

## Consensus view on Food Competences for children and young people

- The competences represent core skills and knowledge around food and provide an essential benchmark.
- The competences 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 competences reflect UK-wide practice.
- Their aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.

	By the age of 7-9, children should:	By the age of 11-12, children should:	By the age of 14, pupils should:	By the age of 16+, students should:
Diet and Health	<p>... 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. we all need to eat at least 5 portions of fruit and vegetables every day</p> <p>... recognise that food and water are basic requirements of life.</p> <p>... know that family and friends may eat or avoid certain foods.</p> <p>... be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day</p>	<p>... make food choices based on the understanding that a healthy diet is made up from a variety and balance of different food and drinks.</p> <p>... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</p> <p>... know that a variety of food is needed in the diet because different foods provide different substances for our health, namely nutrients, water and fibre.</p> <p>... be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy or religious belief.</p>	<p>... use current healthy eating advice to choose a varied balanced diet for their needs, as well as being physically active.</p> <p>... know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. pregnancy, infant feeding.</p> <p>... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight</p>	<p>... be able to apply current healthy eating recommendations, and understanding of peoples' needs, to their own diet and others', e.g. before and during pregnancy.</p> <p>... be able to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food availability.</p>

	By the age of 7-9, children should:	By the age of 11-12, children should:	By the age of 14, pupils should:	By the age of 16, students should:
Consumer Awareness	<p>... recognise that all food comes from plants or animals.</p> <p>... recognise that food can be grown at home or purchased from local farms and markets, shops and supermarkets.</p> <p>... be able to talk about which foods they like or dislike through tasting sessions.</p> <p>... know that people choose different types of food, based on who they are with, preference, season, time and occasion (including celebrations).</p> <p>... be aware that some foods have labels which provide information to help make a choice.</p>	<p>... research where and how food is produced and sold, e.g. growing food at school/home, visiting a farm.</p> <p>... consider cost when helping to shop for food and cook.</p> <p>... be aware that advertising can influence what they choose to eat.</p> <p>... know that people choose different types of food and that this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion and peer-pressure.</p> <p>... read and make use of the main information on food labels to help make a choice.</p>	<p>... know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>... compare the cost of food when planning to eat out or cook at home.</p> <p>... understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.</p> <p>... understand that people eat or avoid certain foods according to religion, culture, ethical belief, health need or personal choices.</p> <p>... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>... use nutrition information and allergy advice panels on food labels to help make informed food choices.</p>	<p>... consider a wider range of factors when making food choices, e.g. seasonality, local food, sustainability.</p> <p>... apply costing skills to make good food selections for health when eating out or cooking at home.</p> <p>... make informed choices about food in order to achieve a healthy, varied and balanced diet.</p>

	By the age of 7-9, children should:	By the age of 11-12, children should:	By the age of 14, pupils should:	By the age of 16, students should:
Cooking (Food Preparation and Handling Skills)	<p>... recognise and taste a range of familiar ingredients, e.g. fruit, vegetables, cereals, dairy, meat, eggs.</p> <p>... name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon.</p> <p>.. use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating, spreading.</p> <p>... with help prepare a range of healthy recipes safely and hygienically.</p> <p>... recycle food packaging and be careful not to waste food when preparing and cooking.</p>	<p>... name, taste and prepare a broader range of ingredients and healthy recipes, accounting for ethnic diversity.</p> <p>... select and use appropriate tools and equipment safely when preparing and cooking food.</p> <p>... demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.</p> <p>... know how to store, prepare and cook food safely and hygienically.</p> <p>... actively minimise food waste, compost fruit and vegetable peelings and recycle food packaging.</p>	<p>... use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... with guidance modify recipes and cook dishes that promote current healthy eating messages,</p> <p>... understand and use good food safety practices.</p>	<p>... apply skills and understanding competently to plan, prepare and safely cook dishes for a healthy, varied and balanced diet.</p> <p>... be able to change recipes and dishes to make them healthier by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.</p> <p>... apply good food safety principles when buying, storing, preparing and cooking food.</p>

	By the age of 7-9, children should:	By the age of 11-12, children should:	By the age of 14, pupils should:	By the age of 16, students should:
Food Safety	<p>... recognise the importance of preparing and cooking food safely and hygienically, e.g. cleaning up regularly</p> <p>... be able to get ready to cook, e.g. tie back long hair, wash hands, wear an apron.</p> <p>... be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge, freezer.</p>	<p>... know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat;</p> <p>... demonstrate good food safety practices when getting ready to store, prepare and cook food e.g. keep raw meats away from other food.</p> <p>... use information on food labels to store food correctly.</p>	<p>... understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.</p> <p>... plan and carry out food storage, preparation and cooking safely and hygienically.</p> <p>... understand and use date-mark and storage instructions on food labels.</p>	<p>... implement good food safety when handling, preparing, cooking and serving food, e.g. keeping raw and cooked food separate to avoid cross-contamination;</p> <p>... apply food safety information on food labels when buying, storing and consuming food.</p>