



your body *matters*



Lesson plans and Activities – Primary Stage 4

Nourishing Body & Mind for a Healthy Life

A Primary Health and Wellbeing Curriculum Pack

Revised Version 2023



Lesson 4.1 (1)

Session Title	Food Groups
HWB Organiser(s)	Food and Health
Experiences and Outcomes	HWB 1-30a <i>By investigating a range of foods available I can discuss how they contribute to a healthy diet.</i>
Learning Intentions	We are learning about how a range of foods contribute to a healthy diet
Success Criteria	<ul style="list-style-type: none">• I can label each section of the Eatwell Guide.• I can discuss examples of foods from each section of the Eatwell Guide• I can describe some of the features of different sections of the Eatwell Guide (i.e., what different nutrients they provide, how this helps my body).
Resources	<ul style="list-style-type: none">• Teacher notes A & B

Activities

I can discuss the different variety of foods needed in a healthy diet according to the 5 groups in the Eatwell Guide and give examples

- **Whole Class /Group Activity:** Draw a large Eatwell Guide on the board and label each of the food groups. Ask the children to think about why there are five different sections and encourage them to share their ideas (i.e., we need to eat a balance and variety of foods from the five sections of the Eatwell Guide) for good health and it is important to eat foods from each group during the day or as part of a meal.
- **Whole Class /Group Activity:** Divide the children into groups. Starting with the fruit and vegetables group, ask each group to write everything that they know about this group of foods and why they eat foods from this group. Encourage the children to share what they have written. A point system could be used to celebrate correct knowledge. Write up the correct ideas in the appropriate section of the Eatwell Guide (using teaching notes as a reference if required). Work through all the sections of the Eatwell Guide. When exploring the 'foods and drinks high in fat, salt and/or sugar' section, explain to the children that this collection of food/drinks sits outside the Eatwell Guide as they are not required for a healthy balanced diet. These foods should be eaten in small amounts and preferably with food to help prevent tooth decay from sugary snacks and drinks
- **Whole Class /Group Activity:** Prepare some questions to ask the children about the Eatwell Guide; why the groups are different sizes? Would it be healthy if I only ate one food from each group? Would it be healthy if I just ate foods from the fruit and vegetables section? Emphasize with the children that eating a variety of foods from the five main groups and a balance of foods across the five groups is important to achieve a healthy, balanced diet and acquire essential nutrients. Include discussion around religious beliefs/ dietary requirements (vegetarianism in particular).
- **Individual Activity:** Ask the children to create a food plan/diary which would include all the food groups

Useful websites

- <https://www.nhsinform.scot/healthy-living/food-and-nutrition>
NHS Inform - information on healthy eating, food labelling, food safety and hygiene. Provides information to help make healthier choices.
- <https://www.nutrition.org.uk/life-stages/children/>
British Nutrition Foundation - specific section with information on nutrition and diet for children.
- <https://www.foodafactoflife.org.uk/>
Food a fact of life - nutrition information for teachers and educational resources.
- <https://www.foodstandards.gov.scot/education-resources>
Food Standards Scotland - educational resources and information on healthy eating.
- <https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zwbh2v4->
BBC Bitesize – Food choices and needs - a video, slides and a quiz about dietary requirements.

Extension/take-home:

Lesson 4.1 (2)

Session Title	Food groups; what helps my teeth and what harms them?	
HWB Organiser(s)	Mental, emotional, social and physical wellbeing	Food and Health
Experiences and Outcomes	HWB 1-15a <i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i>	HWB 1-33a <i>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</i>
Learning Intentions	We are learning about tooth decay	
Learning Intentions	<ul style="list-style-type: none"> • I can describe what "decay" is. • I can discuss how sugar can lead to decay • I can share ways I can prevent tooth decay 	
Resources	<ul style="list-style-type: none"> • Teacher Notes J • Flash cards 1 • Eatwell Guide Poster • Labels from foods and drinks (children could bring these in for the lesson) • Sugar table from Teacher Notes • Items of food mentioned in the sugar table (Teacher notes) • Bag of sugar 	
Activities		
<p><i>I can show an understanding of the role of sugar in the decay process</i></p> <ul style="list-style-type: none"> • Whole Class/Group Activity: Revisit lesson 4.1 (1) on the Eatwell Guide. Have this displayed on the board, wall or floor. Ask the children why the foods high in fat, salt and/or sugar sits outside the Eatwell Guide? Do the children know any other names for sugar? Using Flash cards 1 highlight the number of different names given to sugar. • Whole Class/Group Activity: divide the children into groups and distribute a selection of food and drinks labels. Encourage the children to examine the labels and look for the sugar ingredient (all names). Ask the children if they think the order of ingredients on the labels are in any order? Highlight that the ingredients at the beginning of the list are those present in the greatest amount. Using the labels, they have been given, ask the groups to make a note of how high on the list of ingredients sugar comes e.g., 2nd, 3rd. • Whole Class/Group Activity: bring the groups back together and encourage them to share their findings. Discuss with the children what they think about the sugar content of foods: <ol style="list-style-type: none"> 1. Are there any foods or drinks that they are surprised to find sugar in? 2. Are they surprised by the amount of sugar that is contained in any of the foodstuffs? 3. Do they think that the amount of sugar that is in drinks or foods is healthy? 4. What effect can sugar have on our health? 5. Why do they think that sugar is put into so many foods and drinks? <p>Relate the list of foods and drinks to the foodstuffs mentioned in the sugar content table in the teacher's notes. If any of the foods mentioned in the list are also in the sugar content table use these first to demonstrate how much sugar is in these foods i.e., on a dark coloured guide or saucer spoon out the equivalent weight (or alternatively use sugar cubes) contained in each foodstuff</p>		

- **Whole Class/Group Activity:** Using the oral health poster as a prompt (and the teacher notes if necessary), discuss what happens when we eat foods or drinks high in sugar. It begins a process that can lead to decay in their teeth. Talk to the children about the demineralisation/remineralisation processes that can lead to tooth decay (I.e., if there are more periods of demineralisation compared to remineralisation).
- **Whole Class/Group Activity:** Divide the class into pairs and ask the children to come up with five ways to prevent tooth decay. For example, replace sweets with fruit; do not drink fizzy drinks (even diet fizzy drinks are harmful to teeth because they contain acid); consume sugary drinks and snacks as part of a meal to reduce the effects of harmful acid; visit the dentist who may use clinical preventative techniques e.g. fissure sealants or fluoride varnish to help protect teeth from acid attack; brush their teeth twice a day using a toothpaste with approximately 1500ppm fluoride (some children's toothpaste does not contain enough fluoride), spit don't rinse out the mouth after brushing; replace toothbrushes once every term or when the bristles become splayed. Bring the pairs back together and encourage them to share their ideas. Highlight the common themes and using Teacher Notes J, highlight the three key oral health messages.
- **Individual Activity:** Ask the children to design a poster to promote the three key oral health messages.

Useful websites:

- <https://www.bbc.co.uk/bitesize/topics/zcyycdm/articles/z8784xs>
Provides a video, slides and a quiz about teeth.
- <https://www.child-smile.org.uk/parents-and-carers/5-to-12-year-olds.aspx>
Provides resources, fact and information for professionals working in health, education, community, voluntary sectors who work together to improve child oral health.
- <https://www.foodafactoflife.org.uk/search-results?q=teeth> Of LifeTeacher Resources to promote healthy teeth
Provides teacher resources for oral health education
Food a fact of life, teacher resources to promote healthy teeth.

Extension/take-home:



Sucrose

Fructose

Dextrose

Lactose

Glucose

Lesson 4.2

Session Title	Physical Activity; Keeping Fit
HWB Organiser(s)	Physical education, physical activity and sport
Experiences and Outcomes	HWB 2-27a <i>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</i>
Learning Intentions	We are learning about the benefits of physical activity
Success Criteria	<ul style="list-style-type: none"> • I can describe how physical activity benefits my health and wellbeing • I can discuss why people can benefit from different amounts of physical activity. • I can discuss why people may not be physically active.
Resources	<ul style="list-style-type: none"> • Teacher Notes I • Large sheets of paper and stationery to create posters

Activities

I can describe how physical activity benefits my health and wellbeing

- **Whole Class/Group Activity:** As a class, discuss with the children the types of activities that they do. Ask them questions such as, is exercise always fun? When is it not fun? What are the pupils preferred exercise/activity to engage in? How long should they aim to be active for? (See Infographic 1 & 2, Teacher Notes I).
- **Whole Class/Group Activity:** Group the activities that they do into categories e.g., sport, games, general activities. Encourage the children to think about activities such as walking the dog or walking to school, doing the housework and playing with friends outside as examples of their activity.
- **Individual Activity:** Encourage the children to think how much physical activity they should be doing each day and write this down (refer to Teacher notes I). Why is it important they do this, what are the health benefits (including physical, emotional and social), encourage them to write their thoughts down.
- **Whole Class/Group Activity:** Bring the children back to together and encourage them to share their lists. Emphasise that no two people need the same amount of physical activity to be fit and healthy and the activity that you do should be in balance with the food that you eat.

I can discuss why people can benefit from different amounts of physical activity.

I can discuss why people may not be physically active.

- **Individual Activity:** Highlight to the children that some people don't exercise. Ask the children to think of some of the reasons that people might have for not exercising. Encourage them to write them down, to help them ask them think about activities they don't like doing or can't do, and what are the reasons for this? Remember there can be many reasons that people do not exercise, some examples include, experiencing poor mental health, caring responsibilities, cost of activities/ joining clubs/ buying equipment etc., and disability. Note the difference between being active (I.e. getting dressed, doing chores etc.) and exercising (I.e. planned activity or sport such as football, dancing etc).
- **Whole Class/Group Activity:** Bring the class back together and ask them to share their ideas. Next divide the children into groups and to think about what advice they could give to encourage people to be more physically active. Then ask them to select an activity to promote and design a poster to highlight the benefits of the activity. Display all posters..

Useful websites:

- <https://blogs.glowscotland.org.uk/gc/pepassglasgow/>
PEPASS – resources to support learning for physical education, physical activity and sport in schools.
- <https://www.pathsforall.org.uk/health-walks/>
Paths for all - tools and tips for young people and families.
- <https://www.gov.uk/government/collections/physical-activity-guidelines>
UK Chief Medical Officers Physical Activity Guidelines - infographics explaining the level of physical activity needed for general health benefits at different life stages.
- <https://www.parentclub.scot/articles/play-outdoors>
Parent Club Scotland - outdoor activities for multiple children.
- **Play Scotland, the national expert in Play**
Includes play ideas, information and resources

Extension/take-home:

Lesson 4.3 (1)

Session Title	Being Careful with Food
HWB Organiser(s)	Food and Health
Experiences and Outcomes	HWB 2-36a <i>By investigating food labelling systems, I can begin to understand how to use them to make healthy choices.</i>
Learning Intentions	We are learning about the importance of food labelling systems
Success Criteria	<ul style="list-style-type: none">• I can demonstrate an understanding of the food spoiling process.• I can discuss the importance of food labelling in ensuring it is safe to eat.
Resources	<ul style="list-style-type: none">• Teacher notes C & E• A collection of food labels (including from raw, frozen and tinned) and empty packaging with labelling on it.• Activity sheet 10• Eatwell Guide Poster
Activities	
<p><i>I can demonstrate an understanding of the food spoiling process.</i></p> <ul style="list-style-type: none">• Whole Class/Group Activity: Divide the class into groups and distribute a collection of food labels so that all groups have a variety of different labels. Encourage the children to have a look at the labels and then have a class discussion using Teacher Notes E as a reference and make a list of all the things that food labels can tell us. Ask the children what they think of some reasons for this information being on labels? E.g., to help choose a healthier diet, to know how to store food, know when to eat food by. Highlight the first ingredient on a label indicates the greatest quantity. <p><i>I can identify and classify foods according to the five food groups in the Eatwell guide</i></p> <ul style="list-style-type: none">• Whole Class/Group Activity: Display the Eatwell Guide poster. In their groups, ask the children to group their food labels into the five Eatwell Guide sections. In addition, ask the children to look at the food labels for information relating to the storage and freshness of the foods and complete Activity sheet 10 to collate the information that they find.• Whole Class/Group Activity: As a class create a large chart to collate the findings into the Eatwell Guide groups. Encourage the children to be thinking of the following: Do all foods in the same food groups need to be stored in the same way? What variety of storage instructions is in each group? How quickly do foods in each group need to be used? How quickly do these foods have to be eaten? Highlight the use by' and 'best before' dates, why are they there? (to give us an idea of when food might begin to spoil). Storage instructions are given to help us prevent food from spoiling quickly. Utilise computer/iPad for this task if available.	
Useful websites: <ul style="list-style-type: none">• https://www.foodstandards.gov.scot/consumers/food-labelling <i>Food Standards Scotland - consumer Information on food labelling.</i>• https://www.nutrition.org.uk/putting-it-into-practice/food-labelling/looking-at-labels/ <i>British Nutrition Foundation - information on food labels.</i>	
Extension/take-home: Encourage the children to examine some of the food labels at home and report back to class what they have found.	

Lesson 4.3 (2)

Session Title	Being careful with food: bacteria
HWB Organiser(s)	Food and Health
Experiences and Outcomes	HWB 2-36a <i>By investigating food labelling systems, I can begin to understand how to use them to make healthy choices.</i>
Learning Intentions	We are learning about the importance of food storage
Success Criteria	<ul style="list-style-type: none"> • I can discuss the importance of storing food in the correct place. • I can say where I can find information about where to store food. • I can give examples of what happens to food if it is not stored in the correct place. • I can say why 'bacteria' can appear on foods.
Resources	<ul style="list-style-type: none"> • Teacher notes C & E • 5-6 foodstuffs in yoghurt pots with a cling film lid, pierced to allow air flow; one foodstuff from each of the five food groups (e.g., steak meat, cheese or yoghurt, cut of vegetable or fruit, slice of bread, cake) chopped up into 5 equal pieces and placed in 5 yoghurt pots with a cling film lid, pierced at the top to allow air flow. • Activity Sheet 10 • Investigation sheet 1 • Class chart of food storage instructions from the previous session

Activities

I can show an understanding of the food spoiling process

- **Whole Class/Group Activity:** Prepare the yoghurt pots with foodstuff in them prior to delivering the lesson. Each of 5-6 groups should then have one foodstuff divided between 4-5 yoghurt pots with pierced cling-film lid. Each group should have identical number of yoghurt pots. Explain to the children that over the next few days they are going to investigate why the storage conditions for food are important. Ask the children where they could store foods as part of the investigation e.g., a warm place, a cool place, a dark place, a light place. Agree with the children on 5 different storage conditions; these are the variables for the investigation.
- **Whole Class/Group Activity:** Divide the class into groups and ask them to conduct an experiment into the effects of storage conditions on food, placing one of their yoghurt pots into each of the agreed storage conditions. Over the next four/five days each group should use Investigation sheet 1, along with drawings depicting the changes in appearance, to record the progression of the investigation. The class can take pictures to capture the progression of the investigation.

I can say where I can find information about where to store food.

I can give examples of what happens to food if it is not stored in the correct place.

- **Whole Class/Group Activity:** On day four, once the final recording has been made, discuss the investigation and the results with the class. As a class, look at the pictures that the children have drawn/captured of the changes in food appearance over the time of the investigation and look at the recorded changes that they noted that could not be drawn e.g., smells. Which foods showed the greatest changes and in which conditions? Collate this information as a class. What happened to the different foods in each of the storage conditions? Did the foods change colour or did they begin to smell differently? Can they think of the reasons for these changes? Explain to the children that the changes they noticed in their investigation are due to the presence and multiplication of bacteria on the surface of the food. Ask the children if they know what bacteria are? For each food in the investigation, discuss with the children the conditions that were most conducive to bacterial multiplication and the conditions that slowed the rate of multiplication the most. Which storage conditions caused the largest changes in the food? Which storage conditions caused the least changes in the food? What do the children think the storage instructions for the food they investigated would be? Revisit the class chart from the previous activity (the collation of the variety of storage and freshness instructions for foods in each of the 5 food groups). Are there any links between the variety of storage instructions for that food group and the results of the experiment? Emphasise the importance of following the storage instructions for food in order to prevent and reduce the risk of illness from bacterial growth and food spoiling.

Note: pupils handling food are not allowed to touch the experiment. Ensure handwashing takes place after activity.

Useful website:

- <https://www.food.gov.uk/consumer-advice/food-hygiene>
Food Standards Agency information on food hygiene and safety.
- <https://www.nutrition.org.uk/putting-it-into-practice/food-labelling/looking-at-labels/>
British Nutrition Foundation - Food Labels and how to use them.
- <https://www.foodstandards.gov.scot/consumers/food-safety>
Food Standards Agency - Food safety at home. .
- <https://www.foodstandards.gov.scot/education-resources>
Food Standards Agency – Curriculum for Excellence linked activities.

Extension/take-home: *Encourage the children to examine the storage conditions of some of their favourite foods at home.*

matters

Looking at labels

Which food group does your label belong to?	What are the storage instructions for this food?	'Sell-by' or 'Display until' date?	'Best before' or 'Use by' date?	Days between the two dates?



Investigation Sheet 1

Being careful with food – Bugs in food!

Storage condition Temperature °C	Food:	Day 1
	Food appearance	Food smell

Storage condition Temperature °C	Food:	Day 2
	Food appearance	Food smell

Being careful with food – Bugs in food!

Storage condition Temperature °C	Food:	Day 3
	Food appearance	Food smell

Storage condition Temperature °C	Food:	Day 4
	Food appearance	Food smell

Lesson 4.4

Session Title	What Do I Like?				
HWB Organiser(s)	Food and Health				
Experiences and Outcomes	HWB 2-34a <i>Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.</i>				
Learning Intentions	We are learning about how and why people choose and combine foods in different ways				
Success Criteria	<ul style="list-style-type: none"> • I understand that cost, religion and culture may be factors in people's food choices • I can give examples of each of the above. 				
Resources	<ul style="list-style-type: none"> • Teacher notes F • Information sheets 3-13 • Activity sheet 11 & 12 • Recipes and meal ideas (school catering services may be able to offer some examples for the foods and meals available in the dining service) 				
Activities					
<p><i>I can understand that different people chose and combine foods in many different ways and that this may be influenced by cost, race, religion and social customs.</i></p> <ul style="list-style-type: none"> • Individual Activity: Ask the children to think about things that they like and things that they dislike and make a list. On the board write a horizontal list of some categories of the things that the children like e.g., games, foods, friends, family. For example: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;">Family Give me hugs Take care of me Have fun with them Take me fun places</td> <td style="width: 25%; vertical-align: top;">Friends Play with me Have fun Like same games Look out for me</td> <td style="width: 25%; vertical-align: top;">Foods Taste creamy Look nice Are sweet Smell spicy</td> <td style="width: 25%; vertical-align: top;">Games Are active My friends like it Makes me think It's fun!</td> </tr> </table> • Individual Activity: Ask the children to think about foods that they do not eat and list them. Also ask them to list why they do not eat these foods? Is it just because they do not like them? . • Whole Class/Group Activity: Invite the children to share their lists and reasons. Encourage the children to think about other reasons people may not eat certain foods (religion, health, allergy). Does anyone in the class have a food allergy or intolerance? Would they like to share with the class? What this means for them and the choices they must make? • Whole Class/Group Activity: Divide the children into groups and ask them to look at one of the information sheets about dietary choices and complete activity sheet 11. (This exercise could also be conducted as a carousel, with groups working their way round each of the information sheets in turn). Bring the groups back together. Collate what they learned about dietary choices and what dietary choices a person might make, according to each information sheet (i.e., what foods that person would or would not eat). 		Family Give me hugs Take care of me Have fun with them Take me fun places	Friends Play with me Have fun Like same games Look out for me	Foods Taste creamy Look nice Are sweet Smell spicy	Games Are active My friends like it Makes me think It's fun!
Family Give me hugs Take care of me Have fun with them Take me fun places	Friends Play with me Have fun Like same games Look out for me	Foods Taste creamy Look nice Are sweet Smell spicy	Games Are active My friends like it Makes me think It's fun!		

- **Whole Class/Group Activity:** In their groups, using meal and recipe ideas, you could include menus from the school catering services (breakfast, lunch and snack ideas), ask them to suggest food and meals for a day for someone following a diet based on the choices in one of the information sheets. For each of the diets, a balance of nutrients (following the Eatwell Guide) should be attained, as should 5 portions of fruit and vegetables. Activity sheet 12 can be used to support this activity. Encourage the groups to present their ideas to the class. All findings can be compiled into a class display.
- **Whole Class/Group Activity:** Children could have the opportunity to present, discuss or research a meal they love or eat frequently with their family. This will encourage conversations around diversity and inclusion- what do they eat at Eid, Christmas or when they visit family abroad? (Link to Teacher Notes F)

Useful websites:

- <https://www.diabetes.org.uk/>
Diabetes UK – information on the disease and how to manage the condition
- <https://vegsoc.org/>
Vegetarian Society – information and resources for teachers, parents and young people.
- <https://www.coeliac.org.uk/home/>
Coeliac UK - information on the disease and how to live a gluten-free life.
- <https://www.food.gov.uk/safety-hygiene/food-allergy-and-intolerance>
Food Standards Agency - Information food businesses must provide you.
- <https://www.allergyuk.org/for-industry-and-education/>
Allergy UK - awareness and understanding of allergy and the needs of people living with allergic conditions.
- <https://www.nutritionscotland.org/food-allergies-intolerances/>
Nutrition Scotland - Allergen Fact sheet.

Extension/take-home: .

Dietary Choice: Islam

Halaal food

In Arabic-speaking countries, the term 'Halal' is used to describe anything that is permissible under Islamic law and 'Haram' is used to describe that which is forbidden. Under Islamic law, several foods and drinks, and methods of slaughter are Haram, including pork, blood, animals slaughtered in the name of anyone but God, carrion, carnivorous animals except for most fish and sea animals, and all intoxicants (specifically alcohol).

Halaal food preparation

'Thabiha' is the method of slaughter permissible under Islamic law; it is Halal (permitted). The Halal method of slaughtering all animals, excluding fish, is to cut through the large arteries in the neck with one swipe of a non-serrated blade and drain all blood and impurities from the animal as the consumption of blood itself is forbidden. The action of slaughtering an animal is a religious ritual act that is preceded by a message of spoken praise e.g. "In the name of God, most gracious, most merciful" (bismillāh, i-rahman,i-rahīm).

Prior to the slaughter, the animal's eyes and ears are checked to ensure that the animal is healthy and suitable for slaughter. If the animal is deemed to be healthy, it is first given water to drink (in order to quench its thirst) and is then pointed towards Mecca to be slaughtered. Muslims consider this method of killing the animal to be cleaner and more merciful to the animal.



Dietary Choice: Judaism

Kashrut or Kosher food

Kashrut is the name given to the body of Jewish law dealing with food preparation, foods that can and cannot be eaten, and how foods should be eaten. 'Kashrut' comes from the Hebrew "Kaf-Shin-Reish" meaning fit, proper or correct. The word "Kosher" is used to describe ritual objects (including food) that are made or prepared in accordance with Kashrut Jewish law and are fit for ritual use. Kosher food preparation practices are very sanitary. Food that is not allowed is called "Treif or Trefah".

Parev

Foods like vegetables, pasta or rice are "neutral foods" called Parev and can be eaten with either meat or dairy. As long as they are washed beforehand, no Kosher rules will be broken.

The details of Kosher rule are extensive, but the main rules are:

1. Land animals must have cloven (split) hooves and must chew the cud, meaning they must eat grass. This includes sheep, cattle, goats and deer but does not include camel, rock badger, hare or pig
2. Seafood must have scales and fins. Fish such as tuna, carp, salmon, and herring are all considered to be kosher but shellfish (e.g. crab, lobster, oysters, clams) is not permitted.
3. It is forbidden to eat birds of prey. Only clean birds, meaning birds that do not eat other animals, can be eaten. Poultry is allowed.
4. Meat and dairy cannot be eaten together, as it says in the Torah: "do not boil a kid in its mother's milk" (Exodus 23:19). So, Jews who follow these dietary rules cannot eat cheeseburgers for example. Sometimes these rules can be extended further so that people wait up to six hours after eating meat before they eat dairy.
5. Certain parts of permitted animals may not be eaten.
6. Utensils that have had contact with meat may not be used with dairy and vice versa. Utensils that have come into contact with non-kosher food may not be used with kosher food. This applies only where the contact occurred while the food was hot.
7. Grape products made by non-Jews may not be eaten

Kosher food preparation

Kosher slaughter is known as "Shechitah" and the person performing the slaughter the "Shochet". Shechitah is a quick, deep stroke across the throat with a sharp blade with no nicks or unevenness (non-serrated). The animal should not be stunned prior to the slaughter but this method of slaughter renders the animal unconscious quickly and is considered humane for this reason. As a part of Shechitah, the blood of the animal must be drained. The Torah states that the life of the animal is contained in the blood and for this reason all blood must be drained from an animal prior to consumption (this does not apply to fish blood); any blood remaining in the animal following slaughter should be broiled, soaked or salted out of the carcass. The "Shochet" should be well trained in Jewish law, particularly Kashrut law in order to carry out the Shechitah. Often in small rural communities the rabbi and the Shochet were the same person, but it is not necessary for the Shochet to be a rabbi.

Dietary Choice: Rastafari

Ital food

Ital is food approved of in the Rastafari movement. Ital means it is natural, pure and clean food. The word derives from the English word vital, with the initial syllable replaced by 'I'. This is applied to many words in the Rastafarian vocabulary to signify the unity of the speaker with all of nature.

There are different interpretations of Ital regarding specific foods, but the general principle is that food should be natural, or pure and from the earth. Rastafarians avoid food which is chemically modified or contains artificial additives (e.g., colour, flavourings, and preservatives). Some also avoid added salt in foods. In strict interpretations, foods that have been produced using chemicals such as pesticides and fertiliser are not considered Ital.

Ital food preparation

In common with religions such as Judaism and Islam, Rasta prohibits the eating of pork. Some Rastafarians also avoid eating shellfish because, in common with pigs, they are scavengers.

Most Rastafarians consider the Ital diet to forbid the consumption of all red meat, many do not eat fish or fish over twelve inches in length, and some are strict vegetarians. More strict interpretations would also avoid food that has been preserved by canning or drying and may even prohibit the use of metal cooking utensils. In this case, only clay and wood cooking pots, crockery and cutlery would be used. Few adherents of Ital follow the strictest interpretation.



Dietary Choice: Buddhism

Buddhism

In accordance with the teachings of the Buddha, a Buddhist believes that all living beings are of equal value. Therefore, most Buddhists adhere to a strictly vegetarian diet so as not to cause harm to any other living being. However, it is also of great importance to a Buddhist to be able to serve all living beings through a long and fruitful practice of the Dharma (Buddha's teachings). Therefore, if no alternative food is available, Buddhists will eat a non-vegetarian meal or diet in order to survive. For example, in some remote regions of Tibet where it was difficult to grow plants for food the people survive by farming animals.

Dietary Choice: Hinduism

Hinduism

The Hindu compassion for all living beings, lead Hindus to embrace a strictly vegetarian diet, avoiding all forms of meat, fish and eggs. Hindus offer food to God first before eating it and believe that the food can have profound impact on one's life. Hindus believe that the cow is a sacred animal and will not eat beef.

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Dietary Choice: Vegetarianism

Vegetarian food

People follow a vegetarian diet for a variety of personal, philosophical, environmental and economic reasons. Variations in strictness of vegetarianism are largely dependent on the person's reasons and beliefs. Some understanding of these reasons is important when considering nutritional status and when preparing meals for vegetarians; it may be necessary to use entirely separate utensils to prepare acceptable vegetarian dishes.

All vegetarians restrict to varying degrees or exclude meat from the diet. There are several different types of vegetarian diets:

- Semi-vegetarian: only eat meat occasionally or doesn't eat meat from mammals but eats poultry or fish.
- Ovo-lacto vegetarian: will eat milk, dairy produce and eggs.
- Lacto-vegetarian: will eat milk & dairy products but not eggs.
- Ovo-vegetarian: will eat eggs but not dairy products.
- Fruitarian (fructarian): will eat only the fruit of plants not the plant itself.

If a child follows a vegetarian diet it is important that it is balanced and includes foods and paired nutrients from the examples below:

Vitamin/mineral	Vegetarian sources
Iron*	Wholegrain/fortified cereals and wholemeal bread, peas, beans, lentils, dark green leafy vegetables, nuts and seeds, dried fruits.
Protein	Lentils, beans, chickpeas, tofu, textured vegetable proteins (TVP), seeds/nuts and nut butters, sometimes eggs and dairy products (depending on the type of vegetarianism)
Calcium	Dairy products fortified dairy alternatives** (check labels), dried fruits (figs), nuts (almonds), sesame seeds, kidney beans, and some dark green leafy vegetables such as kale.
Vitamin B12	Dairy products, fortified dairy alternatives** (check labels), eggs, fortified breakfast cereals and yeast extracts
Omega 3	Walnuts, flax seeds, chia seeds and hemp seeds and hemp oil, vegetable oil (rapeseed) and flaxseed oil

* Non-meat sources of iron can be better absorbed in the body when paired with a good source of Vitamin C such as citrus fruits, strawberries, green leafy vegetables, peppers and a fruit juice when served with a meal.

**Organic dairy alternatives are either not fortified at all or not to the same level as dairy products.

Vegetarian food preparation

It may be necessary to separate utensils, pots and pans used to prepare meat from those used to prepare vegetarian dishes.

Dietary Choice: Veganism

Vegan food

"Veganism is a philosophy and way of living which seeks to exclude—as far as is possible and practicable—all forms of exploitation of, and cruelty to, animals for food, clothing or any other purpose; and by extension, promotes the development and use of animal-free alternatives for the benefit of animals, humans and the environment. In dietary terms it denotes the practice of dispensing with all products derived wholly or partly from animals." The Vegan Society (2022)

People follow a vegan diet for a variety of personal, philosophical, environmental and economic reasons. A vegan diet focuses on plant-based foods and excludes all animal produce including dairy, eggs and honey as well as animal-derived products, products tested on animals and places that use animals for entertainment. A vegan diet is rich in fruits and vegetables, nuts, grains, seeds, beans and pulses. It is important to ensure that all necessary nutrients are provided by the diet however some additional supplements may be needed. Please seek professional advice if you have any concerns.

If a child follows a vegan diet it is important that it is balanced and includes foods and paired nutrients from the examples below:

Vitamin/mineral	Vegan sources
Iron*	Wholegrain/fortified cereals and wholemeal bread, peas, beans, lentils, dark green leafy vegetables, nuts and seeds, dried fruits.
Protein	Lentils, beans, chickpeas, seeds, tofu, textured vegetable proteins (TVP), nuts/seeds and nut/seed butters, and some dairy alternatives e.g those made from soya
Calcium	Fortified dairy alternatives** (check labels), dried fruits (figs), nuts (almonds), sesame seeds, kidney beans, and some dark green leafy vegetables such as kale.
Vitamin B12	Fortified dairy alternatives** (check labels), fortified breakfast cereals and yeast extracts
Omega 3	Walnuts, flax seeds, chia seeds and hemp seeds and hemp oil, vegetable oil (rapeseed) and flaxseed oil
Zinc	Beans, nuts, seeds, pulses, wheat germ, mushrooms and some fortified breakfast cereals
Iodine	Fortified plant-based drinks and seaweed (nori, kelp)

* Non-meat sources of iron can be better absorbed in the body when paired with a good source of Vitamin C such as citrus fruits, strawberries, green leafy vegetables, peppers and a fruit juice when served with a meal.

**Organic dairy alternatives are either not fortified at all or not to the same level as dairy products.

Vegan food preparation

It may be necessary to separate utensils, pots and pans used to prepare meat from those used to prepare vegan dishes.

Dietary Choice: Diabetes

Diabetes

Diabetes is a condition where your blood sugar (glucose) level is too high. This happens when your pancreas (a small gland near your stomach) doesn't make enough insulin, or any at all, or when your body isn't responding to the effects of insulin properly. Insulin is a hormone produced by the pancreas. It is released when carbohydrate foods are eaten and are broken down into glucose. Insulin transports this glucose from the bloodstream into the body's cells where it can be used as energy.

This results in a build-up of glucose in the blood. Blood glucose levels that are too high (hyperglycaemia) or too low (hypoglycaemia) can lead to health complications, including, in the long term, damage to feet, eyes, kidneys and heart health.

Below are two of the main types of diabetes (although there are some other types).

Type 1 Diabetes Mellitus (T1DM)

T1DM can develop at any age, but usually appears before the age of 40, particularly in childhood. In T1DM the body attacks the pancreas until it stops producing any insulin at all and so blood glucose levels become too high. It is not fully understood why this happens.

Alongside a healthy diet and lifestyle, someone with T1DM must have daily insulin injections to control their blood glucose levels and deal with the carbohydrate foods in their diet. They must also monitor their blood glucose levels daily in order to keep them in a satisfactory range. People with T1DM are at risk of hypoglycaemia (low blood glucose), which can be caused by a range of factors and requires quick treatment.

A suitable treatment plan of insulin doses, blood glucose monitoring and dietary advice (based on healthy eating principles) will be agreed between the person with T1DM and their diabetes care team and should be tailored to the needs of the individual, with the aim of achieving as stable blood glucose levels as possible.

Type 2 Diabetes (T2DM)

Many people who develop T2DM are living with obesity or overweight. Certain ethnic groups (including African Caribbean and South Asian) are also more at risk of developing T2DM.

In T2DM the body does not produce enough insulin or the insulin produced does not work properly. The body may also have become less responsive to the insulin that is being produced (known as insulin resistance). This all leads to blood glucose levels that are too high. People with T2DM are generally at lower risk of low blood glucose levels (hypos) than in T1DM, but hypos may still occur in some people, for example depending on the medications they might be taking for their T2DM.

Eating a healthy, balanced diet, being physically active and losing some weight if needed can all help to manage T2DM but some people will require medications or insulin injections to control their blood glucose levels and reduce/delay health complications. Dietary guidance for people with T2DM is based on healthy eating advice for the general adult population, which includes The Eatwell Guide.

Some of this guidance includes: having a daily intake of fruit and vegetables, aiming for a low daily intake of salt, fat and sugar and including a source of complex carbohydrate at meals (such as wholegrain bread, porridge) as these will provide fuel for the body but are broken down at gradual rate which is better for blood glucose control.

High sugar foods do not need to be cut out completely but should be eaten less frequently and in small portions. Purchasing special diabetic sweets, cakes, jam, ice creams etc is not recommended; they are not beneficial as part of a healthy diet and often have higher fat contents.

Relevant dietary and lifestyle advice can play a part in reducing and managing hypoglycaemia (hypos); this education would be provided by a diabetes care team and tailored to the individual.

Appropriate blood glucose monitoring and diabetes treatment can also help to reduce and detect some serious conditions like Diabetic Ketoacidosis, or DKA, (where there is a severe lack of insulin in the body). This is more common in T1DM than T2DM and needs quick medical treatment. Someone at risk of DKA would be educated on this by their diabetes care team.

Consuming a healthy, balanced diet is an important part of the treatment of any form of diabetes and will help to control blood glucose levels and protect long term health by reducing/delaying damage to the eyes, kidneys and nerves. A balanced diet will also aid heart health and help to prevent damage that can be caused by high blood glucose, cholesterol and blood pressure levels.

All information from Diabetes UK (2023)
<https://www.diabetes.org.uk/>

matters

Health condition related diet: Coeliac

Coeliac disease is a common digestive condition where the small intestine becomes inflamed and unable to absorb nutrients. Coeliac disease is a lifelong autoimmune disease caused by a reaction to gluten, a protein found in three types of cereal- wheat, barley and rye.

Gluten can be found mainly in the following foods:

- Anything made with flour, which includes most breads, sauces, desserts
- Pasta
- Cakes
- Most breakfast cereals (sometimes even oats have to be avoided)
- Some types of ready meals

Coeliac disease can cause a range of symptoms including diarrhoea, bloating and abdominal pain, however, these usually disappear when products containing gluten are removed from the diet.

Food allergies and food intolerance

Food reactions are common, but most are caused by a food intolerance rather than a food allergy. However, it is important to consult a doctor to be diagnosed correctly.

Food Allergy

Having a food allergy means that a person's immune system reacts to a protein as a harmful invader and sets the body's defences against it. Each time the person encounters this protein, the immune system attacks the protein by releasing histamines and other chemicals. These set off the symptoms of an allergic reaction ranging from hives to life-threatening anaphylaxis. Even a tiny amount of the offending food can cause an immediate and severe reaction.

The 14 common food allergies are:

- cereals containing gluten
- Eggs
- Mustard
- sesame seeds
- tree nuts (walnuts, pecans, etc.)
- crustaceans
- Sulphur dioxide and sulphites
- Celery
- Milk (contains a protein called lactose (lactose intolerance).
- Soybeans
- Peanuts
- Fish
- Molluscs
- Lupin

Food Intolerance

A food intolerance is caused by your body not being able to digest a certain food or an ingredient in food and is not the same as a food allergy. The symptoms of food intolerance generally come on gradually and don't involve an immune system reaction like food allergies. Often the symptoms can occur many hours after eating the problem food and can include bloating, diarrhoea, nausea or stomach pain. Unlike an allergy, a food intolerance is not life threatening.

The most common food intolerance is lactose intolerance where the body cannot digest lactose, a sugar mainly found in milk and dairy products. Other intolerances include and are not limited to:

- Gluten (wheat, rye and barley) found in foods like bread, pasta and cereal
- Histamine- found in food and drinks like cheese and wine
- Caffeine- found in coffee, tea and some fizzy drinks
- Alcohol
- Sulphites- found in cider, beer and wine
- Salicylates- found in some fruits, vegetables, herbs and spices
- Monosodium glutamate (MSG)- found in ripened fruits, cured meats and savoury foods. Also, a common ingredient in Chinese takeaways.

Dietary Choice: Plant based diet

Plant based diet

In relation to vegetarian and vegan diets, Plant based diets are dietary patterns that have greater emphasis on foods derived from plants such as fruits, vegetables, wholegrains, pulses, nuts, seeds and oils. Eating a plant-based diet does not need to completely exclude animal products such as meat, fish, poultry, eggs and dairy products but is usually lower in these foods. There has been a shift in direction towards plant-based diets due to research suggesting a diet higher in plant-based foods can reduce the risk of developing certain dietary diseases and it is a more sustainable way to eat, reducing pressures on the global food system.

Plant-based diets are characterised by a high intake of plant-based foods. The exact composition of healthy, balanced plant-based diets can differ, but commonly include:

- High consumption of vegetables, fruit and wholegrains
- Some low-fat dairy products (or alternatives), seafood, nuts, seeds and legumes
- Some unsaturated fat
- Lower intake of fatty/processed meats, refined grains, sugar sweetened foods and drinks
- Lower salt and lower saturated fat content than typical Western Style Diet.

Activity sheet 11

Food on my plate – what do I like?

Name of dietary choice:

What foods would a person making this dietary choice choose to eat?

What foods would a person making this dietary choice choose not to eat?

Does food for this person have to be prepared in a different way?

If so, what is different about food preparation?



Activity Sheet 15

Food on my plate – what do I like?

Dietary choice:

What foods would a person making this dietary choice eat in one day?



Breakfast



Lunch



Dinner



Breaktime

matters

