

Refresh.ED content descriptions and key messages

	Phase 1 Kindergarten to Year 2 – Context of Self What is food?	Phase 1 Key Messages
Food and drink sources This theme encompasses promoting skills, knowledge and understanding of concepts relating to the nature of food, its production, technologies and availability.	1.1 Identify a wide range of foods and drinks and their plant and animal sources. 1.2 Identify and compare different foods which can be purchased or grown at home, school or in other settings. 1.3 Identify different conditions and supports required for plants and animals to grow/survive. 1.4 Demonstrate basic skills related to growing foods such as planting, tending and harvesting.	1. Healthy food comes from plants and animals. 2. We can grow and produce our own healthy food.
Food and drink choice This theme encompasses promoting skills, knowledge and understanding of concepts relating to food selection and influences, finding and interpreting nutrition information including food labels, shopping and budgeting.	1.5 Choose and explain healthy options from a selection of food and drinks. 1.6 Identify appropriate portion sizes of different foods for themselves. 1.7 Examine simple healthy eating messages about food groups and how these can apply to their food and drink choices. 1.8 Describe how different occasions, settings and seasons may influence food and drink choices.	3. There are many different types of healthy food and drinks to choose from. 4. We need different amounts of different healthy foods.
Food and drink experience This theme encompasses promoting skills, knowledge and understanding of concepts relating to menu planning, food preparation and cooking, food storage and food safety.	1.9 Identify healthy food practices of different families and cultural groups. 1.10 Identify different physical and sensory qualities (taste, colour, smell, texture) of a range of food and drinks. 1.11 Identify and demonstrate, with guidance, basic food safety and hygiene practices. 1.12 Demonstrate basic healthy food preparation skills.	5. We like foods and drinks for different reasons. 6. We need to be clean and safe when handling and preparing food.
Food, drink and health This theme encompasses promoting skills, knowledge and understanding of how food and nutrition impacts health and wellbeing	1.13 Explain water and a variety of healthy foods are essential for healthy, active life. 1.14 Identify body signals that indicate thirst, hunger and fullness. 1.15 Recognise and explain basic health impacts of consuming healthy and unhealthy food and drinks. 1.16 Identify important people in their lives who influence their diet and help keep them healthy.	7. We need a variety and balance of foods and water to grow, be healthy and active each day

	Phase 2 Year 3 to Year 4 - Context of Peers and Family How and why we eat different food	Phase 2 Key Messages
Food and drink sources This theme encompasses promoting skills, knowledge and understanding of concepts relating to the nature of food, its production, technologies and availability.	2.1 Identify and explain food chains for healthy foods. 2.2 Identify and discuss sustainable systems plants and animals need to grow and survive.	1. Our environment is important for our healthy food supply.
Food and drink choice This theme encompasses promoting skills, knowledge and understanding of concepts relating to food selection and influences, finding and interpreting nutrition information including food labels, shopping and budgeting.	2.3 Explore personal, family, friend and media influences on food and drink choice. 2.4 Discuss personal attitudes about healthy eating, drinking and being active and how these may vary compared to family and peers. 2.5 Identify and discuss how a variety of food and drinks meet the Australian Dietary Guidelines. 2.6 Discuss serving sizes and choose appropriate amounts for themselves.	2. Different people may choose different foods and drinks. 3. We need to make healthy food and drink choices to grow, be healthy and active each day.
Food and drink experience This theme encompasses promoting skills, knowledge and understanding of concepts relating to menu planning, food preparation and cooking, food storage and food safety.	2.7 Identify and explain various physical and sensory qualities of a range of food and drinks. 2.8 Plan and safely prepare a range of basic nutritious snacks and drinks. 2.9 Identify and demonstrate food safety and hygiene practices. 2.10 Identify and explain ways to reduce food waste and recycle packaging.	4. We can plan and safely prepare healthy food that looks and tastes good.
Food, drink and health This theme encompasses promoting skills, knowledge and understanding of how food and nutrition impacts health and wellbeing	2.11 Discuss importance of healthy meals and snacks for good nutrition and performance. 2.12 Discuss how amounts of foods needed change through life cycle and with physical activity. 2.13 Identify and discuss appropriate responses to body signals that indicate thirst, hunger and fullness. 2.14 Identify common special dietary requirements, food allergies and effects on food choice and health.	5. We need healthy meals, snacks and drinks each day to grow, learn, be active and healthy. 6. We can eat more healthy food if we are active.

	Phase 3 Year 5 to Year 6 - Context of Peers, Family and Community Food as a source of nutrients	Phase 3 Key Messages
Food and drink sources This theme encompasses promoting skills, knowledge and understanding of concepts relating to the nature of food, its production, technologies and availability.	3.1 Explore and discuss systems for production of healthy and unhealthy foods or drinks. 3.2 Distinguish and discuss influences of food production and technology on food availability, food safety, food qualities, nutritional content and consumer choice.	1. Technology can have both helpful and harmful effects on our healthy food supply.
Food and drink choice This theme encompasses promoting skills, knowledge and understanding of concepts relating to food selection, portion size and influences, finding and interpreting nutrition information including food labels, shopping and budgeting.	3.3 Explore and discuss situational and media influences involved in their food and drink choice. 3.4 Assess food, drink and snack choices and amounts of self and others in relation to the Australian Dietary Guidelines. 3.5 Demonstrate skills in scrutinising health/nutrition information including food labels and ingredient information to make healthy food and drink choices. 3.6 Compare costs and nutrient density of healthy and unhealthy drinks and snacks. 3.7 Plan and implement actions to promote a classroom/school environment that supports healthy eating.	2. Many factors can influence our food choices. 3. We can make healthy food and drink choices that meet nutritional, social and budget needs.
Food and drink experience This theme encompasses promoting skills, knowledge and understanding of concepts relating to menu planning, food preparation and cooking, food storage and food safety.	3.8 Explore and interpret effects of various physical and sensory qualities on food choice. 3.9 Plan and safely prepare a range of basic nutritious snacks, meals and drinks. 3.10 Identify and apply appropriate food safety and hygiene practices. 3.11 Explore and apply healthy and sustainable food practices at home and school.	4. We can plan and prepare a variety of nutritious and tasty food and drinks and in a safe, hygienic way. 5. We can reduce food and environmental waste.
Food, drink and health This theme encompasses promoting skills, knowledge and understanding of how food and nutrition impacts health and wellbeing	3.12 Identify components of food and drinks (nutrients, fibre, water, energy) and explain how a balance and variety of these are required for good health. 3.13 Identify nutrients with negative health effects, their common food sources and how to moderate intake. 3.14 Describe how nutritional needs change through the life cycle. 3.15 Explore and discuss how energy needs vary with the individual and their level of physical activity.	6. Foods and drinks have variable nutritional and energy value. 7. Our nutritional needs change through our lives, affecting the types and amounts of healthy food and drinks we need to live healthy, active lives.

	Phase 4 Year 7 to Year 8 - Context of the wider Community Food and nutrition in systems	Phase 4 Key Messages
Food and drink sources This theme encompasses promoting skills, knowledge and understanding of concepts relating to the nature of food, its production, technologies and availability.	<p>4.1 Explore and discuss food systems in relation to food sustainability.</p> <p>4.2 Explain how geography, climate and technologies can impact on availability of food in Australia (food security).</p> <p>4.3 Investigate relationships between how food is processed, prepared and distributed and the impacts on nutrient value.</p>	<p>1. Personal and community action can change availability of healthy foods.</p>
Food and drink choice This theme encompasses promoting skills, knowledge and understanding of concepts relating to food selection, portion size and influences, finding and interpreting nutrition information including food labels, shopping and budgeting.	<p>4.4 Explore and evaluate social, cultural, environmental and economic factors which influence both personal and other's food and drink choices.</p> <p>4.5 Explore and critique persuasive influences on food choices, for example, advertising, marketing, promotions and health and nutrition claims.</p> <p>4.6 Evaluate and interpret nutritional labels, Australian Dietary Guideline information, allergy and special dietary requirement information to make informed healthy food and drink choices.</p> <p>4.7 Research and apply budgeting skills to plan healthy meal and snack choices.</p>	<p>2. We can read and interpret labels, find reliable nutrition information and budget our money to plan and select healthy, affordable food and drinks.</p>
Food and drink experience This theme encompasses promoting skills, knowledge and understanding of concepts relating to menu planning, food preparation and cooking, food storage and food safety.	<p>4.8 Explore and critically evaluate how different communities and societies experience food and health consequences.</p> <p>4.9 Plan and safely prepare snacks, meals and drinks that reflect particular dietary requirements, cultural and societal influences.</p> <p>4.10 Explore and evaluate sustainable food practices in communities.</p>	<p>3. We can plan and prepare safe, healthy food and drinks to reflect particular dietary requirements, cultural and societal influences.</p>
Food, drink and health This theme encompasses promoting skills, knowledge and understanding of how food and nutrition impacts health and wellbeing	<p>4.11 Explore and describe how the body digests food and drinks.</p> <p>4.12 Explore and discuss common short and long term effects of diet on health.</p> <p>4.13 Describe how different food and drinks provide different nutrients with different functions.</p> <p>4.14 Explain and discuss influences on nutritional needs including stage of the life cycle, level of activity and physical environment.</p> <p>4.15 Explore and critically evaluate health and other effects of different dietary strategies to achieve weight loss (or weight gain).</p> <p>4.16 Investigate, plan and implement strategies that could support healthy eating in a range of settings.</p>	<p>4. The type and amount of food and drinks we eat affects our short and long term health.</p> <p>5. People have different nutritional and food needs as they grow and develop.</p>

	Phase 5 Year 9 to Year 10 – Global context Food and nutrition challenges	Phase 5 Key Messages
Food and drink sources This theme encompasses promoting skills, knowledge and understanding of concepts relating to the nature of food, its production, technologies and availability.	5.1 Explore and analyse historical, cultural, social, political, economic, technological and environmental factors that influence food services, food production and consumption patterns.	1. Political, economic and societal complexities influence healthy food production, supply and demand in Australia and around the globe.
Food and drink choice This theme encompasses promoting skills, knowledge and understanding of concepts relating to food selection and influences, finding and interpreting nutrition information including food labels, shopping and budgeting.	5.2 Investigate and evaluate in relation to nutrition and health, the social, cultural, environmental and economic factors which influence food and drink choices. 5.3 Critically analyse and evaluate food, nutrition and health information to make informed healthy eating choices. 5.4 Demonstrate budgeting skills and application of healthy eating recommendations when planning and critiquing a range of common menus.	2. It is important to critically analyse nutrition and health information and influential factors to make well informed food and drink choices.
Food and drink experience This theme encompasses promoting skills, knowledge and understanding of concepts relating to menu planning, food preparation and cooking, food storage and food safety.	5.5 Research, develop and modify menu plans and recipes to meet nutritional, cultural, social and economic needs. 5.6 Plan, create and safely prepare a range of healthy dishes for themselves, families, different cultural groups and/or others in their school community. 5.7 Research and demonstrate methods to modify recipes to improve nutritional content in line with the Australian Dietary Guidelines. 5.8 Explore and critically evaluate the health implications of food safety systems in local and global communities.	3. We can prepare a variety of nutritious snacks, meals and drinks that meet personal, social, cultural, economic and environmental needs.
Food, drink and health This theme encompasses promoting skills, knowledge and understanding of how food and nutrition impacts health and wellbeing	5.9 Identify and explain why and how to make dietary changes to maintain good health and wellbeing in response to life changes 5.10 List, discuss and critically analyse short and long term health outcomes of consuming healthy/unhealthy diets 5.11 Compare nutritional quality and energy from different types and amounts of food and drinks and evaluate the implications for maintaining energy balance. 5.12 Explore and evaluate factors associated with body mass index of people in different groups and communities. 5.13 Propose and implement new strategies to engage the school and wider community in healthy lifestyle activities including healthy eating.	4. Nutritional quality and energy from different types and amounts of food and drinks can affect our overall health and wellbeing. 5. We can make well-informed decisions to change our diets and lifestyles to improve our health and wellbeing.

