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Submitted to Curriculum and Assessment Review
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Foreword from the Review Chair

Background to the Review

Why does the Review matter?

What is in scope of the Review?

About this call for evidence

Who is this call for evidence for?

Section 1: About you

1 Are you responding as an individual or on behalf of an organisation?

Organisation

Section 1: About you

3 If you are responding on behalf of an organisation, which of the below best describes which part of the sector your organisation represents?
[If more than one applies, please select the one that you think is most important to understanding your consultation response.]

Charity, social enterprise organisation or non-profit organisation

Please describe:

4 What is the name of your organisation?

Organisation name:
School Food Matters

5 What is your role within the organisation?

Job role:

Policy Officer

Section 1: About you

6 What is your name?

Name:
Rachel Byfleet

7 What is your email address?[Please note: If you are willing to be contacted about your submission, please provide your email address. You do not have to give your email address, and your views will be considered whether or not you provide this.]

Email address:
rachelb@schoolfoodmatters.org

8 Are you happy to be contacted directly about your response?[Please note: The Review may wish to contact you directly about your responses to help our understanding of the issues. If we do, we will use the email address you have given above.]

Yes

9 Would you like us to keep your responses confidential?

No

Reason for confidentiality:

Definitions

Section 2: General views on curriculum, assessment, and qualifications pathways

10 What aspects of the current a) curriculum, b) assessment system and c) qualification pathways are working well to support and recognise educational progress for children and young people?

What is working well?:

A curriculum that works well is one that equips children and young people with the knowledge, skills and love of eating healthy, sustainable food they will retain for life. There are three areas where this is working particularly well:

1. D&T curriculum- The current curriculum covers cooking, healthy eating, understanding where food comes from, and acknowledges the skill of feeding others affordably. There is slight progression in KS2, where the subject expands on the range of practical food skills developed, the importance of seasonality, and insight into how food is reared, caught, and processed. This has the potential to provide essential albeit limited knowledge and skills related to food.
2. Science curriculum - The primary science curriculum includes lessons about how plants grow and offers children hands-on experience with food growing, such as growing beans from seeds, while covering plant biology. It covers simple nutrition and the impact of food on the body, including guidance about designing meals to keep the body healthy which gives them applied nutrition knowledge. It also includes basic hygiene, which is a vital part of food education.
3. RSE&HE curriculum - The Relationships Education, Relationships and Sex Education and Health Education guidance (RSE&HE) includes a section about healthy eating, stipulating that all children should know what a healthy diet consists of and the principles of planning and preparing healthy meals. This is important as it reinforces messaging from the Science and Cooking and Nutrition curriculums, which aligns with a Whole School Approach to food education. The section about healthy eating also specifies that by the end of secondary school, pupils should know how to maintain a healthy diet and the impact it can have on oral health. These are vital life skills that children need to keep learning as they become more independent in their lives and food choices.

11 What aspects of the current a) curriculum, b) assessment system and c) qualification pathways should be targeted for improvements to better support and recognise educational progress for children and young people?

What should be improved?:

There are several opportunities for meaningful improvements that can ensure food education is adequately reflected in the curriculum and lead to qualification pathways:

1. Whole School Approach - A Whole School Approach incorporates food education across all parts of the school day. It ensures that food education is prioritised and encourages healthy eating habits that children can take into adulthood. Research shows that to live a healthy life, children need to develop a comprehensive range of food skills and knowledge that enables them to be healthy within food systems (Slater et al., 2018 <https://onlinelibrary.wiley.com/doi/abs/10.1111/jjcs.12471>). Therefore, to equip pupils with knowledge, skills, and habits for healthy living, the curriculum should adopt a broader, experiential approach that includes cooking, growing, farm visits, eating together, alongside lessons on nutrition. The Levelling Up White Paper, World Health Organization and the House of Lords Food, Diet and Obesity Committee all recognise the value of a Whole School Approach, recommending it be made mandatory to ensure food education is prioritised.
2. Food Education as a standalone subject - To create a sustainable approach, food education must become a valued subject. School Food Matters believes that Food Education should be a standalone subject, as food is an essential life skill that equips students to make informed choices in a complex food environment. This subject should cover not only traditional topics like cooking and nutrition, but also areas such as sensory education, cultural foods, sustainable food systems, food and climate change, and food enterprise. And teachers agree, with a 2023 Food Teacher Centre survey highlighting that 75% of teachers agree Food and Nutrition should be made separate from D&T and be made a standalone subject to re-prioritise food education. Establishing a standalone subject would also provide clearer progression for students, align with career pathways, and equip them with essential life skills. Reinstating the A-level in Food and Nutrition will also enable students who complete the GCSE to continue to progress in this area.
3. Enhance curriculum guidance and support for teachers - Clearer, actionable, and explicit curriculum guidance is needed to effectively cover broader topics in food education. The curriculum should provide clear progression opportunities as seen in the science curriculum, with rich, contextual guidance for teachers. This approach should reinforce meaningful cross-curricular connections, integrating food education with subjects like Science, Geography, and RSE&HE, in addition to establishing food education as a standalone subject.

Research consistently shows teachers lack the confidence to deliver food-based lessons, especially practical ones (Food teachers Centre, 2023; Jamie Oliver Food Foundation, 2017). The Scottish curriculum documents provide a good example of how to guide schools and teachers in the skills and knowledge children need to develop sequentially over their mandatory education. The detailed Experience and Outcomes guidance (Curriculum for Excellence, 2023a; 2023b) gives clear, specific expectations for learning outcomes for teachers who may be unsure. This could especially be useful where teachers lack the knowledge or skills to be able to teach this curriculum confidently.

All primary school pupils should receive at least 18 hours of food education per year, including 12 hours of practical learning. This should cover food growing, origins, preparation, and cooking (mainly savoury dishes) with a focus on healthy eating for wellbeing (Jamie Oliver Food Foundation, 2017).

All secondary school pupils should receive a minimum of 24 hours of food education per year, with at least 16 hours focused on practical skills. This should include experiences in food growing, origins, cooking, and applying healthy eating to their health and wellbeing. Schools should also ensure

cooking lessons are at least 60 minutes long and provide ingredients for practical sessions (Jamie Oliver Food Foundation, 2017).

4. Appoint a Food Education/Cooking and Nutrition Curriculum lead - A significant factor in the success of food education is the presence of a dedicated advocate within the school who ensures food remains a top priority. However, relying on an individual commitment creates a vulnerability within the subject as it lacks long-term sustainability and institutional support. To prevent relying too heavily on school leaders who are personally passionate about food education, schools should appoint a Food Education/Cooking and Nutrition Curriculum lead who is responsible for ensuring food and nutrition are prioritised both individually and as part of a Whole School Approach in other subjects. To reinforce this, consider mandating this role within Ofsted's evaluations to ensure consistent support for food education across all schools.

5. Integrating growing and gardening - Introducing growing and gardening as part of food education in each key stage is essential. This will equip students with vital life skills and serve as a potential career pathway into the food and farming industries, which are currently facing workforce shortages. Evidence also shows that school gardening positively impacts health and development through hands-on immersive learning and has a positive impact on mental wellbeing and dietary knowledge (Orenes Cárceles et al., 2022 https://www.researchgate.net/publication/361073521_School_Gardens_Initial_Training_of_Future_Primary_School_Teachers_and_Analysis_of_Proposals). Additionally, growing and gardening supports a shift from traditional knowledge-based learning to more experiential learning, which is in line with a wider trend in education and science.

Section 3: Social justice and inclusion

12 In the current curriculum, assessment system and qualification pathways, are there any barriers to improving attainment, progress, access or participation (class ceilings) for learners experiencing socioeconomic disadvantage?

Barriers for socioeconomically disadvantaged:

Learners from socioeconomically disadvantaged backgrounds face unique barriers to access nutritious foods and practical cooking skills. There are over 4,000 food banks in schools in England highlighting the challenging reality as to just how many families throughout the country are food insecure (Baker <https://zenodo.org/records/10879984>). Rather than supporting vulnerable pupils through food aid, we have the unique opportunity to address curriculum deficiency in order to embed the skills needed for young people to become adults who cook, to feed themselves and their future families thriftily but healthily. Therefore, food education interventions in schools can help bridge the gap by ensuring that all students, regardless of their background, can learn essential skills, understand the role of nutrition in health, and explore potential career pathways within the sector.

13 In the current curriculum, assessment system and qualification pathways are there any barriers to improving attainment, progress, access or participation which may disproportionately impact pupils based on other characteristics (e.g. disability, sexual orientation, gender, race, religion or belief etc.)

Barriers based on protected characteristics:

There are hidden costs in delivering food education that are often unaccounted for. According to The Food Teachers Centre reporting most practitioners think the subject should be free, and cited cost as a barrier to participating (The Food Teacher's Centre, 2022). Requiring students to pay for their own ingredients for cooking in schools puts the burden on parents to buy ingredients in one-portion quantities and leads to stigma for children who cannot afford them (National food strategy, 2021).

14 In the current curriculum, assessment system and qualification pathways, are there any barriers in continuing to improve attainment, progress, access or participation for learners with SEND?

Barriers based on SEND:

Many SEND and AP settings consider practical food education an integral part of the educational offer that supports health and wellbeing, personal development and independence. There is also much that mainstream settings can learn from specialist education about the benefits of an enquiry-based approach to delivering food education (Adapt-ed, 2024). Adequate funding must therefore be allocated to enable SEND settings to tailor the mainstream approach. Considerations for this should be integrated into the development of Education, Health and Care Plans (EHCPs) or similar frameworks.

15 In the current curriculum, assessment system and qualification pathways, are there any enablers that support attainment, progress, access or participation for the groups listed above? [e.g. socioeconomically disadvantaged young people, pupils with SEND, pupils who are otherwise vulnerable, and young people with protected characteristics]

Enablers:

Section 4: Ensuring an excellent foundation in maths and English

16 To what extent does the content of the national curriculum at primary level (key stages 1 and 2) enable pupils to gain an excellent foundation in a) English and b) maths? Are there ways in which the content could change to better support this aim? [Please note, we invite views specifically on transitions between key stages in section 9.]

English and maths - primary content:

Although we are advocating for Food Education as a standalone subject, connecting food education with other subjects and leveraging food's natural interdisciplinary nature, is one way to bring context and real-life problems to the subjects of maths and English. For example, one study integrated nutrition with maths and science curriculums, which simultaneously improved nutrition knowledge without detracting from maths and science academic

progress (Stage et al., 2018 <https://pubmed.ncbi.nlm.nih.gov/29224221/>). A similar approach was used to support teachers during a 10-week Science, Technology, Engineering and Maths (STEM) training about food sustainability, which increased knowledge and confidence to design, integrate and teach STEM (Turner et al., 2022 https://www.researchgate.net/publication/352011454_Planting_food_sustainability_thinking_and_practice_through_STEM_in_the_garden).

17 To what extent do the English and maths primary assessments* support pupils to gain an excellent foundation in these key subjects? Are there any changes you would suggest that would support this aim? *These include SATs at the end of key stage 2, the phonics screening check and the multiplication tables check.

English and maths - primary assessment:

18 To what extent does the content of the a) English and b) maths national curriculum at secondary level (key stages 3 and 4) equip pupils with the knowledge and skills they need for life and further study? Are there ways in which the content could change to better support this aim?

English and maths - secondary content:

19 To what extent do the current maths and English qualifications at a) pre-16 and b) 16-19 support pupils and learners to gain, and adequately demonstrate that they have achieved, the skills and knowledge they need? Are there any changes you would suggest that would support these outcomes?

English and maths - qualifications:

20 How can we better support learners who do not achieve level 2 in English and maths by 16 to learn what they need to thrive as citizens in work and life? In particular, do we have the right qualifications at level 2 for these 16-19 learners (including the maths and English study requirement)?

Support for learners who do not achieve level 2 by 16:

21 Are there any particular challenges with regard to the English and maths a) curricula and b) assessment for learners in need of additional support (e.g. learners with SEND, socioeconomic disadvantage, English as an additional language (EAL))? Are there any changes you would suggest to overcome these challenges?

Challenges with curricula and assessment - changes to overcome these:

Section 5: Curriculum and qualification content

22 Are there particular curriculum or qualifications subjects* where: a) there is too much content; not enough content; or content is missing; b) the content is out-of-date; c) the content is unhelpfully sequenced (for example to support good curriculum design or pedagogy);d) there is a need for greater flexibility (for example to provide the space for teachers to develop and adapt content)?Please provide detail on specific key stages where appropriate.*This includes both qualifications where the government sets content nationally, and anywhere the content is currently set by awarding organisations.

Subject content:

Not enough curriculum content: / not sequenced well enough for good curriculum design :

Research shows how when evaluated against a Food Literacy Framework (which is an evidence-based framework that details all the skills and knowledge needed by young adults to be healthy by Slater et al., 2018 <https://onlinelibrary.wiley.com/doi/abs/10.1111/ijcs.12471>) both the current KS1 and 2 Cooking and Nutrition curriculum significantly lack curriculum content that provides all children with a comprehensive food education.

The content for Cooking and Nutrition is out of date, as it does not reference the reality of the food system that children live in today. For example, the evidence shows that the food system is one of the biggest contributors to climate change, but the curriculum does not reflect this. Similarly, the evidence on health and obesity no longer links to calorie intake, and fewer people than ever before are cooking from scratch at home. Therefore, the current curriculum needs to include issues such as the influence of food companies on food choice, critical thinking of food packaging and media, understanding how to read food labels, how to make healthy food choices, and the connection between food and other topics such as mental health, sustainability, food waste and cost of living.

23 Are there particular changes that could be made to ensure the curriculum (including qualification content) is more diverse and representative of society?

Changes to ensure curriculum is more diverse and representative of society:

The curriculum should be more diverse through specific reference to the breadth of cultural food as part of religions and different communities. In addition, there should be an additional requirement to teach children a range of international dishes, allowing students to experience global flavours and cooking techniques, while simultaneously exploring historical, geographical, and cultural contexts behind them.

24 To what extent does the current curriculum (including qualification content) support students to positively engage with, be knowledgeable about, and respect, others? Are there elements that could be improved?

Respect for others:

There is a compelling body of evidence showing that nature-based activities such as gardening and food growing have a range of positive physical and mental health and wellbeing benefits for children and communities (Ohly et al., 2016 <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-016-2941-0>). Children report having more motivation from learning in school gardens, with feelings of fun, satisfaction, and wellbeing. They also found school gardening to offer collaborative spaces where they can enhance their relationship with other students (Day, Tsupros and Schober, 2021 <https://pubmed.ncbi.nlm.nih.gov/34657586/>). Gardening gives children a sense of connection and the opportunity to be with others. Children also report feelings of relaxation in connection with growing food (Lam, Romses and Renwick, 2019 <https://pmc.ncbi.nlm.nih.gov/articles/PMC6627079/>).

25 In which ways does the current primary curriculum support pupils to have the skills and knowledge they need for life and further study, and what could we change to better support this?

Primary - skills and knowledge needed for life and further study:

Evidence is beginning to show food education carried out from childhood to adolescence has the potential for positive health, cooking and sustainability behaviours to track into adulthood. Establishing Food Education as a standalone subject will provide children with a foundation of essential life skills throughout KS1-3. Research also indicates a decrease in food skills transference from parents to children at home (Engler-Stringer, 2010 <https://foodteacherscentre.co.uk/wp-content/uploads/2023/05/Food-Education-fit-for-the-future.pdf>). Therefore, the curriculum urgently needs to evolve and ensure children develop the understanding about how the food system works, basic cooking techniques, and the skills and knowledge to navigate that food system and apply their knowledge in a meaningful way. This would not only impact the child's personal life by empowering them to feed themselves and others well but could improve wider public health outcomes. A comprehensive food education can also generate vital action in population transitioning to sustainable diets, reducing the impact of food choices on environmental degradation and provide a rich career pathway to address significant labour shortages (DEFRA 2024).

A comprehensive curriculum that includes food skills, nutrition knowledge, food growing, food systems understanding, learning how to eat sustainably and develop a preference for healthy foods is vital to give children the vital life skills, for example, equipping students to eat well on a budget during their studies.

26 In which ways do the current secondary curriculum and qualification pathways support pupils to have the skills and knowledge they need for future study, life and work, and what could we change to better support this?

Secondary - skills and knowledge for life and further study:

Developing the skills and knowledge to be able eat healthily (known as Food Literacy, which is an evidence-based framework that details all the skills and knowledge needed by young adults to be healthy by Slater et al., 2018 <https://onlinelibrary.wiley.com/doi/abs/10.1111/ijcs.12471>), through cooking, nutrition, sensory and other activities may positively shape children's food-related preferences, attitudes, and behaviours, and is associated with increased fruit and vegetable and lower snack consumption.

27 In which ways do the current qualification pathways and content at 16-19 support pupils to have the skills and knowledge they need for future study, life and work, and what could we change to better support this?

16-19 - skills and knowledge for life and further study:

It is vital that the importance of food in post-16 development and discussions isn't overlooked, as food offers a huge contribution to the UK economy. The lack of a joined-up curriculum pathway and the removal of the Food A-Level in 2016 have led to fewer trained food teachers. There were only 3,745 food teachers in 2022/2023, marking the 10th year in a row that numbers have fallen (Education and training statistics for the UK, 2022/23).

Government produced the core competences for children and young people framework which comprised essential themes around diet, health, consumer awareness, cooking, and food safety for children, and that should be updated for 16-18 years olds to allow all students a chance to learn key food life skills (British Nutrition Foundation, 2024). Enabling all pupils to apply their knowledge to make informed decisions around what they buy, cook and eat in a healthy and sustainable way is paramount. There is consensus that the post-16 gap is best served by reinstating the A-level in Food to enable students who complete the GCSE to continue their studies towards food career pathways.

Section 6: A broad and balanced curriculum

28 To what extent does the current primary curriculum support pupils to study a broad and balanced curriculum? Should anything change to better support this?

primary - broad and balanced:

The inclusion of healthy eating and learning about food provides the beginnings of a broad and balanced curriculum, as compared to many countries, these topics are not included or covered comprehensively (Smith et al., 2022 <https://pmc.ncbi.nlm.nih.gov/articles/PMC8871606/>). A rebalanced curriculum that mandates a comprehensive approach to food and healthy eating would ensure all children receive this comprehensive food education as the National Curriculum is intended to do.

29 To what extent do the current secondary curriculum and, qualifications pathways support pupils to study a broad and balanced curriculum? Should anything change to better support this?

secondary - broad and balanced:

Enabling all pupils to apply their knowledge to make informed decisions around what they buy, cook and eat in a healthy and sustainable way is paramount. There is consensus that the post-16 gap is best served by reinstating the A-level in Food to enable students who complete the GCSE to continue their studies towards food career pathways.

30 To what extent do the current qualifications pathways at 16-19 support learners to study a broad curriculum which gives them the right knowledge and skills to progress? Should anything change to better support this?

16-19 - broad and balanced:

31 To what extent do the current curriculum (at primary and secondary) and qualifications pathways (at secondary and 16-19) ensure that pupils and learners are able to develop creative skills and have access to creative subjects?

support for creative skills and access to creative subjects:

Food is classified as a creative subject and with adequate time and learning opportunities, food education can help pupils further develop creative skills. Food is not currently compulsory in academies, independent schools, or free schools, which in turn affects the qualification pathways for pupils to develop creative skills in this area. Two major barriers that prevent students from developing creative skills are a lack of allocated time in the school timetable and non-specialist teachers teaching food education. The cost of ingredients also limits the variety and quantity available for creative food-related activities. Therefore, to allow students to fully engage with food-related subjects and continue building their creativity, more time, better access to specialised teachers, and additional financial support is needed.

Section 6: A broad and balanced curriculum

32 Do you have any explanations for the trends outlined in the analysis and/or suggestions to address any that might be of concern?

Explanations of trends or suggestions to address:

Section 6: A broad and balanced curriculum

33 To what extent and how do pupils benefit from being able to take vocational or applied qualifications in secondary schools alongside more academically focused GCSEs?

secondary - benefit from vocational qualifications:

34 To what extent does the current pre-16 vocational offer equip pupils with the necessary knowledge and skills and prepare them for further study options, including 16-19 technical pathways and/or A levels? Could the pre-16 vocational offer be improved?

vocational offer - equip for further study and improvement suggestions:

Section 7: Assessment and accountability

35 Is the volume of statutory assessment at key stage 1 and 2 right for the purposes set out above?

volume of assessment at key stage 1 and 2:

36 Are there any changes that could be made to improve efficacy without having a negative impact on pupils' learning or the wider education system?

key stage 1 and 2 assessment improvements:

37 Are there other changes to the statutory assessment system at key stages 1 and 2 that could be made to improve pupils' experience of assessment, without having a negative impact on either pupils' learning or the wider education system?

key stage 1 and 2 assessment improvements to experience:

38 What can we do to ensure the assessment system at key stages 1 and 2 works well for all learners, including learners in need of additional support in their education (for example SEND, disadvantage, EAL)?

key stage 1 and 2 assessment works for ALL learners:

Section 7: Assessment and accountability

39 Is the volume of assessment required for GCSEs right for the purposes set out above? Are there any changes that could be made without having a negative impact on either pupils' learning or the wider education system?

volume of assessment at GCSEs:

40 What more can we do to ensure that: a) the assessment requirements for GCSEs capture and support the development of knowledge and skills of every young person; and b) young people's wellbeing is effectively considered when assessments are developed, giving pupils the best chance to show what they can do to support their progression?

GCSE assessments - support development of knowledge and skills and considers wellbeing:

41 Are there particular GCSE subjects where changes could be made to the qualification content and/or assessment that would be beneficial for pupils' learning?

changes to GCSE qualification content or assessment:

Section 7: Assessment and accountability

42 Are there ways in which we could support improvement in pupil progress and outcomes at key stage 3?

support pupil progress and outcomes at key stage 3:

43 Are there ways in which we could support pupils who do not meet the expected standard at key stage 2?

support pupils who do not meet expected standard at key stage 2:

Section 7: Assessment and accountability

44 To what extent, and in what ways, does the accountability system influence curriculum and assessment decisions in schools and colleges?

accountability system influence curriculum and assessment decisions:

Although Design and Technology is inspected by Ofsted, there needs to be a greater focus on inspection of Cooking and Nutrition and food across the school day to prioritise high-quality food education and food provision. Specifically, including Cooking and Nutrition in Ofsted inspections as stipulated in the new framework (how children "gain knowledge of how to keep themselves healthy and make informed choices about healthy eating, and fitness") will help schools to prioritise this topic, to see its value in the curriculum, and ensure all children are taught these vital life skills.

45 How well does the current accountability system support and recognise progress for all pupils and learners? What works well and what could be improved?

accountability system support and recognise progress for ALL pupils:

46 Should there be any changes to the current accountability system in order to better support progress and incentivise inclusion for young people with SEND and/or from socioeconomically disadvantaged backgrounds? If so, what should those changes be?

accountability system changes to support SEND or socio-economically disadvantaged:

Section 8: Qualification pathways 16-19

47 To what extent does the range of programmes and qualifications on offer at each level meet the needs and aspirations of learners? a) Level 3 b) Level 2 c) Level 1 and entry level

extent to which programmes and qualifications meet needs and aspirations of learners:

48 Are there particular changes that could be made to the following programmes and qualifications, and/or their assessment that would be beneficial to learners: a) AS/A level qualifications b) T Level and T Level Foundation Year programmes c) Other applied or vocational qualifications at level 3 d) Other applied or vocational qualifications at level 2 and below

changes to programmes and qualifications:

It is important not to overlook the importance of including food in post-16 education pathways. Not only does food provide a vital contribution to the UK economy as one of the biggest sectors, but it also provides young people with the necessary skills to foster innovation in food systems and health and wellbeing. Enabling all pupils to apply their knowledge to make informed decisions around what they buy, cook and eat in a healthy and sustainable way is paramount. There is consensus that the post-16 gap is best served by reinstating the A-level in Food and Nutrition to enable students who complete the GCSE to continue their studies towards food career pathways.

49 How can we improve learners' understanding of how the different programmes and qualifications on offer will prepare them for university, employment (including apprenticeships) and/or further technical study?

improve understanding on how programmes and qualifications will prepare them for future:

50 To what extent is there enough scope and flexibility in the system to support learners who may need to change course?

scope and flexibility to support learners changing course:

51 Are there additional skills, subjects, or experiences that all learners should develop or study during 16-19 education, regardless of their chosen programmes and qualifications, to support them to be prepared for life and work?

skills, subjects or experiences that all learners should develop or study during 16-19:

All learners should develop practical skills in food education and healthy eating habits, regardless of their chosen programmes. Food education can equip young people with essential life skills that will help maintain their wellbeing and health choices into adulthood. These skills and knowledge go beyond personal health and ensure they are prepared for life and work.

Section 9: Other issues on which we would welcome views

52 How can the curriculum, assessment and wraparound support better enable transitions between key stages to ensure continuous learning and support attainment?

wraparound support enabling transitions between key stages:

Section 9: Other issues on which we would welcome views

53 How could technology be used to improve how we deliver the curriculum, assessment and qualifications in England?

how can technology be used to improve delivery of curriculum, assessment and qualifications :

Section 9: Other issues on which we would welcome views

54 Do you have any further views on anything else associated with the Curriculum and Assessment Review not covered in the questions throughout the call for evidence?

Any further views:

The food system is a significant contributor to climate change, yet food is not currently a focus of climate change education policy. Beyond environmental impact, food education delivers essential life skills and opens career pathways in the food sector. Given the UK food industry accounts for more than 13% of the total workforce, embedding academic pathways is critical to addressing significant staff shortages and allowing children to explore food-related career paths. With 190 school days each year, we have a unique opportunity to positively shape children's relationship with food. Empowering children to navigate the complex food system with the skills and knowledge necessary will help them live healthier, happier lives.