

# Farsley Westroyd Primary School

## Healthy Eating in the Curriculum — Complete Overview



This document maps where healthy eating is taught across EYFS–Year 6, drawing on the Farsley Westroyd Science Knowledge Progression Map, Working Scientifically Skills Progression Map, Westroyd PSHE Curriculum (25-26), Kapow RSE & PSHE LTP and Progression Map, and the Farsley Westroyd Food Policy. The Eatwell Guide underpins all food-related learning.

● BLUE — Science	● GREEN — PSHE	● ORANGE — D&T	■ TEAL — MindMate	● PURPLE — Cross-links & Food Policy
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Year Group	Science Unit (Animals incl. Humans)	Science Knowledge — Healthy Eating Focus	Working Scientifically Skills	PSHE Unit (Westroyd LTP)	PSHE Healthy Eating Focus	D&T Cooking	MindMate Links to Healthy Eating & Wellbeing	Cross-curricular Links & Food Policy
<b>Early Years Foundation Stage (EYFS)</b>								
EYFS / Nursery	<ul style="list-style-type: none"> <li>Animals Including Humans</li> <li>Explore natural world, make observations of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Basic needs of animals include food and water</li> <li>Observations of food in natural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe using simple science words</li> <li>Use own senses to describe</li> </ul>	<ul style="list-style-type: none"> <li>Which Food Will You Choose? (Nursery Autumn 1)</li> <li>Managing Self: My Wellbeing (Reception Autumn 2)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to food choices</li> <li>Understanding a balanced, colourful diet helps our wellbeing</li> <li>Exercise and self-care alongside food</li> </ul>	<ul style="list-style-type: none"> <li>Weekly play dough (hygiene/handwashing)</li> <li>Gingerbread men, bread, fruit kebabs</li> </ul>	<ul style="list-style-type: none"> <li>Feeling Good &amp; Being Me: talk about feelings linked to food and mealtimes</li> <li>Friends &amp; Family: sharing food as part of caring relationships</li> </ul>	<ul style="list-style-type: none"> <li>Daily free fruit/veg (School Fruit &amp; Veg Scheme)</li> <li>Breakfast Club provision</li> <li>Eatwell Guide used as foundation</li> </ul>
<b>Key Stage 1</b>								
Year 1	<ul style="list-style-type: none"> <li>Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>Identify animals as carnivores, herbivores and omnivores</li> <li>Basic needs of animals including humans: water, food and air</li> <li>Importance of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests</li> <li>Ask science questions</li> <li>Observe, describe and compare using simple science words</li> <li>Use simple equipment</li> </ul>	<ul style="list-style-type: none"> <li>Health and Wellbeing (Spring 1 — Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>Importance of hand washing before/after food</li> <li>Identifying and managing allergic reactions to food</li> <li>Sleep and relaxation for wellbeing</li> <li>People in community who keep us healthy</li> </ul>	<ul style="list-style-type: none"> <li>D&amp;T Cooking: Smoothies</li> <li>Exploring fruits and vegetables</li> <li>Taste tests and making choices</li> <li>Designing and making a smoothie and packaging</li> </ul>	<ul style="list-style-type: none"> <li>Feeling Good &amp; Being Me: recognise feelings — how do I feel when I'm hungry/full/energised?</li> <li>Solving Problems: setting simple goals linked to healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>UIFSM: free school meals for R/Y1/Y2</li> <li>EYFS/KS1 free fruit/veg daily</li> <li>Nut-free school policy</li> <li>Allergy care plans; yellow lanyards at lunchtime</li> <li>Food Policy: hand hygiene taught through D&amp;T and PSHE</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>Basic needs of animals including humans for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>Health and Wellbeing (Spring 1 — Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of exercise and relaxation on physical health</li> </ul>	<ul style="list-style-type: none"> <li>No D&amp;T cooking year (alternating)</li> </ul>	<ul style="list-style-type: none"> <li>Feeling Good &amp; Being Me: celebrate strengths — I make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>School Food Standards compliant lunches — Catering Leeds</li> </ul>

Year Group	Science Unit (Animals incl. Humans)	Science Knowledge — Healthy Eating Focus	Working Scientifically Skills	PSHE Unit (Westroyd LTP)	PSHE Healthy Eating Focus	D&T Cooking	MindMate Links to Healthy Eating & Wellbeing	Cross-curricular Links & Food Policy
	<ul style="list-style-type: none"> <li>Living Things and Their Habitats</li> </ul>	<ul style="list-style-type: none"> <li>Describe importance of exercise, eating the right food, and hygiene</li> <li>Describe how animals obtain food from plants/animals — food chain</li> <li>Identify different sources of food</li> </ul>	<ul style="list-style-type: none"> <li>Measure using non-standard then standard units</li> <li>Observe, describe and compare using science words</li> <li>Sort and order observations</li> </ul>		<ul style="list-style-type: none"> <li>Healthy balanced diet and its effects on teeth</li> <li>Dental hygiene — sugar in food</li> <li>How to improve an unbalanced meal</li> </ul>		<ul style="list-style-type: none"> <li>Strong Emotions: comfortable and uncomfortable feelings — how does eating well/badly make us feel?</li> <li>Solving Problems: not giving up — perseverance in trying new foods</li> </ul>	<ul style="list-style-type: none"> <li>Daily salad bar; fruit and yoghurt pudding options</li> <li>Crisps and chocolate not permitted at playtime</li> <li>UIFSM applies</li> <li>FSM via cashless Arbor system</li> </ul>
<b>Lower Key Stage 2</b>								
Year 3	<ul style="list-style-type: none"> <li>Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans need the right types and amount of nutrition</li> <li>Animals cannot make their own food — they get nutrition from what they eat</li> <li>Humans and some animals have skeletons and muscles for support and movement</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries and fair tests</li> <li>Ask scientific questions and collect data to answer them</li> <li>Observe, describe and compare using KS2 scientific vocabulary</li> <li>Identify and explain simple trends and patterns in results</li> </ul>	<ul style="list-style-type: none"> <li>Health and Wellbeing (Spring 1 — Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>A healthy lifestyle includes physical activity, a balanced diet and rest</li> <li>Understanding different food groups and proportions using the Eatwell Guide</li> <li>Tooth care and preventing tooth decay</li> </ul>	<ul style="list-style-type: none"> <li>D&amp;T Cooking: Eating Seasonally</li> <li>When and where fruits and veg are grown in the UK</li> <li>Creating a seasonal fruit/veg tart using May/June UK produce</li> </ul>	<ul style="list-style-type: none"> <li>Feeling Good &amp; Being Me: goals and aspirations — setting targets for a healthier lifestyle</li> <li>Life Changes: adapting to KS2 routines including lunch and independent food choices</li> <li>Solving Problems: dealing with difficult situations — e.g. peer pressure around food</li> </ul>	<ul style="list-style-type: none"> <li>Eatwell Guide as consistent framework</li> <li>Y3–Y6: fresh fruit encouraged at playtime; crisps not permitted</li> <li>D&amp;T food sent home to share; class blogs showcase cooking</li> <li>Food Policy: locally sourced, sustainable food promoted</li> <li>Science: nutrition knowledge directly supports D&amp;T design work</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>Describe simple functions of the basic parts of the digestive system</li> <li>Identify different types of teeth in humans and their functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>Set up simple practical enquiries and fair tests</li> <li>Collect evidence to test an idea or answer a question</li> <li>Observe using KS2 vocabulary; group and order observations</li> </ul>	<ul style="list-style-type: none"> <li>Health and Wellbeing (Spring 1 — Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>Developing independence in dental hygiene</li> <li>Calming and relaxing activities for wellbeing</li> <li>Developing emotional maturity linked to healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>No D&amp;T cooking year (alternating)</li> </ul>	<ul style="list-style-type: none"> <li>Strong Emotions: resisting pressure — using techniques to resist pressure to eat something unhealthy or unsafe</li> <li>Feeling Good &amp; Being Me: feelings intensity — how does food affect mood and energy?</li> <li>Solving Problems: coping in difficult situations — including</li> </ul>	<ul style="list-style-type: none"> <li>Science: digestive system and teeth link directly to PSHE dental hygiene learning</li> <li>Food chains contextualise where food comes from</li> <li>School Council reviews dining feedback each term</li> <li>Food Ambassadors from all year groups active from Y4</li> </ul>

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			<ul style="list-style-type: none"> <li>• Draw tables and bar charts to record data</li> <li>• Report findings in oral and written explanations</li> </ul>				managing emotions around food	
<b>Upper Key Stage 2</b>								
Year 5	<ul style="list-style-type: none"> <li>• Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> <li>• Understand that nutrients and water are transported within animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>• Set up practical enquiries and fair tests</li> <li>• Set up investigations when appropriate</li> <li>• Make predictions and explain why</li> <li>• Plan how to collect evidence; select suitable equipment</li> <li>• Begin to identify scientific evidence used to support or refute arguments</li> <li>• Draw tables, bar charts and simple line graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing (Spring 1 — Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>• Taking greater responsibility for healthy eating</li> <li>• Considering calories and food groups to plan healthy meals</li> <li>• Understanding relationship between sleep, stress and physical health</li> <li>• Sun safety and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• D&amp;T Cooking: Developing a Recipe</li> <li>• Research and modify a traditional Bolognese to improve nutritional value</li> <li>• Where beef comes from — farm to table</li> <li>• Design product packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Strong Emotions &amp; Mental Health: define mental health; recognise link between diet/lifestyle and mental health; develop protective strategies</li> <li>• Being the Same/Different: stereotyping — challenge stereotypes around food and body image</li> <li>• Feeling Good &amp; Being Me: self-belief — 'I can' make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• Science nutrition knowledge directly informs D&amp;T recipe modification task</li> <li>• Y5 &amp; Y6 complete My Health My School Survey annually</li> <li>• Food Ambassadors help monitor provision</li> <li>• Food Policy: cooking lessons; D&amp;T food sent home</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Animals Including Humans</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system</li> <li>• Describe functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Know which type of investigation is needed</li> <li>• Independently set up and carry out fair tests</li> <li>• Make predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing (Spring 1 — Kapow)</li> <li>• Citizenship (Summer 1 — Kapow)</li> </ul>	<ul style="list-style-type: none"> <li>• Diet, oral hygiene, physical activity and immunisation</li> <li>• How diet and rest affect physical and mental health</li> <li>• Setting long-term health goals</li> </ul>	<ul style="list-style-type: none"> <li>• No D&amp;T cooking year (alternating)</li> </ul>	<ul style="list-style-type: none"> <li>• Being the Same/Different — Body Image &amp; Social Media: recognise how media/social media can affect feelings about food and body image; challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Science: circulatory system and impact of diet directly reinforces PSHE health unit</li> <li>• Y6 Citizenship: food choices and environment link Science and PSHE</li> <li>• Y5 &amp; Y6 My Health My School Survey</li> </ul>

Year Group	Science Unit (Animals incl. Humans)	Science Knowledge — Healthy Eating Focus	Working Scientifically Skills	PSHE Unit (Westroyd LTP)	PSHE Healthy Eating Focus	D&T Cooking	MindMate Links to Healthy Eating & Wellbeing	Cross-curricular Links & Food Policy
		and lifestyle on the way bodies function <ul style="list-style-type: none"> <li>Describe ways nutrients and water are transported within animals including humans</li> </ul>	based on scientific facts and ideas <ul style="list-style-type: none"> <li>Identify scientific evidence used to support or refute arguments</li> <li>Interpret and predict from bar charts and line graphs</li> </ul>		<ul style="list-style-type: none"> <li>Food choices and their impact on the environment</li> </ul>		unrealistic portrayals; discuss eating issues <ul style="list-style-type: none"> <li>Feeling Good &amp; Being Me — Self-integrity: know what positively and negatively affects physical, mental and emotional health</li> <li>Solving Problems: 'I can look after my mental health' — understand importance of being physically, emotionally and mentally healthy</li> </ul>	<ul style="list-style-type: none"> <li>School Council and Food Ambassadors review feedback termly</li> <li>Menus checked by Leeds City Council Nutritionist</li> </ul>

## Working Scientifically Skills Applied to Healthy Eating Contexts

The table below shows how the six Working Scientifically skill types (from the Farsley Westroyd Progression Map) are developed in the context of food and nutrition enquiries across the school.

WS Skill Type	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comparative / Fair Testing</b>	<ul style="list-style-type: none"> <li>Perform simple tests</li> <li>Test out ideas about which foods are healthy/unhealthy with help</li> </ul>	<ul style="list-style-type: none"> <li>Simple fair tests — e.g. comparing effects of sugar/water on tooth enamel</li> <li>Explain findings in a simple way</li> </ul>	<ul style="list-style-type: none"> <li>Plan a fair test with help</li> <li>Test ideas about nutrition e.g. which foods contain which nutrients</li> </ul>	<ul style="list-style-type: none"> <li>Select equipment with help</li> <li>Set up a fair test and explain why — e.g. testing digestion models</li> </ul>	<ul style="list-style-type: none"> <li>Set up investigations when appropriate</li> <li>Know variables in enquiry — e.g. effect of diet on health data</li> </ul>	<ul style="list-style-type: none"> <li>Independently set up and carry out fair tests</li> <li>Identify scientific evidence used to support or refute health claims</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>Ask simple questions about food and where it comes from</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions using scientific language</li> <li>Research different food groups</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions; use research to find out about nutrition</li> <li>Use secondary sources — books, Eatwell Guide</li> </ul>	<ul style="list-style-type: none"> <li>Collect evidence/find information to answer questions about digestion and diet</li> </ul>	<ul style="list-style-type: none"> <li>Find things out using wide range of secondary sources</li> <li>Research nutritional value of recipes for D&amp;T task</li> </ul>	<ul style="list-style-type: none"> <li>Collect evidence from a wide range of sources</li> <li>Identify scientific evidence that supports or refutes health arguments</li> </ul>
<b>Observation Over Time</b>	<ul style="list-style-type: none"> <li>Observe and describe growth of seeds/plants using simple science words</li> <li>Use senses to describe foods</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely how seeds grow into plants that become food</li> <li>Sort and order observations</li> </ul>	<ul style="list-style-type: none"> <li>Observe how different foods change with cooking</li> <li>Group observations giving scientific reasons — e.g. seasonal produce changes</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how teeth change over time with different diets</li> <li>Form decisions about what to observe and for how long</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes in the body over time — nutrients transported</li> <li>Make decisions about measurements and duration</li> </ul>	<ul style="list-style-type: none"> <li>Observe and compare in careful detail using correct language</li> <li>Apply to tracking dietary impact on body systems</li> </ul>

WS Skill Type	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pattern Seeking</b>	<ul style="list-style-type: none"> <li>With help, record in different ways</li> <li>Write and draw about food investigations</li> </ul>	<ul style="list-style-type: none"> <li>Observe, describe and compare food data</li> <li>Explain why in a simple way e.g. why some foods are healthier</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain simple trends in results</li> <li>Explain observations using cause and effect — e.g. diet and dental health</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple patterns in nutrition data</li> <li>Explain what evidence shows — e.g. types of food in different food chains</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and predict from bar charts and line graphs</li> <li>Begin to identify evidence to support health arguments</li> <li>Link diet patterns to lifestyle outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Identify trends that do not fit and explain using science</li> <li>Evaluate evidence behind health claims</li> <li>Apply to impact of diet on circulatory system</li> </ul>
<b>Identifying, Grouping &amp; Classifying</b>	<ul style="list-style-type: none"> <li>Sort foods using simple science words</li> <li>Identify carnivores, herbivores, omnivores</li> </ul>	<ul style="list-style-type: none"> <li>Sort and order foods — Eatwell Guide groups</li> <li>Identify and classify animals by what they eat — food chains</li> </ul>	<ul style="list-style-type: none"> <li>Group foods according to food groups using Venn/Carroll diagrams</li> <li>Classify seasonal fruits/vegetables by harvest time</li> </ul>	<ul style="list-style-type: none"> <li>Group foods according to their role in digestion</li> <li>Use and design simple classification keys for food types</li> </ul>	<ul style="list-style-type: none"> <li>Use models to describe scientific ideas — e.g. nutrient transport</li> <li>Group foods by nutritional value</li> </ul>	<ul style="list-style-type: none"> <li>Design and use classification keys</li> <li>Apply to classifying food sources by macro/micronutrient content</li> </ul>
<b>Problem Solving &amp; Measuring</b>	<ul style="list-style-type: none"> <li>Use simple equipment to explore foods</li> <li>Record findings on simple table</li> <li>Write/draw about what was found</li> </ul>	<ul style="list-style-type: none"> <li>Record on tables and bar charts — e.g. sugar content comparison</li> <li>Communicate ideas in simple written reports</li> </ul>	<ul style="list-style-type: none"> <li>Measure in standard units</li> <li>Draw simple tables and bar charts</li> <li>Communicate findings in various ways — oral and written reports</li> </ul>	<ul style="list-style-type: none"> <li>Draw tables and bar charts to record nutrition/digestion data</li> <li>Report on findings including oral and written explanations</li> </ul>	<ul style="list-style-type: none"> <li>Measure precisely; repeat observations</li> <li>Draw bar charts and line graphs</li> <li>Select most appropriate way to communicate findings about diet/health</li> </ul>	<ul style="list-style-type: none"> <li>Decide when to repeat observations</li> <li>Choose most appropriate way to present results</li> <li>Report findings including causal relationships — diet and body function</li> </ul>

## Key Connections: Science ↔ PSHE ↔ D&T ↔ MindMate

Year Group	Science → PSHE → D&T → MindMate Connection
Year 1	Science: basic needs include food → PSHE: hand hygiene and healthy choices → D&T: making smoothies → MindMate: how hunger/fullness affects feelings; setting goals around healthy habits
Year 2	Science: importance of eating right; food chains → PSHE: dental hygiene and sugar; effects of exercise → MindMate: comfortable/uncomfortable feelings linked to wellbeing; perseverance in trying new foods
Year 3	Science: animals need the right nutrition → PSHE: food groups and Eatwell Guide → D&T: seasonal tart → MindMate: goals and aspirations for a healthier lifestyle; handling peer pressure around food
Year 4	Science: digestive system and teeth → PSHE: dental independence; calming activities → MindMate: resisting pressure to eat unhealthily; understanding how food affects mood and energy
Year 5	Science: nutrient transport; human development → PSHE: calories and meal planning → D&T: modifying a recipe → MindMate: diet and mental health; challenging food/body image stereotypes; self-belief
Year 6	Science: circulatory system; impact of diet → PSHE: health goals; food and environment → MindMate: body image and social media; self-integrity around food choices; looking after mental and physical health

### Note on MindMate Connections

MindMate units do not directly teach healthy eating as a standalone topic; their contribution is in supporting the emotional and social context of healthy eating. The most significant direct connections are: (1) Year 6 'Being the Same, Being Different — Body Image/Social Media': explicitly references how media images can affect feelings about food and eating issues; (2) Year 4–5 'Strong Emotions': resisting pressure to do something unhealthy, and understanding the link between mental health and lifestyle; (3) Year 6 'Solving Problems/Making it Better — Winning. What does it take?': identifies ways to look after mental health, explicitly including physical, emotional and mental wellbeing. These threads complement and reinforce the direct healthy eating teaching delivered through PSHE (Kapow), Science and D&T, and should be planned alongside those units rather than treated as separate provision.