



# Creating a great food culture in your school

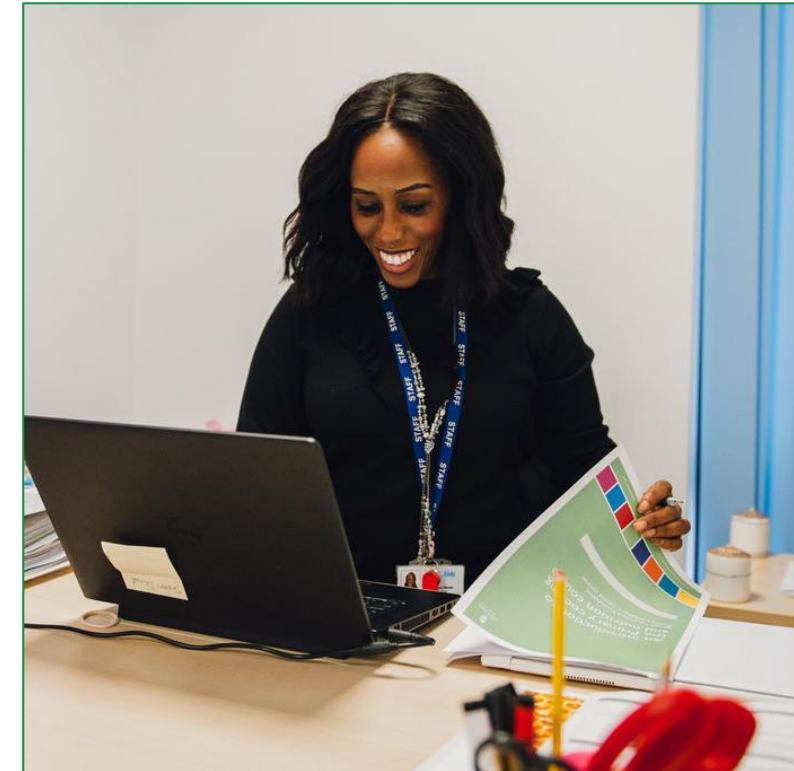
Primary headteachers' implementation toolkit

# Food across your school

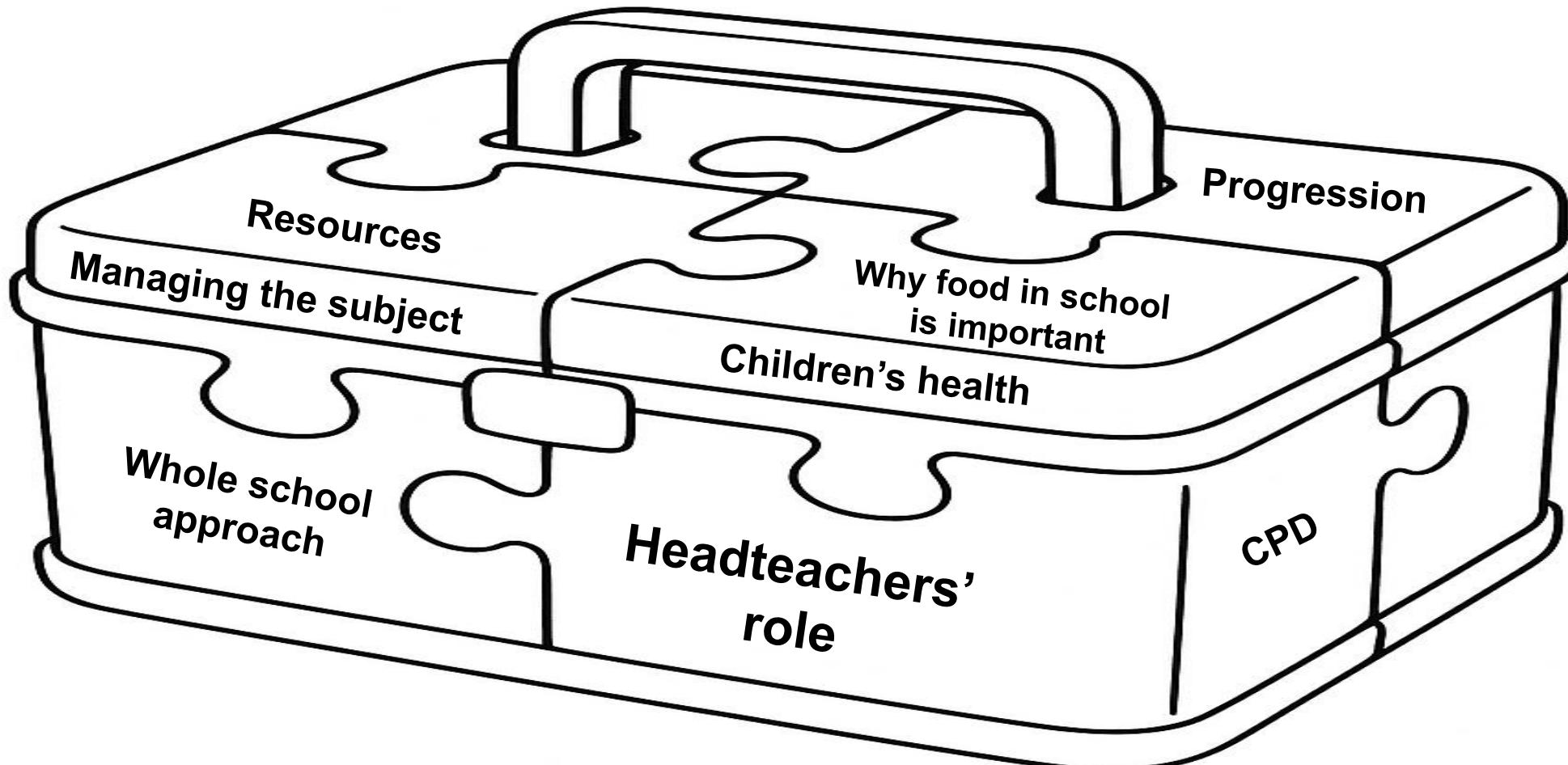
Find out how *Food – a fact of life* can support your crucial role in creating and embedding a great food culture in your school.

By using this free ‘toolkit’ resource, you can strengthen your whole-school approach to healthy eating, reduce staff workload through ready-made lesson plans and training materials, and ensure that pupils develop the essential knowledge and skills to make informed, healthy food choices for life.

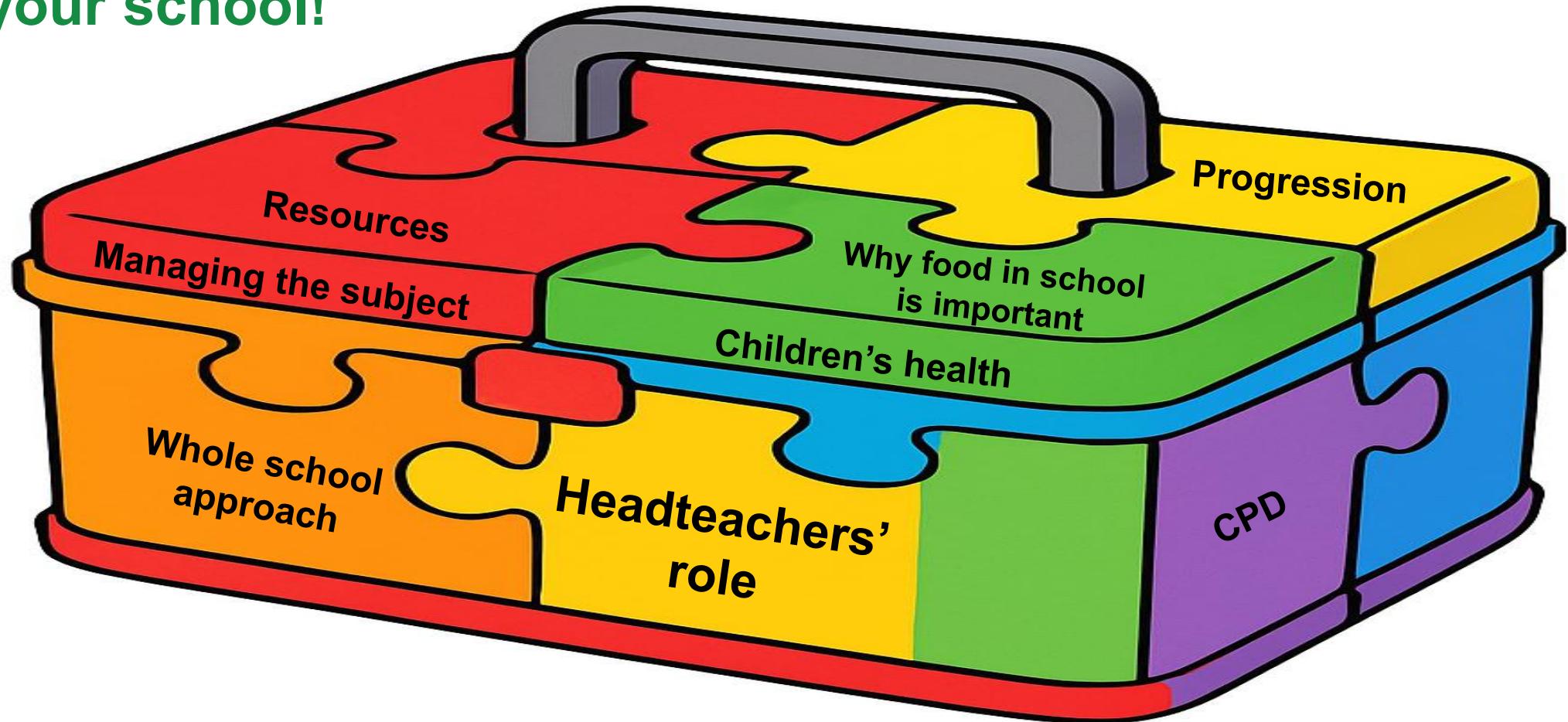
*Food – a fact of life* provides a whole-school, ready to use food curriculum: compliant, progressive, and proven — with easy, immediate implementation!

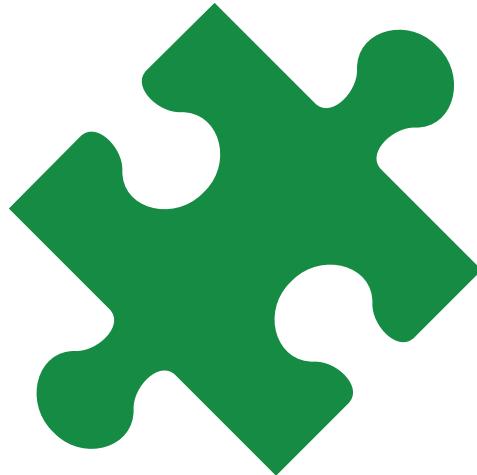


# What does this toolkit cover?



# Everything you need to embed a great food culture in your school!





# Why food in school is important

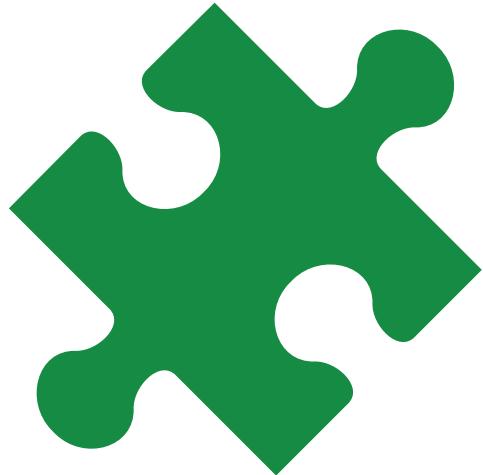
# Why is food in schools important?

Food has a significant role to play in determining health and wellbeing, establishing social roles and reflecting and shaping a school's ethos and individuals' values.

A whole school approach to food touches all parts of the day, the curriculum, after-school activities, and school culture.

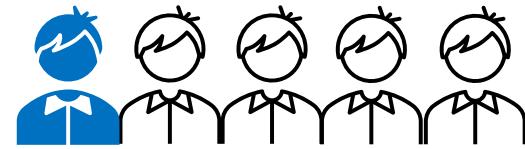
It's not just about providing food - it's about education, engagement, and embedding healthy habits into every aspect of school life.



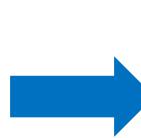


# Children's health

## Health context



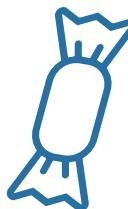
**1 in 5** children starts school overweight or obese.



**1 in 3** children are overweight or obese by the time they leave primary school.



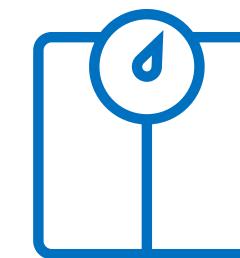
Only **14%** of children (aged 4-10 years) get their recommended 20g of fibre a day.



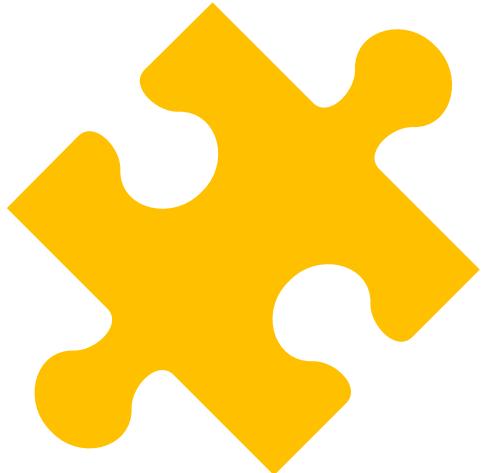
**Free sugars** are making up around **double** the recommended maximum proportion of the diet in young people.



Many children are having **less than 3** of their 5 A DAY.



**26%** of adults are classified as obese.

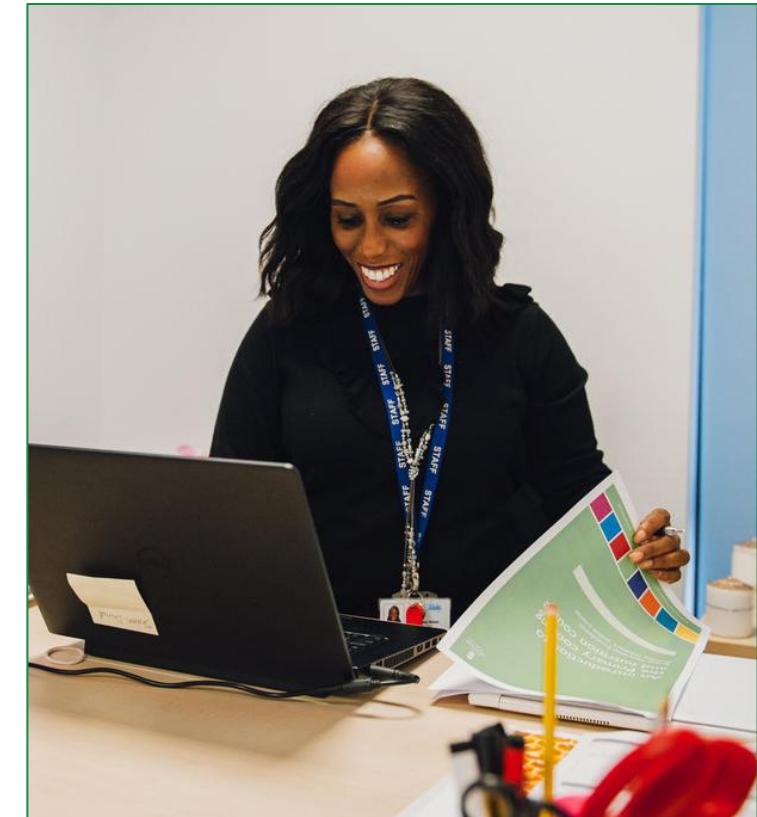


# Headteachers role

# What is a headteacher's role?

Working with the school's governors or trustees, a head teacher should:

- Ensure all food and drink provided across the school day promotes pupils' **health, wellbeing, and learning**.
- Develop and implement a **whole-school food policy** that complies with the **School Food Standards**.
- Oversee the **nutritional quality and inclusivity** of school meals, snacks, and drinks provided during the day.
- Promote **healthy eating habits** at breakfast clubs, lunch, and after-school activities.
- Ensure full **compliance with food hygiene and safety regulations**, and that staff handling food are appropriately trained.



*Continued on next slide...*

# What is a headteacher's role? (continued)

- Integrate **food and nutrition education** into the curriculum to build pupils' understanding of healthy lifestyles.
- Foster a **positive dining environment** where pupils enjoy eating and socialising respectfully.
- Work collaboratively with **catering staff, parents, and governors** to monitor and improve food provision.
- Support **pupils experiencing food insecurity**, ensuring equal access to nutritious meals.
- Embed **healthy eating and wellbeing** as core elements of the school's ethos and daily practice.



# Ofsted's New Common Inspection Framework

Ofsted's new Common Inspection Framework includes a judgment on personal development, behaviour and welfare.

As part of reaching this judgment, throughout their entire inspection, inspectors **in England** will look at the extent to which schools are successfully supporting pupils to:

- gain knowledge of how to keep themselves healthy;
- make informed choices about healthy eating, and fitness.



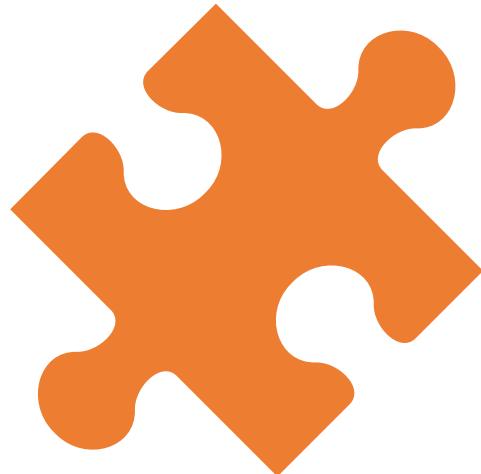
# Questions for school leaders

- What steps have you taken to ensure there is a whole school approach to healthy eating?
- Who is responsible on the senior management team and governing body for healthy food provision and food education?
- How do you monitor and evaluate school food provision and food education?
- How do you involve the wider school community, including parents and governors, in promoting healthy eating?

Further questions to consider around food provision and food education, along with examples of evidence of good leadership, food provision and food education can be found here:

<https://www.gov.uk/government/publications/school-food-standards-resources-for-schools/creating-a-culture-and-ethos-of-healthy-eating>





# Whole school approach

# Food education and a whole school approach

- Food education is a vital component of a whole school food policy, acting as the bridge between the curriculum, the school's ethos, and its food environment.
- It ensures that pupils receive consistent messages about healthy eating across subjects and through practical experiences like cooking, gardening, and tasting sessions.
- By engaging the whole school community, including pupils, staff, parents, and caterers, food education fosters a shared understanding of nutrition, sustainability, and cultural diversity.
- It empowers pupils to make informed choices, understand the social and ethical dimensions of food, and supports staff with training to deliver these messages effectively.
- Ultimately, food education underpins a school's commitment to promoting wellbeing, equity, and lifelong healthy habits.



There is lots of useful guidance around taking a whole school approach on *Food – a fact of life*, including how to write a whole school food policy, [take a look](#).

# How do you know if you are getting it right?

The *Characteristics of good practice in teaching food and nutrition education in primary schools* guide:

- defines the key characteristics of good practice that are specific to teaching food;
- exemplifies these characteristics of good practice in UK primary schools;
- identifies exemplary practice and the school staff who could take responsibility for leading or enabling the practice, e.g. Governor, Head teacher, Senior Leadership Team; Curriculum lead/co-coordinator, or Class teacher;
- highlights the key features of achieving these characteristics, showing how these can be put into practice, with teacher case studies and suggestions of how to develop these for the future.

## Characteristics guide



The image shows the front cover of the 'Characteristics of good practice in teaching food and nutrition education in primary schools' guide. The cover is white with a blue and green wavy pattern at the bottom. The title is at the top, followed by the British Nutrition Foundation logo. Below the logo is a section titled 'Characteristics of good practice in teaching food and nutrition education in primary schools'. The cover features several circular images showing children and staff in various food-related activities. A sidebar on the right contains text and a small image.

**Putting the characteristic into practice**

**Planning and preparation**

In practice, staff:

- ensure that planning and teaching delivers intended food knowledge and skills and is not driven by recipe;

For further details see Characteristic 5 – Establishing good food hygiene and safety practices.

**Other examples:**

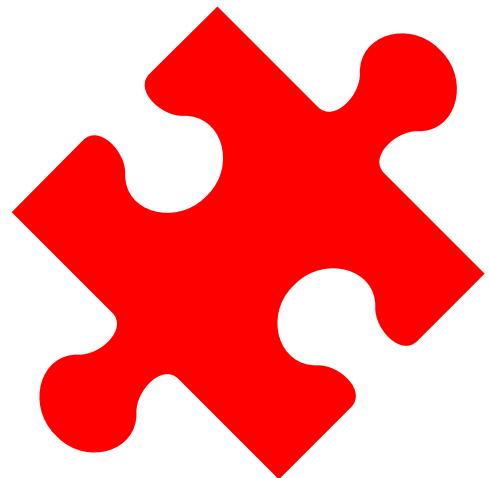
... that are up-to-date, used and reliable, e.g. the go...

... see Characteristic 8 – Creating...

FOOD AND NUTRITION EDUCATION IN PRIMARY SCHOOLS

British Nutrition Foundation 2020

Characteristics of good practice in teaching food and nutrition education in primary schools



# Resources



# What is *Food – fact of life*?



For all the food teaching resources  
you'll ever need  
[foodafactoflife.org.uk](http://foodafactoflife.org.uk)

***Food – a fact of life*** is a curriculum linked, food education programme packed with planning tools, schemes of learning, lesson ideas and all the classroom resources you'll ever need!

And that's not all, *Food – a fact of life* also offers a range of training to support teachers' professional development, including webinars and self-directed courses.

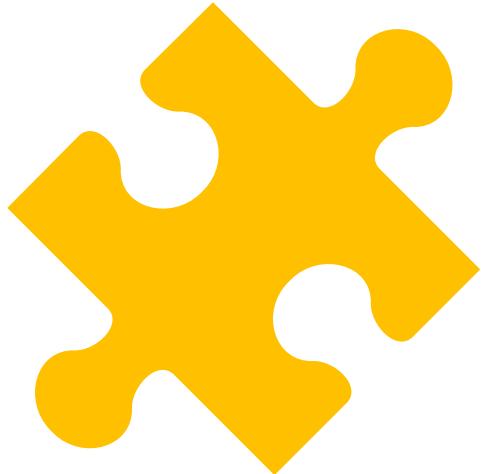
With over 3,000 free resources, there's a lot to explore!

# **Food – *fact of life***

**We offer food teaching resources that are...**

- ✓ for the whole school;
- ✓ progressive in their approach to learning;
- ✓ curriculum compliant;
- ✓ support delivery of the food, science and health education curricula;
- ✓ ready to use to save on planning time;
- ✓ written by teachers, for teachers;
- ✓ proven track record (around for over 30 years!);
- ✓ **FREE!**





# Progression

# Progression introduction

If progression is being made, pupils should:

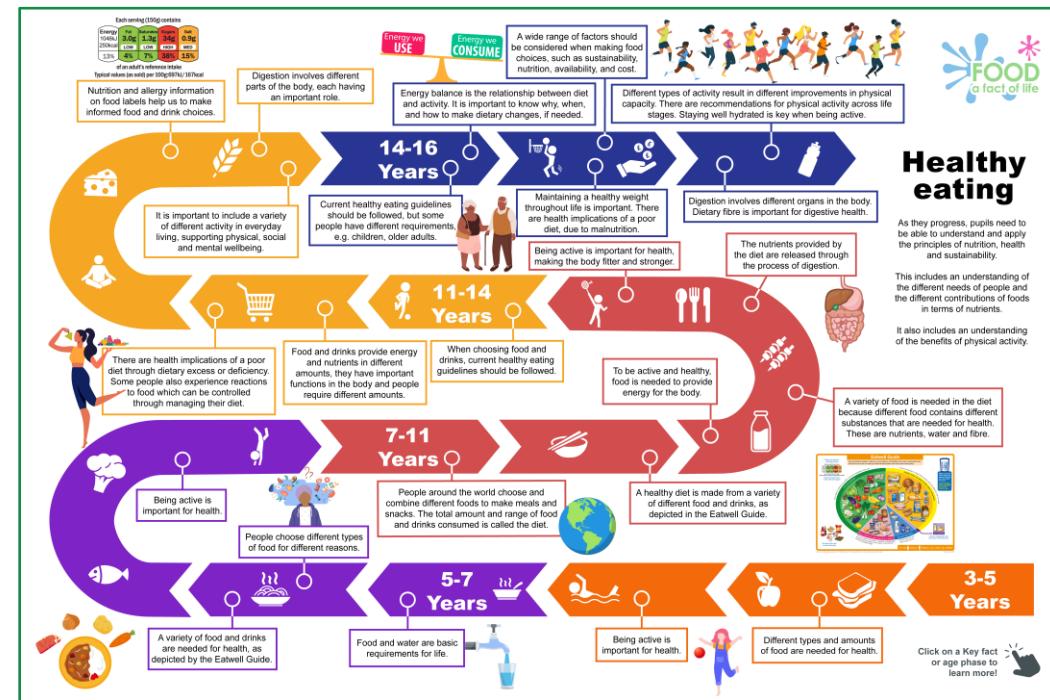
- be more skilful than when they started, with consideration that children develop at different times;
- know and understand more (know that, know how);
- be able to see new goals, see things they can intervene and do;
- develop personal autonomy, manage themselves and resources;
- be capable - bring this knowledge to bear in a purposeful manner, apply knowledge and skills when designing and making.



Research by Dr Fiona Lavelle

# Food Curriculum Roadmaps

- Showcase the progressive, key learning that underpins the *Food – a fact of life* programme.
- 3 x Roadmaps - healthy eating, cooking and where food comes from.
- Provide a visual journey of what pupils from age 3 to 16 years need to know about food.
- Interactive versions click straight through to ready-to-use lesson plans and resources.



## Food Curriculum Roadmaps

# Progression chart

A progression chart of knowledge and skills for pupils aged 5-11 years, to support teaching and learning about healthy eating, cooking and where food comes from.

The chart tracks the progression for different aspects of food, such as food skills, ingredients, nutrition, through the primary school years.

[Progression chart](#)



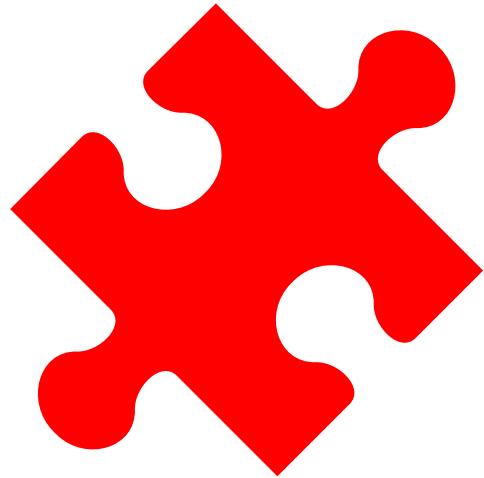
**MULTI-YR** 

**Food teaching progression chart (age 5-11 years)**

A progression chart of knowledge and skills for pupils aged 5-11 years.

 **DOC**

(1.88 Mb) [Download !\[\]\(4e327ae0d48ed88808098c57e32a34e7\_img.jpg\)](#)



# Managing the subject

# Primary food lead online essentials pack

- A curated collection of *Food – a fact of life* resources to support primary teachers leading food in their school.
- Intended for those who lead, coordinate or have responsibility for food teaching across the whole of primary school.
- A variety of information, resources and guidance to support planning and teaching food across the primary school.



[Primary food lead essentials pack](#)

# Managing the subject

Guides, skills videos, risk assessment and more!

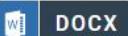
- [Good food hygiene and safety practices - primary](#)
- [5-7 years > Cooking](#)
- [7-11 years > Cooking](#)



**MULTI-YR**

**Setting up a cooking session**

A guide to support setting up a cooking session.

 **DOCX**

(0.75 Mb)

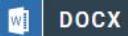
[Download](#)



**MULTI-YR**

**Food skills guide**

A guide highlighting key food skills that can be taught.

 **DOCX**

(2.04 Mb)

[Download](#)



**MULTI-YR**

**The bridge hold**

A video looking at the bridge hold.

[Play](#)



**MULTI-YR**

**Ingredient check letter**

A template letter to send home about pupils handling and/or eating different ingredients.

 **DOCX**

(0.16 Mb)

[Download](#)

**MULTI-YR** **example**

Activity being undertaken: Making biscuits from scratch Date of lesson: 5/1/19

Age of pupils: 5-6 years Number of pupils involved in the activity: 24 Number of support staff/peers: 2

Content	What needs to happen	What will happen	What do I need to help with	What will we eat?
Food combinations	• Biscuits (e.g. shortbread, cookies, biscuits)	• Biscuits	3. Immediately tell children how to prepare and what tools will be needed.	• Biscuits
			2. Ensure pupils and staff have the correct tools needed to 'cut' shapes. Use basic icing bags. (e.g. circles, stars, etc.)	• Biscuits
			3. Encourage pupils to use their imagination when creating shapes (e.g. 3D shapes, letters, etc.).	• Biscuits

**Risk assessment example**

An example risk assessment for managing good food hygiene and safety in a primary classroom.

 **DOCX**

(0.13 Mb)

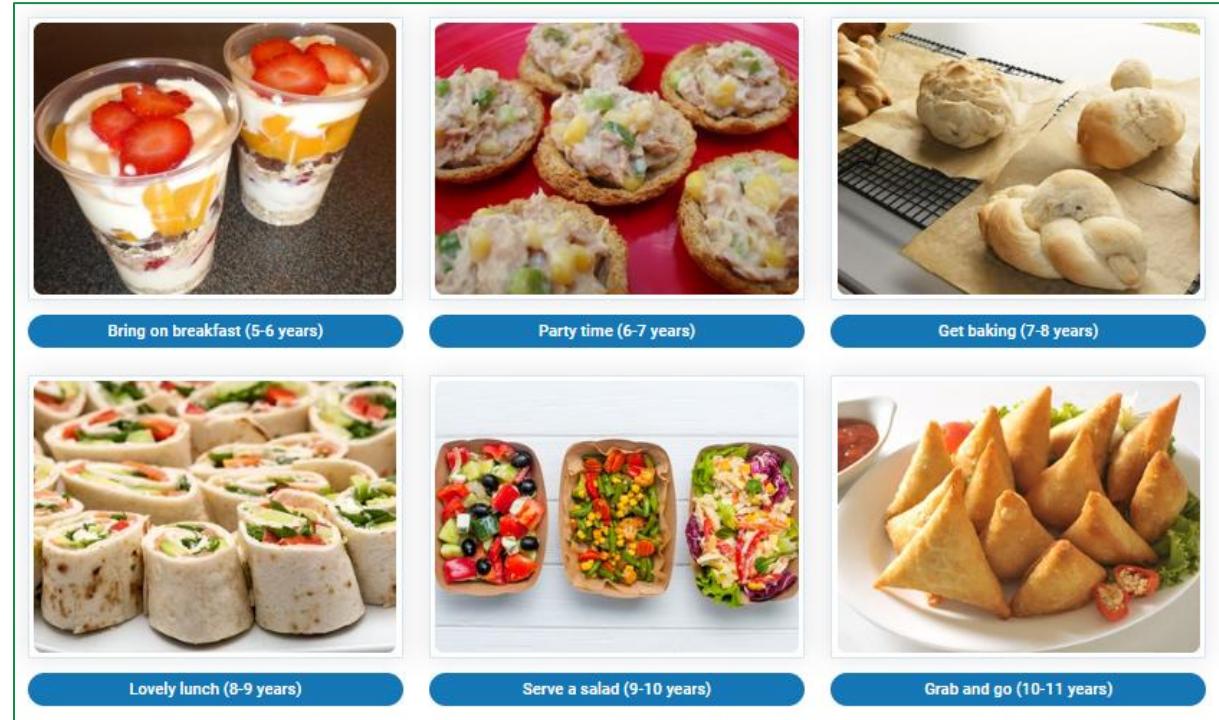
[Download](#)

# Primary food projects

Six primary food projects, one for each year of primary school.

Each six-week project delivers learning about healthy eating, cooking and where food comes from in a different food context and comprises:

- an overview of teaching and learning objectives;
- six lesson plans;
- curriculum links;
- links to supporting resources on the *Food - a fact of life* website.



[Primary food projects](#)

# Sustainability resources

A suite of resources to support teaching and learning around sustainable healthy food.

It can help children and young people to understand the environmental impact of food production while encouraging actions like reducing waste and eating seasonally.

For each age phase you will find:

- presentation covering the main factors affecting a sustainable healthy diet;
- pick and mix activities to suit all learning styles.

## Sustainability resources



**5 - 7 YR**  
Sustainable healthy food

**Key Facts**  
The Food – a fact of life resources covering the topic of sustainable healthy food are built around Key Facts, which progress through the age phases.

**SHD overarching PPT 5-7 years**  
A presentation exploring the main factors that make up a sustainable healthy diet.

**PPT** [Download](#)



**5 - 7 YR**  
Healthy eating pick and mix

**Activities**  
Play the Make a healthy human game!

**Pop-taster healthy**  
Make a plan to try a new food each week!

**Wonderful water!**  
Water is a great choice for a drink!

**Super swaps**  
Fruits like peaches, kiwi, oranges and chocolate are not needed by our body to keep us healthy.

**SHD overarching PPT 5-7 years**  
A presentation exploring the main factors that make up a sustainable healthy diet.

**WORD** [Download](#)

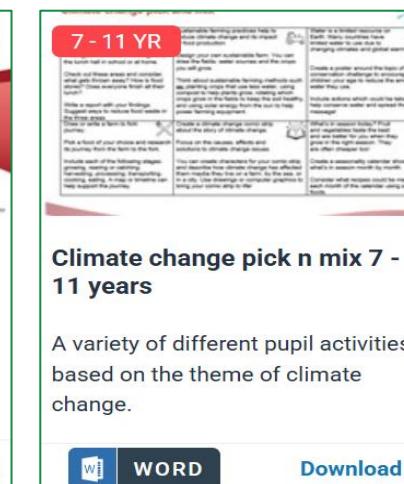
**5-7 years**



**7 - 11 YR**  
Sustainable healthy food

**SHD overarching PPT 7 - 11 years**  
A presentation exploring the main factors that make up a sustainable healthy diet.

**PPT** [Download](#)



**7 - 11 YR**  
Climate change pick n mix

**Activities**  
Water is a precious resource that we must protect and use wisely.

**Climate change pick n mix 7 - 11 years**  
A variety of different pupil activities based on the theme of climate change.

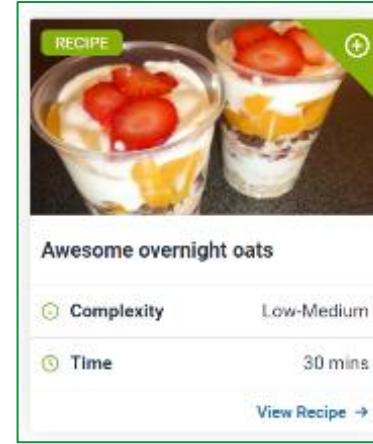
**WORD** [Download](#)

**7-11 years**

# Recipes

- Over **200** recipes
- Help students develop their food skills
- Tried and tested
- ‘Searchable’ by skill, age, ingredients, cooking method
- Types: Non-cook (heat), Grill, Oven, Hob

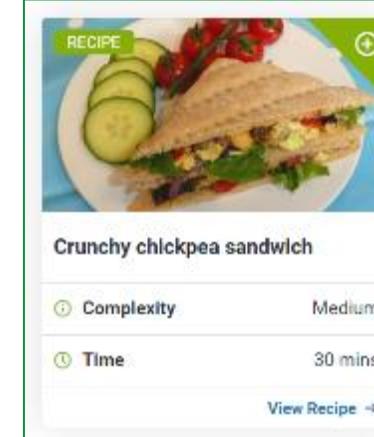
## Recipes



**Awesome overnight oats**

Complexity: Low-Medium | Time: 30 mins

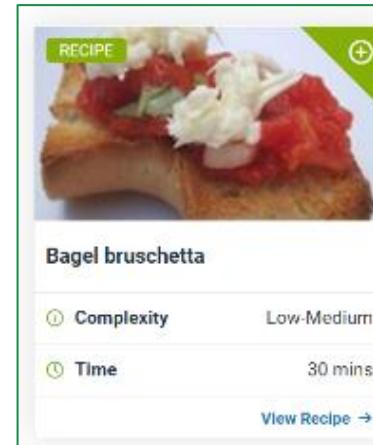
[View Recipe →](#)



**Crunchy chickpea sandwich**

Complexity: Medium | Time: 30 mins

[View Recipe →](#)



**Bagel bruschetta**

Complexity: Low-Medium | Time: 30 mins

[View Recipe →](#)



**Brilliant bread**

Complexity: Low-Medium | Time: 60 mins

[View Recipe →](#)

# Practical food skill videos

## Pupil versions

- Getting ready to cook
- Using important pieces of kitchen equipment
- Knife skills
- Preparing different ingredient
- Cooking with heat
- Making simple sauces and dishes

MULTI-YR



Using a knife - the claw grip

This video shows the claw grip, a safe cutting technique to slice and dice foods.

[Play ▶](#)

MULTI-YR



Using a knife - the bridge hold

This video shows the bridge hold, a safe cutting technique to cut foods in half, quarters or chunks.

[Play ▶](#)

MULTI-YR



Cutting with kitchen scissors

This video shows how to cut vegetables with kitchen scissors, a safe cutting technique to cut foods.

[Play ▶](#)

## Teacher versions

- Additional information and context for teachers, including best practice guidance.
- Ideal for trainee/beginning teachers, non-specialists and more experienced teachers who may like a refresher.
- Videos demonstrating practical foods skills through key recipes, and with additional supporting food science information.

# Challenge activities

The Challenges cover Healthy eating, Cooking and Where food comes from and provide a wide range of activities that teachers can select depending on their pupils' needs, age and abilities, and the time available.

There are 12 Challenges developed to be used with nursery, primary or secondary pupils;

Each Challenge presentation comprises;

- slides to present the Challenge to the class, including images, information and questions/tasks to stimulate pupil discussion and planning;
- a teachers' guide with opportunities for learning and a variety of pupil activities that can be completed individually or in groups.

[5-7 years](#) and [7-11 years](#)



5 - 7 YR

**Lunchtime learning Challenge**

Teachers' notes and resources to help you run the Challenge

 PPT [Download](#) 



7 - 11 YR

**Be healthy, be active Challenge**

Teachers' notes and resources to help you run the Challenge

 PPT [Download](#) 

# Knowledge organisers

Knowledge organisers provide an outline of knowledge and skills, in relation to food, that should be taught at each age phase. Topics include:

- Healthy eating
- Food hygiene and safety
- Planning to cook

Helps to provide consistency between teaching colleagues.

**Knowledge organisers:**  
**5-7** [scroll down]  
**7-11** [scroll down]

**Emr: Bwyta'n iach**      **Dyddiad:**

- Mae angen amrywiaeth o fwyd a diod i gadw'n iach, fe.
- Mae gweithgarwch corfforol yn bwysig i iechyd.

**Gelwir model bwyta'n iach y DU yn Canllaw Bwyta'n Dda ac mae'n cynnwys pum grwp.**

**Mae gwahanol fwyyddydd yn wahanol grwpiau'r Canllaw Dda.**

**Bwytwch lawer o ffrwythau a llysiau.**  
Bwytwch o leiaf 5 dogn y ddidd.

**Bwyddyd sydd â llawer o fraster, halen a siwgr.**  
Bwytwch y rhain yn llai aml ac ychydig yn unig ar y tro.

**Bwytwch rywaint o ffa, codlysiau, pysgod, wyau a chig.**

**Canllaw Bwyta'n Dda**  
Ddefnyddiwr y Canllaw Bwyta'n Dda i ddarparu hysbysedd iawn i ddarparwyr a mynyddwyr. Mae'r darganfod o'n ddiwrth yw'n ymddyngedig iawn.

**This resource meets the [Guidelines for producers and users of school education resources about food](#).**

**Name: Food hygiene, safety and cooking**      **Date:**

- Buying, storing, preparing and cooking food safely and hygienically are vital for health.
- There is a range of additional food skills and cooking techniques, which enable a wide range of dishes to be made.

**Food can spoil and decay due to the action of microbes, insects and other pests/pets.**

**Food spoilage** When food spoils, the following may change:

- appearance;
- taste;
- texture;
- smell.

**Food needs to be stored properly and within its date mark.**

**USE BY:** 25/08/20      **BEST BEFORE:** 25/08/21      **KEEP REFRIGERATED**      **STORE IN A COOL DRY PLACE**

**Good personal hygiene is vital when cooking to avoid the risk of food poisoning.**

**Let's get ready to cook!**

**Microorganisms** Microorganisms are everywhere. They can be carried by food, people, dirty equipment, animals and pests. Most are harmless.

- Very small
- Living things

**Food labels provide useful information to the consumer.**

**Baby leaf salad** Keep refrigerated. Once opened consume within 24 hours and by the 'use-by' date shown.

**These can include:**

- cutting (with a knife);
- grating;
- juicing;
- kneading;
- measuring;
- peeling;
- rolling-out;
- rubbing-in;
- stirring;
- washing;
- weighing.

**Basic cooking skills are required to make a dish.**

**Bridge hold**      **Claw grip**

**Grate**      **Knead**

**Measure/weigh**      **Peel**

**Roll-out**      **Rub-in**

**Task:** Make a list of the steps you would take before, during and after cooking to make sure you follow good food hygiene and safety practices.

# Pupils with additional needs



Teaching pupils with additional needs



Healthy eating



Cooking



Where food comes from



Recipes and videos

Dedicated website area

**Meal occasions**

Hand: Number of times meal occasions. Hand: Count 1-10. Then when times might you have?

Meal occasions	Time	Reasons
1	10:00	Breakfast
2	12:00	Lunch
3	15:00	Tea
4	18:00	Dinner
5	21:00	Bedtime meal
6	22:00	Midnight snack
7	23:00	Bedtime meal

**Ingredients**

1	2	wholemeal English muffins	<input type="radio"/>
2	4	tablespoons tomato sauce	<input type="radio"/>
3	1	red pepper	<input type="radio"/>
4	2	spring onions	<input type="radio"/>
5	4	tablespoons canned sweetcorn	<input type="radio"/>
6	1	handful basil	<input type="radio"/>
7	60	grams reduced fat cheese	<input type="radio"/>

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Widget Symbols © Widgit Software 2002-2021 [www.widgit.com](http://www.widgit.com)

**I like this**

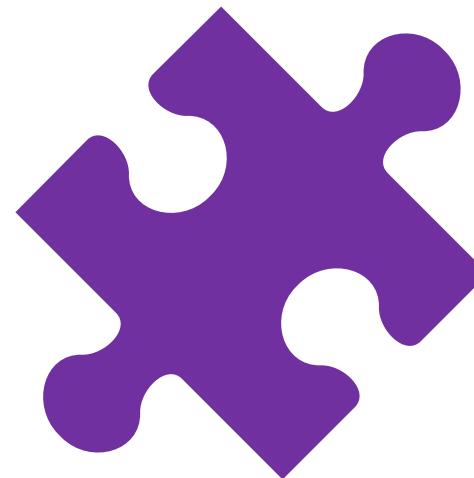


**I am not sure I like this**



**Food – a fact of life**

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



**CPD**

# Why is CPD important for your team?

Research has shown that CPD can:

- improve pupil progress - linked to up to 2 months' extra learning per year (Education Endowment Fund);
- boost subject knowledge – keeping updated with curriculum and teaching strategies;
- build professional competence;
- encourage reflection to improve classroom practice;
- enhance behaviour management - leading to calmer and more focused classrooms;
- promote collaboration - learning from and with colleagues;
- support career development;
- increase job satisfaction and retention
- meet professional standards, e.g. [\*\*Food teaching in primary schools: a framework of knowledge and skills\*\*](#) guidance, DfE.



## How can *Food – a fact of life* support CPD in your school?

We offer free webinars and training packages to support food teaching in primary.

### Webinars

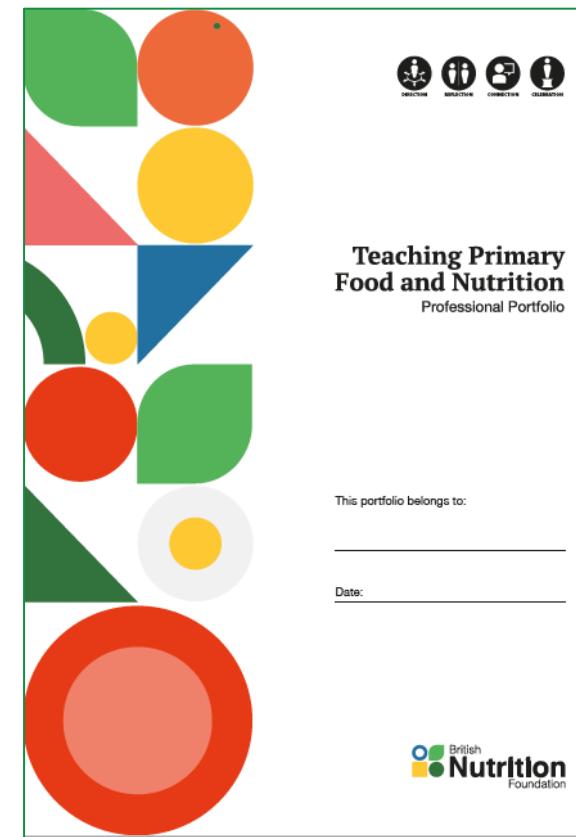
- Details of up coming webinars, can be found [here](#).
- Recordings of past events, covering topics around healthy eating, cooking and where food comes from, are available to view [here](#).

Take a look at the next slides for details of our free, self-led training package.



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

- Free, self-directed food and nutrition CPD.
- 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.



## Reflection – continual self-improvement

Ongoing self-reflection of your practice provides useful insight that shows just the processes of self-discovery and growth. There are two types of reflection:

To support reflection of your food and nutrition teaching specifically, you could use the Characteristics of good practice in teaching food and nutrition in primary schools. These provide a useful starting point for your personal reflection, as well as follow-up activities which can be accessed here: <https://bit.ly/3g9p0f8>

Ongoing reflection:

- Keep a journal, blog or note in a digital diary to record events and what you do and reflect.



## 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.

### Work-based learning

Activity (example)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Observing or shadowing another teacher			
Visiting another school			
Reflecting on own food and nutrition lessons			
Expanding role, for example teaching food and nutrition to the local community (and bringing it into school)			
Creating a new food project and lessons			
Developing and sharing food teaching resources with others			
Trying something new			
Other			

### Professional activities

Activity (example)	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 Teaching Primary Food and Nutrition Professional Portfolio

TPFN

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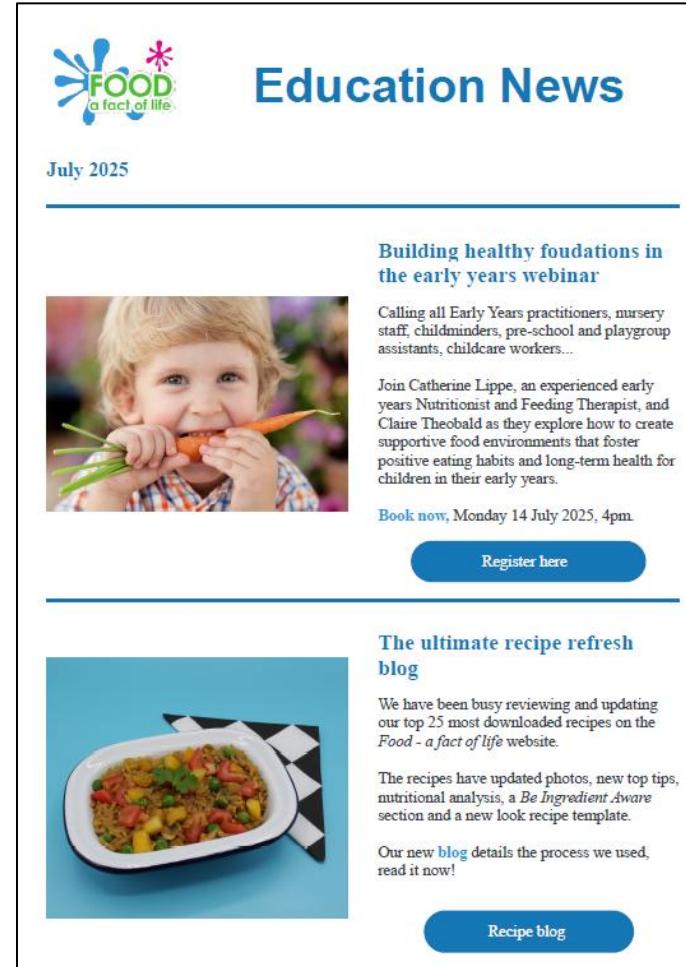


# Next steps

Why not dedicate a staff meeting or inset day to looking at everything *Food – a fact of life* has to offer?



Explore [Food – a fact of life](#) now!

A preview of the 'Education News' newsletter for July 2025. The header features the 'Food - a fact of life' logo and the title 'Education News' in blue. Below the header is a photo of a young child holding a large orange carrot. To the right of the photo is a section titled 'Building healthy foundations in the early years webinar' with a description and a 'Register here' button. Below this is another section with a photo of a bowl of colorful stir-fry and a 'Recipe blog' button. The newsletter also includes a sidebar with the text 'July 2025' and a 'The ultimate recipe refresh blog' section.

Sign up for our monthly email update, **Education News** for all the updates on our food teaching resources and training!

Register on the [homepage](#).

# Creating a great food culture in your school

Primary headteachers' implementation toolkit



For further information, go to:

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