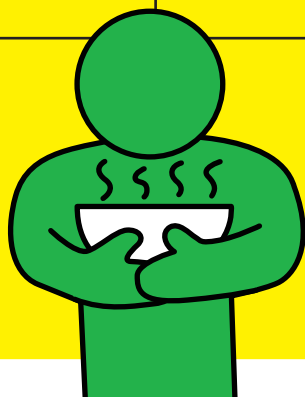


core competencies for young people at key stages 1 and 2

- The competencies represent core skills and knowledge around the themes of diet and health, consumer awareness, cooking, food safety and active lifestyles and provide an essential benchmark.
- The competencies are progressive and cumulative from one age phase to the next.
- They could be met at home, school or through other activities.
- They show essential knowledge and capability – they are neither a curriculum nor an examination specification.
- The competencies reflect UK-wide practice.
- Their aim is to help children to develop the skills and knowledge to make and implement healthy food choices.

	By the age of 7, pupils should:	By the age of 11, students should:
Diet (food and drink)	<ul style="list-style-type: none"> • recognise that food and water are essential for life • be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the eatwell plate • be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day • know that it is important to eat breakfast every day • know that some people eat or avoid certain foods for different reasons, e.g. due to allergy, intolerance and religious beliefs • drink plenty and not get thirsty, e.g. drink 6-8 glasses a day. 	<ul style="list-style-type: none"> • make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in the eatwell plate • be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing • know that food and drinks provide energy and in different amounts • know that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre • be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy, intolerance or religious beliefs • know that it is important to drink regularly throughout the day to stay hydrated.



core competencies for young people at key stages 1 and 2

	By the age of 7, pupils should:	By the age of 11, students should:
Consumer Awareness Food origins	<ul style="list-style-type: none"> • recognise that all food comes from plants or animals • understand and value where food comes from, e.g. a farm, the sea • recognise that food can be purchased or grown at home or at school. 	<ul style="list-style-type: none"> • understand where and how a variety of ingredients are grown, reared, caught and processed • know the basic steps in producing food.
Food choice	<ul style="list-style-type: none"> • be able to talk about which foods they like or dislike • know that people choose different types of food based on preferences, season, time of day, allergy, intolerance, religion and occasion (including celebrations) • be aware that different settings may affect food and drink choice, e.g. home, school and eating out. 	<ul style="list-style-type: none"> • consider cost when helping to shop for food and cook at home • explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy, intolerance and peer-pressure • be aware that advertising can influence what they choose to eat • be aware that it is important to choose an appropriate portion size for their needs.
Food labelling	<ul style="list-style-type: none"> • be aware that some foods have labels which provide information to help when making a choice. 	<ul style="list-style-type: none"> • read and make use of the main information on food and drink labels.



core competencies for young people at key stages 1 and 2

	By the age of 7, pupils should be able to:	By the age of 11, students should be able to:
Cooking (Food Preparation and Handling Skills)	<ul style="list-style-type: none"> • recognise and taste a range of familiar ingredients, e.g. fruit, vegetables, cereals, dairy, meat, eggs, fish and potatoes • name and use a range of basic tools safely, e.g. small knife, chopping board and measuring spoon • use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating and spreading • prepare a range of healthy dishes and drinks safely and hygienically with help • avoid wasting food during preparation and cooking and recycle food packaging • eat sociably with others. 	<ul style="list-style-type: none"> • name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity • select and use appropriate tools and equipment safely when preparing and cooking food • demonstrate an increasing range of food preparation skills, e.g. accurate weighing, measuring and kneading • know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically • actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging • appreciate the value of eating together with family and friends.
Food Safety	<ul style="list-style-type: none"> • recognise the importance of preparing and cooking food safely and hygienically, e.g. handwashing, cleaning up regularly and keep work surfaces clean • be able to get ready to cook, e.g. tie back long hair, wash hands and wear an apron • be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge and freezer. 	<ul style="list-style-type: none"> • know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat • demonstrate good food safety practices when getting ready to store, prepare and cook food, e.g. keep raw meat away from other food and thorough handwashing • understand the use of date-marks and storage instructions on food and drink labels.

core competencies for young people at key stages 1 and 2

	By the age of 7, pupils should:	By the age of 11, students should:
Active lifestyles (physical activity)	<ul style="list-style-type: none"> • know that an active lifestyle is good for health • know how to get plenty of physical activity throughout the day during their normal routine • choose activities that they enjoy • take opportunities to take part in physical activity/sport • know that sitting down for too long at a stretch is not good for the body • drink more when being active. 	<ul style="list-style-type: none"> • know how much physical activity they should do in a day, the benefits of vigorous intensity activity, and know how they could achieve this in practice • know what it feels like to be active at a moderate and vigorous intensity • be able to take part in more formalised types of physical activity • know the basics of how physical activity affects their health • know that being physically active uses energy • understand how physical activity helps to build physical confidence, which contributes to a positive sense of themselves • be aware that doing regular physical activity makes their body fitter and stronger • know that the body uses more water when being physically active and this needs to be replaced.

Acknowledgments

In 2007, the Food Standards Agency (FSA) launched Core Food Competencies for children aged 5-16 years, developed in consultation with the British Nutrition Foundation (BNF). The competencies set out a progressive framework of skills and knowledge which comprise essential building blocks around the themes of diet and health, consumer awareness, cooking and food safety for children and young people. These competencies have been widely used, as they provided consistency and a focal point. Uses included an audit tool for teachers mapping out lessons, a guide for developers creating resources for schools and a framework to support curricular change and examination specifications.

Since the original launch of the competencies, there have been changes in the curricula around the UK, new education initiatives and policy. It is therefore important that these competencies are still fit-for-purpose to fully support teachers and learners.

BNF, along with Public Health England (PHE), FSA Northern Ireland, FSA Scotland and the Welsh Government, initiated a review of the original framework to ensure that it is up-to-date and reflects key areas of priority for children and young people in relation to their education, life skills and health. The updated framework, which includes changes in light of a consultation in January 2014, is now published. The competencies now include physical activity, as well as an enhanced consumer awareness section.

The competencies can be accessed at:

www.nutrition.org.uk/foodinschools/competences/competences