Autumn (1st term)	Autumn (2 nd term)	Spring (1st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timing:	Other timing:	Other timing:	Other timing:	Other timing:	Other timing:
From: September To:	From: November to:	From: January to: February	From: February To: March	From: April to: May	From: June to: July
October	December				
Topic / Key Question:	Topic / Key Question: World	Topic / Key Question: Food	Topic / Key Question:	Topic / Key Question: Food	Topic / Key Question:
Health Safety and Hygiene.	Foods	Security	Science in the Kitchen.	Engineering & The Future.	Careers in Nutrition and
Practical basic cookery skills.	Where food comes from		Practical basic cookery skills.		Food Hygiene
Science of Cooking Food.	Practical assessment:	 Developing life skills 	Practical assessment:	 Developing life skills 	Practical assessment:
Food science.	cooking recipe chosen by	for purchasing food	cooking recipe chosen by	for purchasing food	cooking recipe chosen by
	teacher.	and explain how to	teacher.	and explain how to	teacher.
 Investigate 	Written assessment	store food safely	Written assessment	store food safely	Written assessment
chemical and	covering term's topics	and hygienically in	covering term's topics	and hygienically to	covering term's topics
environmental		order to extend the		extend the shelf life	
factors that affect	 Developing life skills 	shelf life and	 Investigate chemical 	and prevent food	The sources and
food	for purchasing food	prevent food	and environmental	poisoning	functions of the
 Investigate how the 	and explain how to	poisoning	factors that affect	Demonstrating	essential nutrients
chemical structure	store food safely	Demonstrating	food	correct use of a	required for a
and functional	and hygienically to	correct use of a	 Investigate how the 	range of equipment,	healthy diet during
properties affect a	extend the shelf life	range of equipment,	chemical structure	skills and techniques	each life stage;
range of ingredients	and prevent food	skills and techniques	and functional	when safely	Protein,
when preparing,	poisoning	when safely	properties affect a	preparing, cooking,	Carbohydrates -
cooking, and storing	Demonstrating	preparing, cooking,	range of ingredients	and storing food	starch. sugar and
food	correct use of a	and storing food	when preparing,	Investigate food	fibre, Fats,
Developing life skills	range of equipment,	Research how food	cooking, and storing	provenance, how to	Malnutrition, Fat
for purchasing food	skills and techniques	is wasted in food	food	feed a growing	soluble Vitamins,
and explain how to	when safely	production and the	Developing life skills	world population	Water Soluble
store food safely	preparing, cooking,	home, and how to	for purchasing food	and the effects of	Vitamins, Minerals,
and hygienically to	and storing food	ensure sustainability	and explain how to	food production to	Trace Metals,
extend the shelf life	Identify the diversity	and food security in	store food safely	the environment	Nutrition and Life
and prevent food	of staple ingredients	the UK and around	and hygienically to	• Introduction to	Stages
poisoning	and signature dishes	the world	extend the shelf life	careers in the food	How to maintain a
Demonstrating Demonstrating	from around the	Investigate food	and prevent food	industry available in	healthy lifestyle
correct use of a	world increasing	provenance, how to	poisoning	the UK and the	using government
range of equipment,	cultural capital	feed a growing	Demonstrating	world, from	guidelines by the
skills and techniques	Investigate food provenance, how to	world population and the effects of	correct use of a	research, agriculture	analysis of the
when safely	provenance, how to	food production to	range of equipment, skills and techniques	and manufacturing to healthcare,	nutritional values of food; Why do we
preparing, cooking, and storing food	feed a growing world population	the environment	when safely	education, and the	eat food? Energy in
<u> </u>	and the effects of	Introduction to	I -	hospitality industry	
 Learning Knife skills and how to do basic 		careers in the food	preparing, cooking, and storing food	Socio-economic	Food, Government Guideline
vegetable cuts.	food production to the environment	industry available in	 Introduction to 	factors that affect	Identifying specific
vegetable cuts.	the environment	UK and the world,	careers in the food		: = :
		UN and the world,	careers in the 1000	food production and	dietary

- To demonstrate and apply the principles of food safety and hygiene when cooking, and a good working routine in the food room.
- How to use oven and hob safely. Building independent skills, switching on ovens etc adjusting temperatures for different recipes.

Food Science: Investigation Enzyme browning and food spoilage

Recipes: Exotic Fruit Salad Shortbread Cupcakes Blended Soup Vegetable Cuts Introduction to careers in the food industry available in the UK and the world, from research, agriculture and manufacturing to healthcare, education and the hospitality industry

Skills:

Investigation of main nutrients required for a healthy balanced diet. Introduction to macro and micronutrients – nutrients in food, their sources, and functions.

Continuous development of knife skills.
Factors that affect dietary needs throughout

different life stages.

To demonstrate and apply the principles of food safety and hygiene when cooking, and a good working routine in the food room.

How to use oven and hob safely.

Investigate new food trends.

Community Work: Baking for Children in Need School supported Charity.

Food Science: The function of ingredients – Bread

- from research, agriculture and manufacturing to healthcare, education and the hospitality industry
- Socio-economic factors that affect food production and our choice of food that we eat
- Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation

Skills:

Investigate the variety of foods needed in our diets provide different nutrients for good health and a balanced diet.

Explain the importance of good food safety practices when getting ready to store, prepare and cook food:

Describe and explain the importance of energy balance, physical activity and the implications of dietary excess/deficiency, e.g., malnutrition, maintenance of a healthy weight.

Define and clarify the importance of good food safety and hygiene when preparing and cooking food.

- industry available in the UK and the world, from research, agriculture and manufacturing to healthcare, education and the hospitality industry
- Socio-economic factors that affect food production and our choice of food that we eat
- Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation

Skills:

Building on the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically. Exhibit an awareness of qualities to decide how to season dishes and combine ingredients. Demonstrate safe and hygienic working practices following teacher's instructions and chosen recipes.

Use nutritional information and allergy advice panels on food labels to help make informed food choices.

- our choice of food that we eat
- Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation

Skills: Building on the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically.
Exhibit an awareness of qualities to decide how to season dishes and combine ingredients.
Demonstrate safe and hygienic working practices following teacher's instructions and given recipes.

Modify recipes and cook dishes that promote current healthy eating messages. Use nutritional information and allergy advice panels on food labels to help make informed food choices.

How to create Sensory evaluation and Star profiles using tastes tests

Recipes: TBC

- requirements and taking those into consideration when planning meals increasing cultural capital
- Calculating the energy and nutritional values of recipes and planning meals considering a person's specific dietary requirement
- Developing life skills for purchasing food and explain how to store food safely and hygienically to extend the shelf life and prevent food poisoning
- Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food
- Introduction to careers in the food industry available in the Uk and the world, from research, agriculture and manufacturing to healthcare, education, and the hospitality industry
- Socio-economic factors that affect food production and our choice of food that we eat

	Making: Savoury Bread	To explain the science of	Modify recipes and cook		Developing research
	Pudding	gelatinisation.	dishes that promote current		skills - Using the
	Coagulation – shortening	geratinisation.	healthy eating messages.		internet, books,
	Savoury Bread Pudding	To identify the main health	Healthy Cathing Messages.		interviewing and
	Savoury Bread r ddding	issues related to diet.	Calculate and compare the		other resources,
		issues related to diet.	cost of the dish with a similar		sensory analysis of
	Recipes: TBC	Recipes: TBC	commercial product.		food samples,
	Savoury Bread Pudding	Recipes. IBC	Commercial product.		evaluation
	Savoury Breau Fudding		Use a broader range of		evaluation
			preparation techniques and		Skills:
			methods when cooking.		Building on the essential
			methods when cooking.		knife skills of preparing and
			Written Retrieval assessment		cooking both meat and
			covering safe Health and		vegetables safely and
			Safety practices learnt		hygienically.
			through the year.		Exhibit an awareness of
			dirough the year.		qualities to decide how to
			Practical Assessment:		season dishes and combine
			Fractical Assessment.		ingredients.
			Recipes: TBC		Demonstrate safe and
			Recipes. TBC		hygienic working
					practices following teacher's
					instructions and chosen
					recipes.
					Modify recipes and cook
					• •
					dishes that promote current
					healthy eating messages.
					Use a broader range of
					preparation techniques and
					methods when cooking.
					methods when cooking.
					Recipes: TBC
					Recipes. The
Key Learning Outcomes:	Key Learning Outcomes:	Key Learning Outcomes:	Key Learning Outcomes:	Key Learning Outcomes:	Key Learning Outcomes:
1.To know the functions	3 To demonstrate their	3 To demonstrate their	1.To know the functions	3 To demonstrate their	2. To plan balanced diets
and chemical properties	knowledge of a wide	knowledge of a wide	and chemical properties	knowledge of a wide	for a variety of situations
	_		of the main nutrients	_	-
of the main nutrients	variety of skills and	variety of skills and		variety of skills and	requiring specific
required for a healthy	techniques when	techniques when	required for a healthy	techniques when	nutritional needs

body

- 3. To demonstrate their knowledge of a wide variety of skills and techniques when planning, preparing, cooking, storing and evaluating food
- 4. To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment

List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.

Recognise and explain food certification and assurance schemes.

Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.

planning, preparing, cooking, storing and evaluating food
4 To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment

List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.

Recognise and explain food certification and assurance schemes.

Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.

planning, preparing, cooking, storing and evaluating food 4 To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment

List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.

Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.

Recognise and explain food certification and assurance schemes.

Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.

Investigate new food trends.

body

3 To demonstrate their knowledge of a wide variety of skills and techniques when planning, preparing, cooking, storing and evaluating food

List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.

Students will Research plan, prepare and cook a dish or range of meals, which showcase our modern and diverse food culture.

planning, preparing, cooking, storing and evaluating food 4 To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment

List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.

Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.

3 To demonstrate their knowledge of a wide variety of skills and techniques when planning, preparing, cooking, storing and evaluating food

List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.

Explain the dietary needs of children and young people, and other key life stages

Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.

Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.

Plan and create a dish suitable for a specific need.

Assessment for Learning:

End of Term 1 Assessment to cover: Health Safety and Hygiene Topic, Year 8 content.

End of term 2 assessment to cover: Food Security, Science in the Kitchen

End of year assessment to cover: Written Assessment: AO1, AO2, AO4 All topics covered for the year

Practical Assessment: To assess Skills, techniques, ability to follow and read a recipe (recipe will be chosen by teacher)

Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients.	Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients.	Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course. Students will also be doing more written work to gain clearer understanding of NEA Assessment 1 As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients. Reading / literacy:	Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients.	Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course. Students will also be doing more written work to gain clearer understanding of NEA Assessment 2. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients. Reading / literacy:	Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients.
Exploring Food and Nutrition for Key Stage 3 by Authors:	Exploring Food and Nutrition for Key Stage 3 by Authors:	Exploring Food and Nutrition for Key Stage 3 by Authors:	Exploring Food and Nutrition for Key Stage 3 by Authors:	Exploring Food and Nutrition for Key Stage 3 by Authors:	Exploring Food and Nutrition for Key Stage 3 by Authors:

Yvonne Mackey, Bev	Yvonne Mackey, Bev	Yvonne Mackey, Bev	Yvonne Mackey, Bev	Yvonne Mackey, Bev	Yvonne Mackey, Bev
Saunders	Saunders	Saunders	Saunders	Saunders	Saunders
Students will be reminded	Students will be reminded	Students will be reminded	Students will be reminded	Students will be reminded	Students will be reminded
about the importance of	about the importance of	about the importance of	about the importance of	about the importance of	about the importance of
excellent presentation, using	excellent presentation, using	excellent presentation, using	excellent presentation, using	excellent presentation, using	excellent presentation, using
the correct grammar rules	the correct grammar rules	the correct grammar rules	the correct grammar rules	the correct grammar rules	the correct grammar rules
including full stops and	including full stops and	including full stops and	including full stops and	including full stops and	including full stops and
capital letters in all written	capital letters in all written	capital letters in all written	capital letters in all written	capital letters in all written	capital letters in all written
work as well as computer	work as well as computer	work as well as computer	work as well as computer	work as well as computer	work as well as computer
tasks.= reading instructions,	tasks.= reading instructions,	tasks.= reading instructions,	tasks.= reading instructions,	tasks.= reading instructions,	tasks.= reading instructions,
extracting information,	extracting information,	extracting information,	extracting information,	extracting information,	extracting information,
technical language, sensory	technical language, sensory	technical language, sensory	technical language, sensory	technical language, sensory	technical language, sensory
descriptors,	descriptors,	descriptors,	descriptors,	descriptors,	descriptors,
Neat and legible hand writing	Neat and legible hand writing	Neat and legible hand writing	Neat and legible hand writing	Neat and legible hand writing	Neat and legible hand writing
skills shall be incorporated in	skills shall be incorporated in	skills shall be incorporated in	skills shall be incorporated in	skills shall be incorporated in	skills shall be incorporated in
all lessons.	all lessons.	all lessons.	all lessons.	all lessons.	all lessons.
Will use some lesson starters	Will use some lesson starters	Will use some lesson starters	Will use some lesson starters	Will use some lesson starters	Will use some lesson starters
and plenaries/progress	and plenaries/progress	and plenaries/progress	and plenaries/progress	and plenaries/progress	and plenaries/progress
checks to develop literacy	checks to develop literacy	checks to develop literacy	checks to develop literacy	checks to develop literacy	checks to develop literacy
skills i.e. circle the incorrect	skills i.e. circle the incorrect	skills i.e. circle the incorrect	skills i.e. circle the incorrect	skills i.e. circle the incorrect	skills i.e. circle the incorrect
spelling, reading	spelling, reading	spelling, reading	spelling, reading	spelling, reading	spelling, reading
comprehension, summarising	comprehension, summarising	comprehension, summarising	comprehension, summarising	comprehension, summarising	comprehension, summarising
succinctly, identify and	succinctly, identify and	succinctly, identify and	succinctly, identify and	succinctly, identify and	succinctly, identify and
correct punctuation and	correct punctuation and	correct punctuation and	correct punctuation and	correct punctuation and	correct punctuation and
grammar mistakes,	grammar mistakes,	grammar mistakes,	grammar mistakes,	grammar mistakes,	grammar mistakes,
sequencing information, etc.	sequencing information, etc.	sequencing information, etc.	sequencing information, etc.	sequencing information, etc.	sequencing information, etc.
During practical lessons	During practical lessons	During practical lessons	During practical lessons	During practical lessons	During practical lessons
students will be asked to read	students will be asked to read	students will be asked to read	students will be asked to read	students will be asked to read	students will be asked to read
and follow a recipe. Teacher	and follow a recipe. Teacher will check students'	and follow a recipe. Teacher			
will check students' understanding using focused	will check students' understanding using focused	will check students' understanding using focused	will check students' understanding using focused	will check students' understanding using focused	will check students' understanding using focused
questions i.e. pupils have to	questions i.e. pupils have to	questions i.e. pupils have to	questions i.e. pupils have to	questions i.e. pupils have to	questions i.e. pupils have to
explain in their own words	explain in their own words	explain in their own words	explain in their own words	explain in their own words	explain in their own words
what to do for each step	what to do for each step	what to do for each step	what to do for each step	what to do for each step	what to do for each step
whilst making a food product.	whilst making a food product.	whilst making a food product.	whilst making a food product.	whilst making a food product.	whilst making a food product.
Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:
During practical lessons	During practical lessons	During practical lessons	During practical lessons	During practical lessons	During practical lessons
teacher will ask focussed	teacher will ask focussed	teacher will ask focussed	teacher will ask focussed	teacher will ask focussed	teacher will ask focussed

| Adding, subtracting, |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| multiplying and dividing |
| ingredients. | ingredients. | ingredients. | ingredients. | ingredients. | ingredients. |
| Compare nutritional |
| information on food labels. |
| Putting weights on packaging |
| in order of descending. |
| Calculating Guided Daily |
| Amounts, Converting |
| measurements, Scaling up |
| recipes weighing, timing, |
| judging and adjusting timing |
| and temperatures, ratios, %s, |

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Social:

Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks. Social = budgets

Moral:

Students should develop respect for each other's choices of ingredients in lessons.

Cultural:

Students should develop respect on views on cultural and religious beliefs on food choices during debate and feedback sessions.

Spiritual:

Consider the impact of discrimination on the spirit and the concept of prejudice

Clubs, extra-curricular, out of school activity available:

- Cooking club
- Healthy Eating week
- Trip to a local restaurant
- Macmillan Coffee Morning
- Children in Need
- Easter Bake Off Competition
- Working with a number of chefs from the industry
- Project engagement with <u>www.schoolfoodmatters.org</u> and outside company: Belazu
- Fish in School Hero program

Home Learning Topics:

- Principles of Nutrition
- Diet and Good Health
- The Science of Cooking Food
- Where Food comes from
- Cooking and preparing food

Keywords:

Gelatinisation, roux, reduction, sauce, Denature, Conduction,

Food poisoning, High-risk foods, temperature danger zone, Temperature probe. Gluten, dough, bread, prove, knock back, yeast, fermentation, raising agent (biological), fungi, kneading, rubbing in, Aeration,

Dextrinisation, raising agent (chemical, biological and mechanical), baking powder, bicarbonate of soda, self-raising flour, sieving, Folding, Denaturisation.

Cross - Curriculum Links

English

Reading

Pupils should be taught to understand increasingly challenging texts through:

Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.

Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- Summarising and organising material and supporting ideas and arguments with any necessary factual detail.
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.

Pupils should be taught to plan, draft, edit and proof-read through:

- Considering how their writing reflects the audiences and purposes for which it was intended.
- Paying attention to accurate grammar, punctuation, and spelling.

Grammar and vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

Using Standard English confidently in their own writing and speech.

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- Giving short speeches and presentations, expressing their own ideas and keeping to the point.
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics:

Number

Pupils should be taught to:

- Understand and use place value for decimals, measures, and integers of any size
- Order decimals and fractions
- Interpret percentages and percentage changes as a fraction or a decimal
- Use standard units of mass, length, time, money, and other measures, including with decimal quantities.
- Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion, and rates of change

Pupils should be taught to:

Change freely between related standard units [for example time, length, area, volume/capacity, mass]

Science: Nutrition and digestion

Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

Comparing energy values of different foods (from labels) (kJ).

RSE and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.