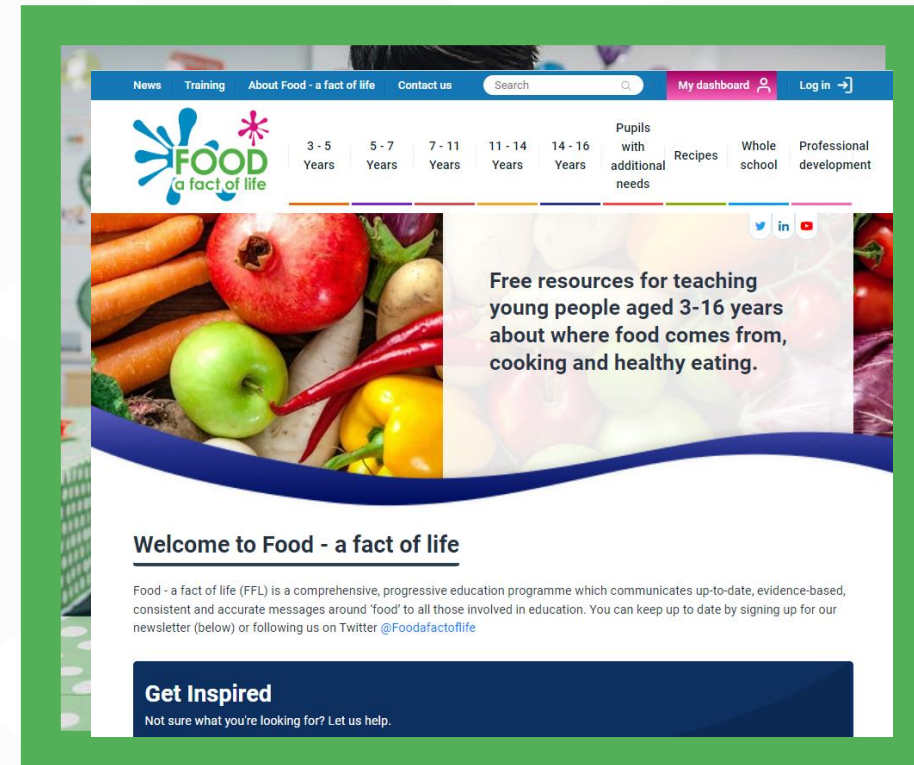
“I believe that being part of the TPFN programme improved my chances of being offered a role in school. I took my printed TPFN binder with me to the interview and it gave me something to show and talk about, demonstrating initiative and a willingness to develop myself beyond the PGCE course. It also gave me something extra that I could bring to the school and champion.”

Chloe, PGCE graduate 2023 participating in the TPFN programme



Self-directed online training from the British Nutrition Foundation







- A comprehensive online training programme has been created for TPFN members to work through at your own pace.
- You can pick and choose the training most relevant to your needs (based on your knowledge and skills audit) and also your school/setting.



Online training

- Recorded webinars, workshops and online modular courses cover:
 - Healthy eating, cooking and where food comes from
 - Planning and teaching the curriculum
 - Taking a whole school approach
- There is also an INSET package that has been designed for you to use for your own personal development or as a whole staff, year group or team CPD package.

Topic Areas

| | | |
|---|---|--|
|  <p>Healthy eating and nutrition</p> |  <p>Cooking</p> |  <p>Where food comes from</p> |
|  <p>Curriculum and whole school</p> |  <p>INSET Package</p> |  <p>Resources to support your training</p> |



What will be required from you

We ask that those who registered for the TPFN programme:

- complete the audit
- proactively engage with the portfolio process and use it to plan, support, record and evidence professional development
- update the British Nutrition Foundation on progress, any success stories or information that could be used to support other teachers or form case studies



Welcome to the programme!

To register for the TPFN programme:

<https://www.foodafactoflife.org.uk/teaching-primary-food-and-nutrition/register-here/>

To contact us:

education@nutrition.org.uk

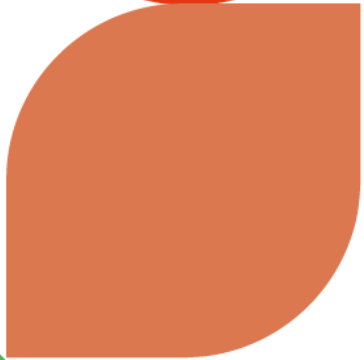
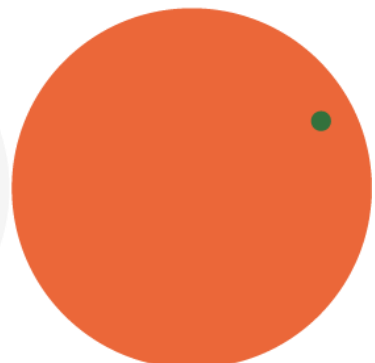
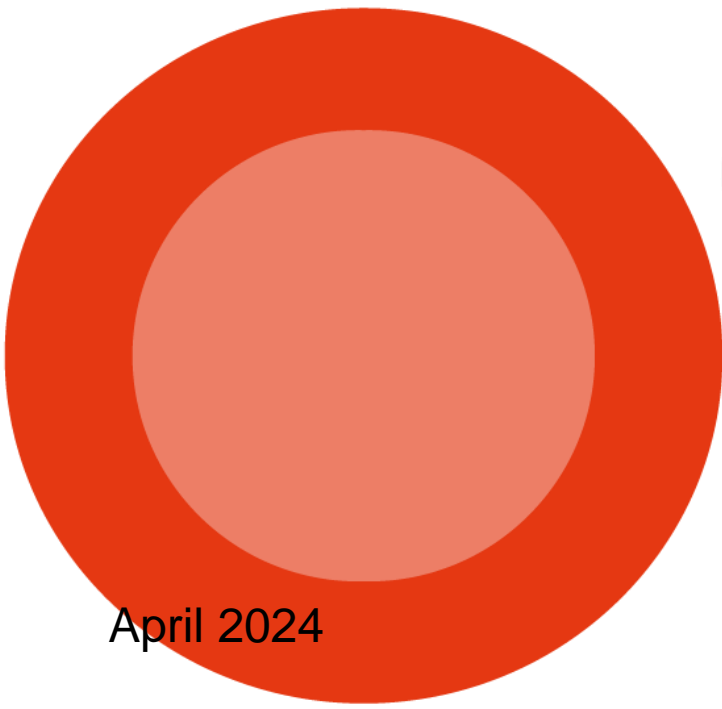


Thank you to the All Saints Educational Trust for their support.





Thank you



April 2024