

Food and Nutrition Resource Guide



Healthy Schools Wandsworth



This resource guide was created by the Public Health team in Wandsworth

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This guide provides a brief description of the contents of the pack and examples of classroom activities that can be used to support learning in the classroom about food and nutrition.



1. Introduction

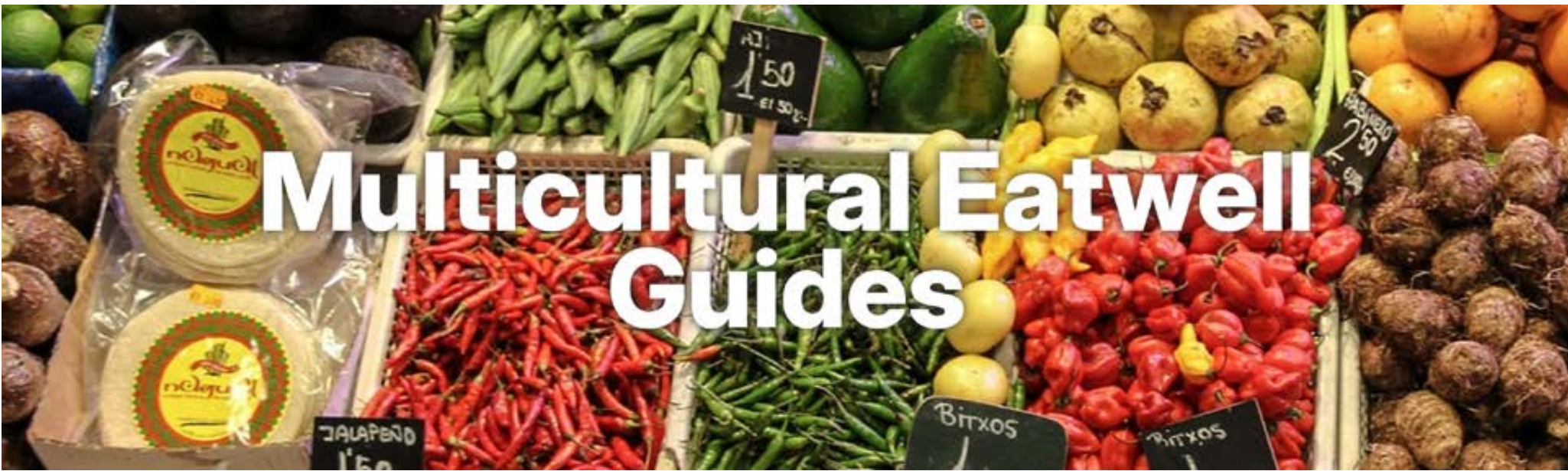
Welcome to your Healthy Schools Food and Nutrition resource guide. As a recipient of a Healthy Schools Award, your school has received a pack of food and nutritional resources that can be used to teach about the UK Eatwell Guide.

This guide has been developed to support schools in Wandsworth to deliver inclusive, curriculum-aligned food and nutrition education using practical, culturally relevant resources. The guide supports the new Health Education curriculum as outlined in the [Relationships, Sex and Health Education guidelines](#) , and [Guidelines for School Education Resources](#) about Food. This guide

suggests some interactive activities that primary and secondary schools can use to promote healthy eating, sustainability, and food literacy that meet national curriculum objectives for both [primary](#) and [secondary](#) pupils.



Your Healthy Schools Pack Contains



Alternative Eatwell Guide taking into consideration different cultural backgrounds can be downloaded at:

- [Multicultural Eatwell Guide](#)
- [African & Caribbean Eatwell Guide](#)
- [The South Asian Eatwell Guide](#)

Fibre February Teacher [Guide](#)

Characteristics of good practice in teaching food and nutrition education in [primary](#), [secondary](#) or those settings with [pupils with additional needs](#).



5 Packs Hard paper 96 individual culturally appropriate food cards

5 Packs Hard paper fibre cards

5 A0 Vinyl blank Eatwell Guides

1 A0 Vinyl UK Eatwell Guide

1 A1 Vinyl UK Eatwell Guide

List of abbreviations

D&T – Design and Technology
FFL – Food a Fact for Life
PPT – PowerPoint Presentation
RSHE – Relationships, Sex and Health Education
SEN – Special Educational Needs

SHD – Sustainable Healthy Diets
SLT – Senior Leadership Team
UK – United Kingdom
UPF – Ultra Processed Foods

2. Resource Guide to Contents and Classroom Activities

Culturally Appropriate Food Cards

These cards were developed to support healthy eating initiatives and food education across primary, secondary, and special schools, recognising the importance of cultural diversity. We utilised the existing Food a Fact of Life (FFL) cards and expanded the set by adding culturally relevant cards representing African, Caribbean, and Asian backgrounds.

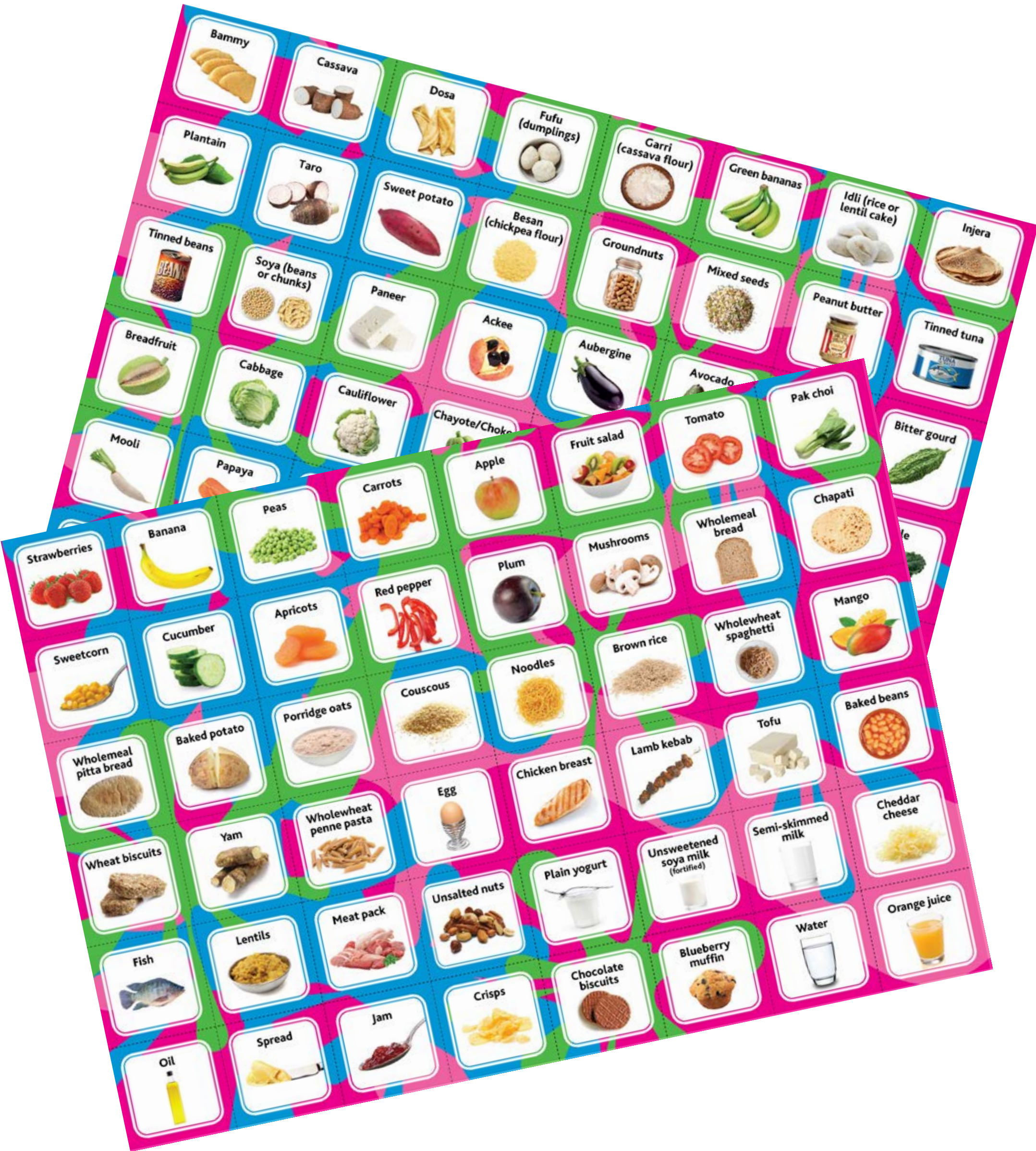
This approach helps students engage with the UK Eatwell Guide while deepening their understanding of different food groups and traditional foods within varied communities. The suggested activities enable children to:

- **Practise categorising foods into the correct UK Eatwell Guide groups**
- **Identify items to be eaten less often or in small amounts**
- **Consider simple ingredient swaps towards a balanced diet**

Teachers can use the appendices to help pupils correctly categorise each food into the appropriate food group. Some food cards may fit into more than one category. For example, ghee is classified as a fat, but because it is high in saturated fats, it should be placed outside the UK Eatwell Guide in the section for foods that should be eaten less often.

Resources for each activity:

- 5x blank Eatwell Guides
- 5x packs of culturally appropriate food cards
- UK A1 or A0 UK Eatwell guide



Activity One

Build Your Balanced Plate

You will need

5x blank Eatwell Guides,
5x packs of culturally appropriate food cards,
UK A1 or A0 UK Eatwell Guide
or/and
FFL The [Eatwell Guide presentation](#).

Introduction

Begin with a short discussion about the UK Eatwell Guide. Use A1 or A0 in the Healthy Schools pack or download The Eatwell Guide presentation from FFL, to explain the four main food groups and introduce the idea that some foods are not part of these groups and should be eaten less often. Those sit outside of the [UK Eatwell Guide](#). You may wish to read the [Eatwell Guide Booklet](#) prior to this session.

Learning Objectives

- Identify and categorise foods into the four main food groups as per UK Eatwell Guide.
- Recognise foods to be eaten less often or in small amounts and understand their place in a balanced diet. Reinforce that all foods can be enjoyed, but some are better for everyday meals and others are foods that we should eat less often.
- Describe the concept of a balanced meal, including the inclusion of wholegrains, a variety of vegetables, and sustainable protein sources (e.g. beans and pulses).
- Explore and respect the cultural diversity of foods within the UK and wider communities.
- Develop critical thinking by discussing food choices and reflecting on personal and cultural experiences.



Activity One

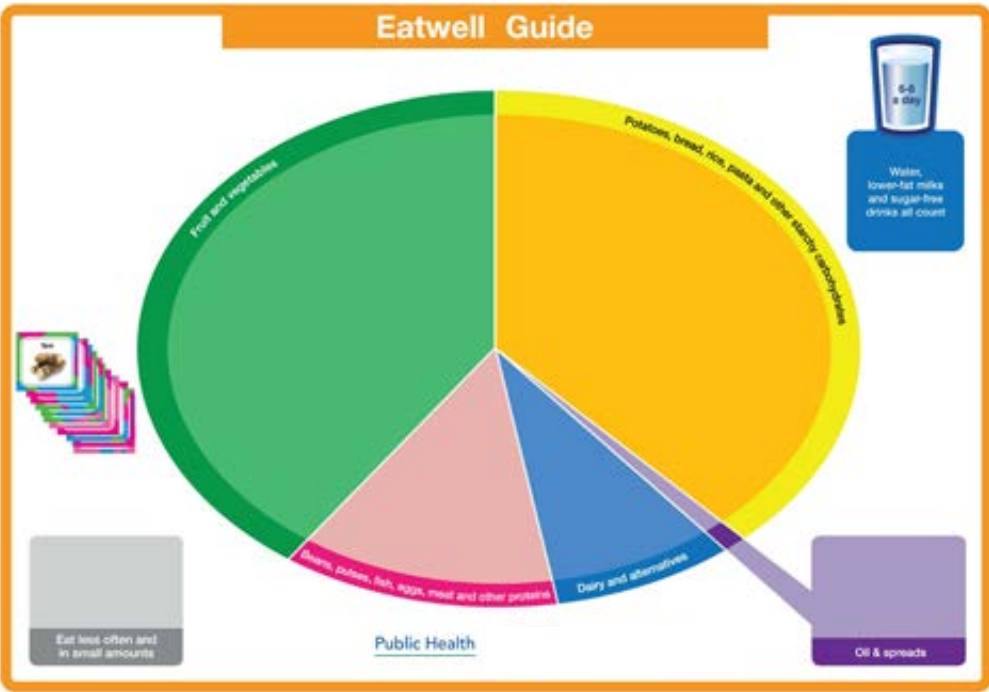
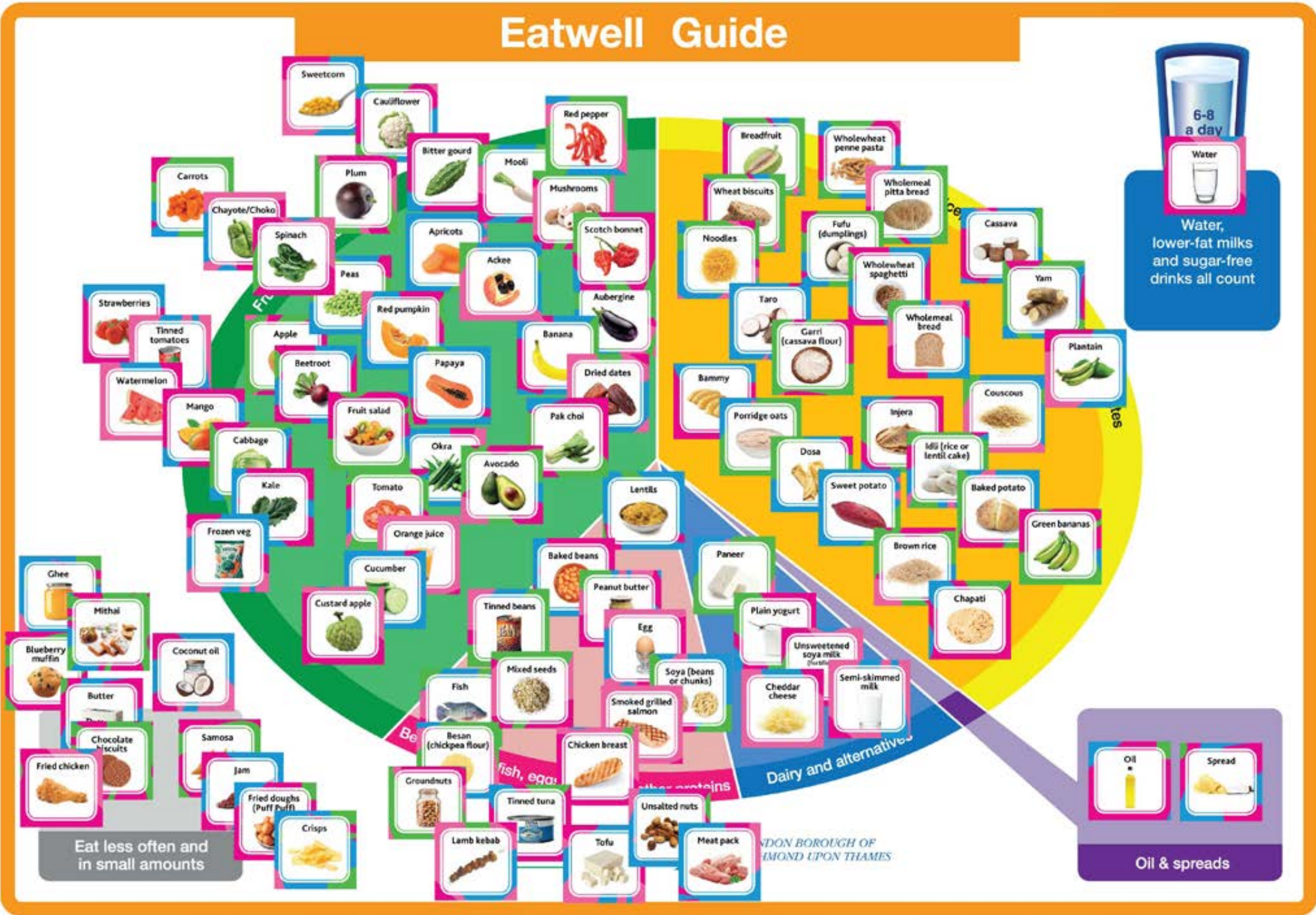
Build Your Balanced Plate

Session Outline

- The Eatwell Guide presentation (5-10 min)**
Explain the UK Eatwell Guide, the main food groups, and foods for occasional consumption. Adjust language and detail for the age group or pupils' needs.
- Sorting Game (15-20 min):** Pupils work in small groups with a blank Eatwell Guide and food cards. Cards are placed face down; each pupil picks one, identifies the food, and places it in the correct group or outside the plate if it's to be eaten less often. Encourage discussion: "Why does this food belong here?" or "How often do you eat this?"
- Cultural Connections (Optional Extension 10 min):** For each food, ask the children if they've seen or eaten it before and in what context. This helps celebrate cultural diversity and builds food familiarity. Use the appendix 2 to clarify less known or unfamiliar foods and its use.
- Reflection (5 mins):** Discuss surprises and which foods are appropriate for daily meals versus food that we should eat less often.

Differentiation

- Support/SEN:** Use tactile cards if appropriate, reduce choices, and offer extra support. Use visual prompts, familiar foods, and simple instructions.
- Challenge:** Include more complex foods and discussions about health and sustainability.



Activity Two

Build Your Favourite Planet Friendly Dish

You will need

- 5x blank Eatwell Guides,
- 5x packs of culturally appropriate food cards, UK A1 or A0 UK Eatwell Guide or/and
- FFL [Sustainable Healthy Food](#) section,
- [SHD overarching PPT](#) (choose relevant age group e.g 5-7, 11-14 or 14-16 years old).
- Also see [11-14 Seasonality](#) and
- [Seasonality 14-16](#)



Definitions

- **Sustainability:** Sustainability means taking care of our planet by using resources wisely so that we can have a healthy environment now and in the future.
- **Cultural Diversity:** Cultural diversity means enjoying and respecting different foods and traditions from all around the world.

Introduction

This session will focus on ways to make our food choices more sustainable and planet-friendly. Children should have a basic understanding of the UK Eatwell Guide and the four main food groups. Use the UK Eatwell Guide A1 or A0 in the Healthy Schools pack and download the FFL [SHD overarching PPT](#) (for relevant age group e.g 5-7, 11-14 or 14-16 years old). Refer to the section *human health (primary) or nutrition and health (secondary)* to explain Sustainable Healthy Foods the FFL website has ample of free resources.

Learning Objectives

- Identify and include all four main food groups in a balanced meal
- Understand how food choices can support both personal health and environmental sustainability in the context of teaching about healthy eating, nutrition, and making informed choices that promote wellbeing



Activity Two

Build Your Favourite Planet Friendly Dish

Session Outline

1. Introduction (5-10 minutes)

- Briefly revisit the Eatwell Guide and its purpose with the class (using the A1 UK Eatwell Guide or [SHD overarching PPT](#) slides as prompts).
- Introduce the concept of “sustainable” and “planet-friendly” eating—for example, choosing foods that are good for us and the Earth.
- Ask: What might make a meal better for the planet?

2. Create Your Planet-Friendly Plate (15–20 minutes)

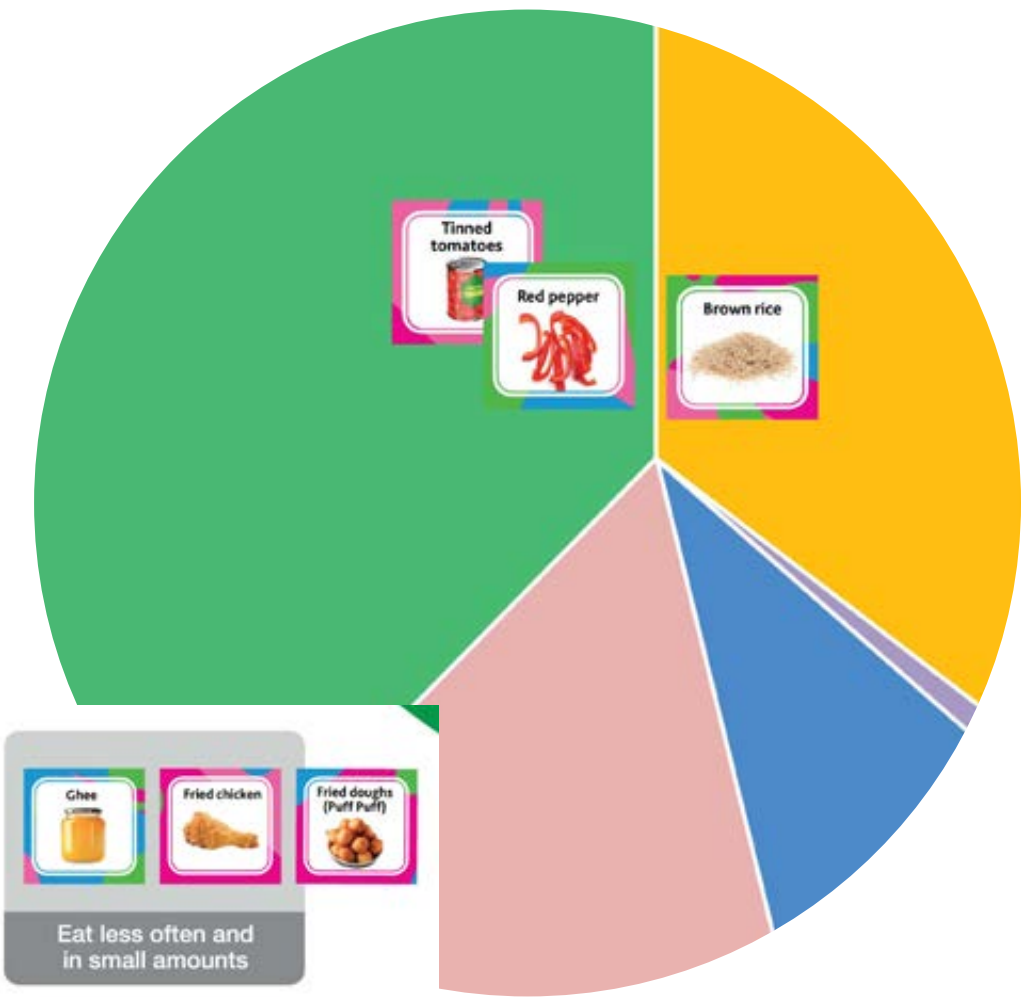
- Invite the children to imagine they are chefs designing their favourite dish. This could be something familiar like a sandwich, pasta salad, wrap, curry or stew.
- Divide children into five groups, giving each group a blank Eatwell Guide template and a set of culturally appropriate food cards.
- Challenge pupils to build a balanced meal/meals with a focus on sustainability. Encourage them to consider:
 - Using all four main food groups,
 - Using pulses or beans instead of meat (or mixing the two)
 - Choosing seasonal vegetables or fruits
 - Reducing packaging and food waste
 - Using ingredients that are lightly processed or raw (e.g. wholegrain vs white flour, pulses vs processed meat products).

3. Share & Reflect (5-10 minutes)

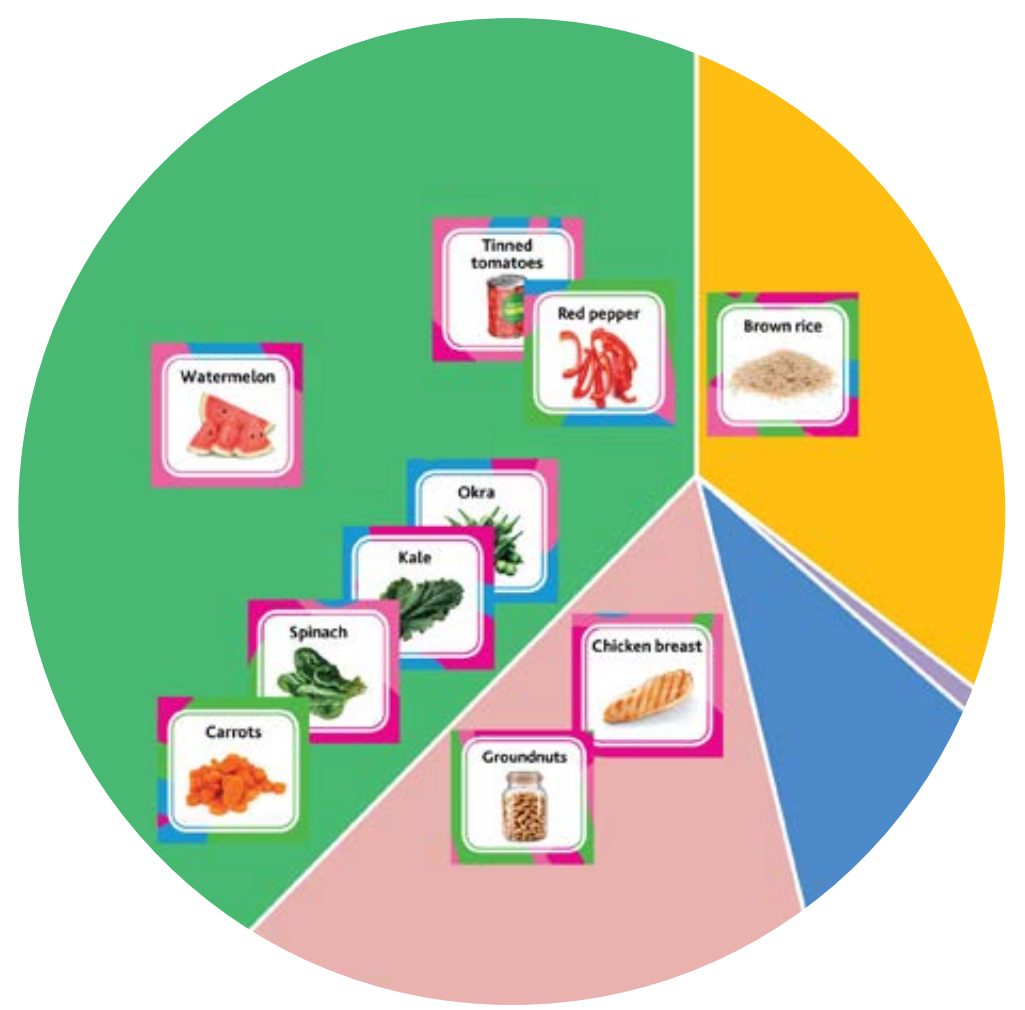
- Groups present their plates to the class, and explain “How they made their meal planet-friendly?”. Ask questions to check understanding (e.g., “What does seasonal mean?” “Why might beans be better for the planet than meat?”)
- Facilitate a brief discussion: Why is it important to think about the planet when choosing food?

• Healthy Swaps

Fried chicken with jollof rice



Grilled chicken with jollof rice and greens



Differentiation

- Support/SEN:** Use simplified visuals, provide extra adult support, and focus on familiar foods.
- Challenge:** Invite older or more able pupils to suggest how they could improve meals at home or debate which changes might make the biggest impact.
- Challenge (extension):** Older pupils consider dietary needs, environmental impact, and cultural/traditional foods in greater depth.

Fibre Cards

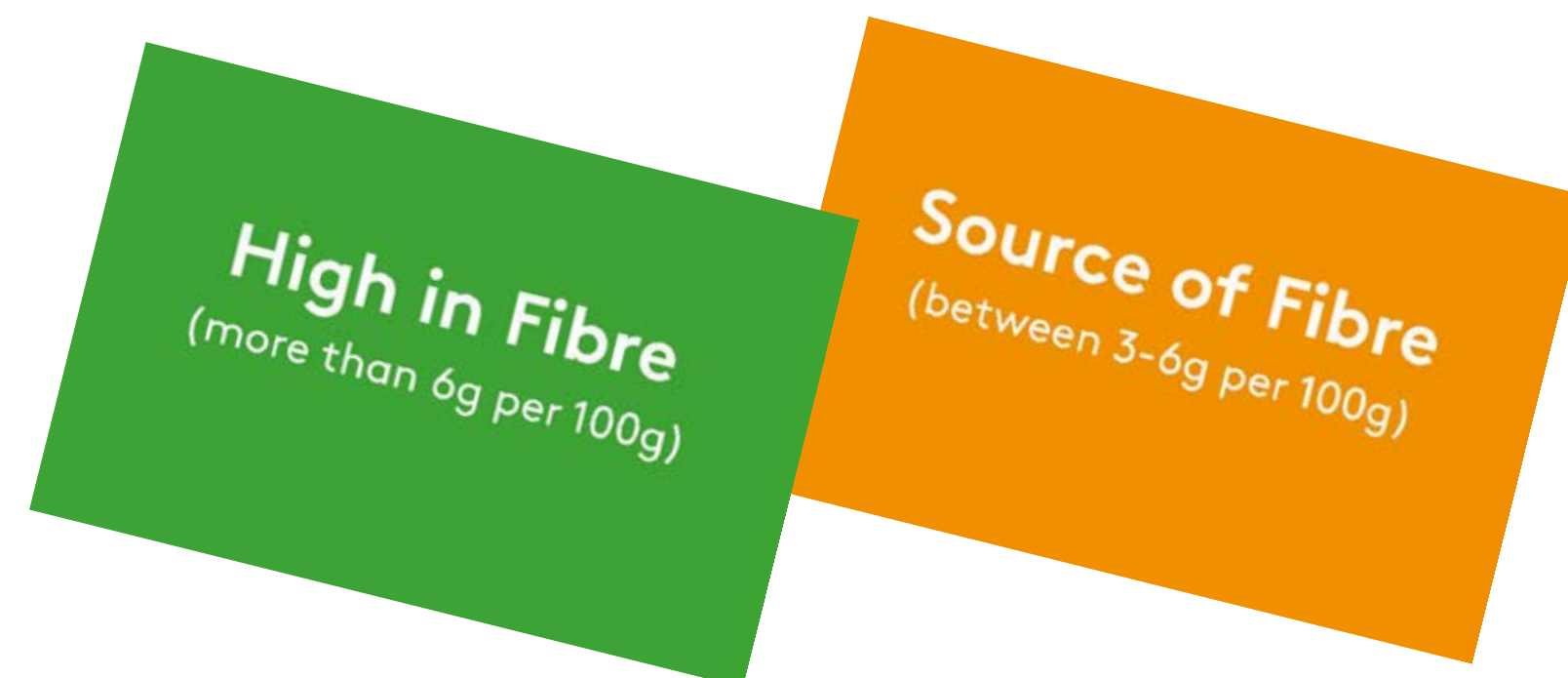
Food a Fact of Life created a: [Fibre February Teacher Guide](#)

A physical copy is included in your pack. We recommend you read this guide prior to your activity. The Healthy Schools pack includes 32 cards showing the amount of fibre provided per 100g and per portion of different foods.

Cards indicate on the back if the food is:

1. **low in fibre** (less than 3g per 100g) no colour
2. **source of fibre** (between 3-6g per 100g) - orange back
3. **high in fibre** (more than 6g per 100g) - green back

Another fun resource to support education around dietary fibre is [fibre race board game](#) suitable for afterschool clubs or morning clubs.



Activity Three

Healthy Eating with Fibre

You will need

- 5x packs of blank Eatwell Guides,
- 5x packs of fibre cards,
- One UK A1 or A0 UK Eatwell Guide,
- [Healthy Eating Assembly and 30minute workshop slide deck.](#)



Introduction

This session can be linked to the

[‘Fibre February’](#) initiative for different age groups

(for example e.g [5-7](#), [7-11](#), [11-14](#) and [14-16](#) years olds).

Before the session, review the activities suggested in the [Fibre February Teacher Guide.](#)

You may choose to deliver some activities based on these suggestions or use the

[Healthy Eating Assembly and 30minute workshop](#)

PowerPoint presentation to run a 25-30minute whole-school healthy eating assembly.

Follow by a 30-minute class workshop (suitable for years 1-6) focused on snacks.

It is recommended to deliver the assembly in the morning, as this gives children an understanding of what dietary fibre is and why it matters, followed by the class workshop to reinforce their learning.



The aims are to empower children with the knowledge to make healthy food and drink choices, with a special emphasis on the importance of dietary fibre as part of a balanced diet and understanding what makes a healthy snack.

The main points for children to remember are:

White flour is made by refining grains and removing the outer layers (bran and germ), which contain most of the fibre. Wholegrain products contain more fibre than white or refined products.

Fruit and vegetables contain a lot of water (around 80–95%), which contributes to hydration. Their fibre content varies depending on the type of fruit or vegetable and whether the skins are eaten.

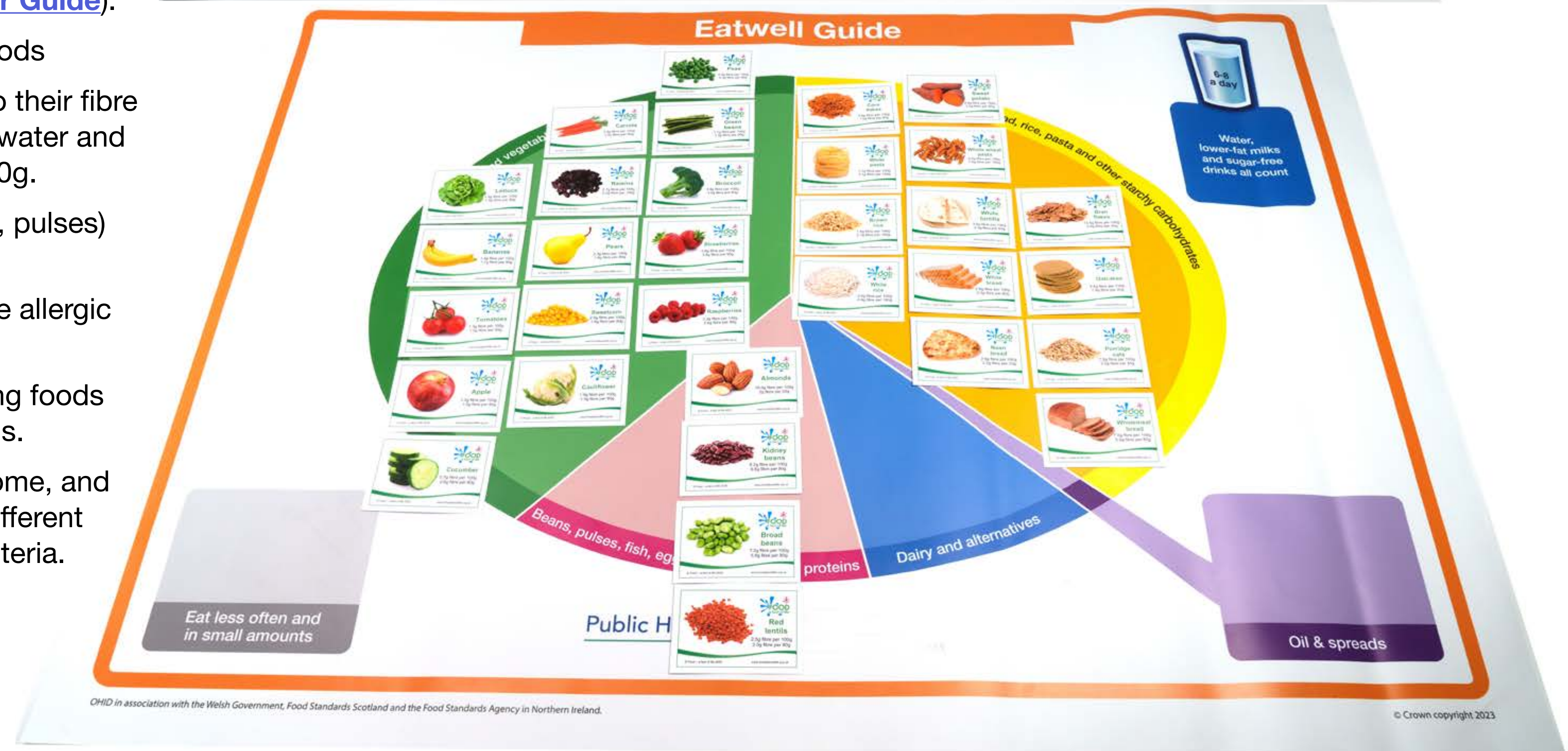
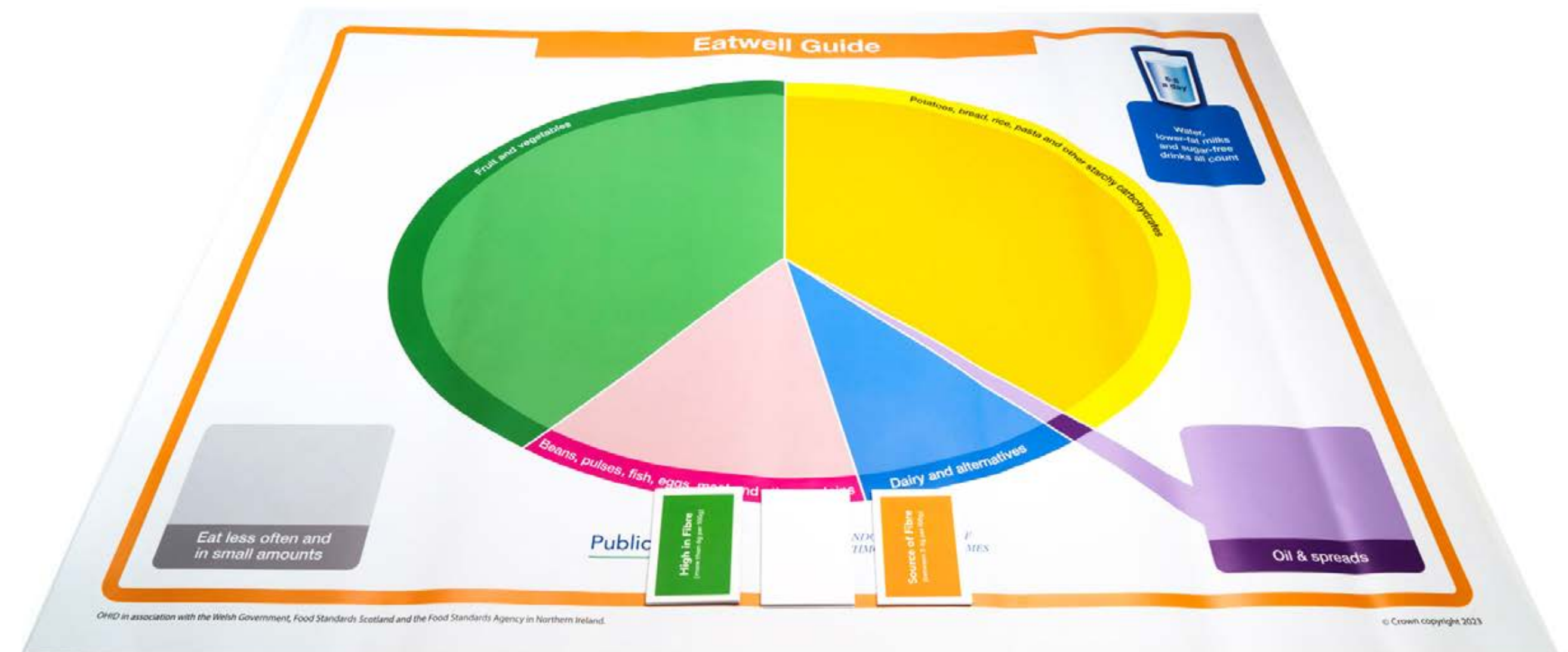
We should eat a variety of foods with fibre because it helps keep our digestive system healthy.

Activity Three

Healthy Eating with Fibre

Learning Objectives

- Understand that fibre is found in three main food groups on the UK Eatwell Guide: wholegrain starchy carbohydrates, fruits and vegetables, and plant-based proteins (beans, pulses, nuts, and seeds).
- Recognise that no age group in the UK currently meets the daily recommended intake of fibre (see [Fibre February Teacher Guide](#)).
- Explain why whole grains contain more fibre than white foods
- Explain that fruits and vegetables contain a lot of water, so their fibre is less concentrated. Dried wholemeal foods contain less water and include the whole grain, so they provide more fibre per 100g.
- Identify that plant-based proteins (e.g. nuts, seeds, beans, pulses) are a source of fibre.
- Understand that nuts are healthy, but some people may be allergic to them so they cannot be brought into school.
- Know the importance of eating a balanced diet by including foods from all the main food groups in recommended proportions.
- Appreciate that fibre is essential for a healthy gut microbiome, and understand that consuming a variety of fibre types from different food groups helps maintain diverse and beneficial gut bacteria.



Activity Three

Healthy Eating with Fibre

Session Outline

1. **Morning whole-school [Healthy eating assembly](#)** (25-30minutes, use slides 2-16) suitable for years 1-6
2. **Class workshop (30 minutes)**
 - a) **[‘What makes a good, healthy snack’ presentation](#)** (10 minutes, use slides 18-22)
 - Clear their desk prior to the session. Younger children can sit on the carpet in a circle, older children can sit at their desk.
 - b) **Class workshop (15 minutes),**
 - Split the class into five groups and provide each with a blank Eatwell Guide and fibre cards.
 - Sort the cards into three piles based on the back colour: no colour (low fibre), orange (source of fibre), green (high fibre).
 - Explain the colour coding, then start with the no colour cards. Ask the children to place them to the correct food group section on the blank Eatwell Guide. Discuss which foods are low in fibre, noting white bread, pasta, and some vegetables like cucumber.
 - Repeat the process with orange and green cards, encouraging reflection on which foods are good sources of fibre. You can make a link to the vegetables served at school dinners such as broccoli or peas to encourage children eating them.

c) **Share & Reflection: (5 minutes)**

- Compare wholemeal and white foods. Discuss how fibre content changes with simple swaps. Highlight that fibre is found in wholegrains, fruit and veg, and plant-based proteins.
- Ask children to read the content of fibre for wholemeal vs white bread, cornflakes vs porridge, or white pasta vs wholemeal pasta.
- Discuss how they can increase their fibre if they make simple swaps.
- Discuss the content of fibre, which foods are high in fibre, and why. What have you noticed (e.g., some vegetables are low, does this mean we don’t need to eat them)?
- Explain that fruit and vegetables contain a high percentage of water compared to dry foods such as porridge oats, so their fibre is less concentrated. They also provide a variety of fibre that support our healthy gut microbiome.
- How many food groups does it cover on the UK Eatwell Guide?

Remind children not to bring nut products to school due to allergies.

Differentiation

- **Support: Primary** - for reception and year one pupils simplify the snack workshop or run [TasteEd](#) instead, choosing one or few seasonal vegetables. For younger pupils, use familiar fibre food cards, and simple instructions. Use following [TasteEd videos](#) as a guide to deliver the activity.
- **Challenge (extension):** Older pupils you may wish to outline what are processed or ultra-processed foods (UPF) and why those may not be suitable as snacks. Please read [British Nutrition Foundation position statement on UPF](#) for more information.

Activity Four

Fibre Sorting Maths Challenge – Ordering Decimal Numbers

You will need

- 5x packs of blank Eatwell Guides,
- 5x packs of fibre cards,
- One UK A1 or A0 UK Eatwell Guide,
- [Healthy Eating Assembly](#)

Introduction

Children should have a basic understanding of the UK Eatwell Guide and the four main food groups.

Use the [Healthy eating assembly](#) (slides 2-16) prior to delivering this activity to make children understand what dietary fibre is and why it is important for our body.

Please read [Fibre February Teacher Guide](#), in preparation for any questions children may have about fibre.

In this session children will use maths skills to order foods by fibre content and categorise them into the correct UK Eatwell Guide food groups on the blank Eatwell Guide or use only cards.

Learning Objectives

- Understand what dietary fibre is and why it is important for health, including digestion and maintenance of good gut microbiome as well as feeling fuller for longer.
- Identify the main food groups on the UK Eatwell Guide and determine which of these are sources of dietary fibre.
- Use maths skills to order foods by fibre content and compare the fibre levels in different foods.
- Be able to categorise foods into the appropriate food groups based on the UK Eatwell Guide.
- Encourage discussion and critical thinking about surprising sources of fibre and how to increase fibre intake in meals.
- Collaborate in groups to create balanced, fibre-rich meal ideas.



Activity Four

Fibre Sorting Maths Challenge – Ordering Decimal Numbers

Session Outline

1. [Healthy eating assembly, presentation](#)
(25 minutes, slides 2-16)
 - Children should have received this, if not please deliver it as a class presentation or ask children how much they already know about fibre and decide if recap on this subject is needed.
 - Talk about what fibre is and why it's important (e.g. helps digestion, keeps us full, supports gut health ect.)
2. **Class fibre sorting maths challenge**
(10 minutes)
 - Split the class into five groups and provide each with a set of fibre cards.
 - Ask children to read the fibre content on each card (grams per 100g).
 - Sort the cards into three piles based on the back colour: no colour (low fibre), orange (source of fibre), green (high fibre).

- Explain the colour coding, then start with the no colour cards. Ask the children to order the cards from highest to the lowest based on the fibre content in per 100g column, using their knowledge about decimal points.
- Repeat the process with orange and green cards, encouraging reflection on which foods are good sources of fibre.

3. Share & Reflection (10 minutes)

- Discuss which foods surprised them and why.
- Which foods would help us get more fibre?"
- “How can we make our meals more fibre-rich?”
- “Should I be only eating foods rich in fibre and not worry about fruit and vegetables?”
(Answer: No, fruit and vegetables contain a lot of water and variety of different fibre needed for our gut health as well as many vitamins and minerals).

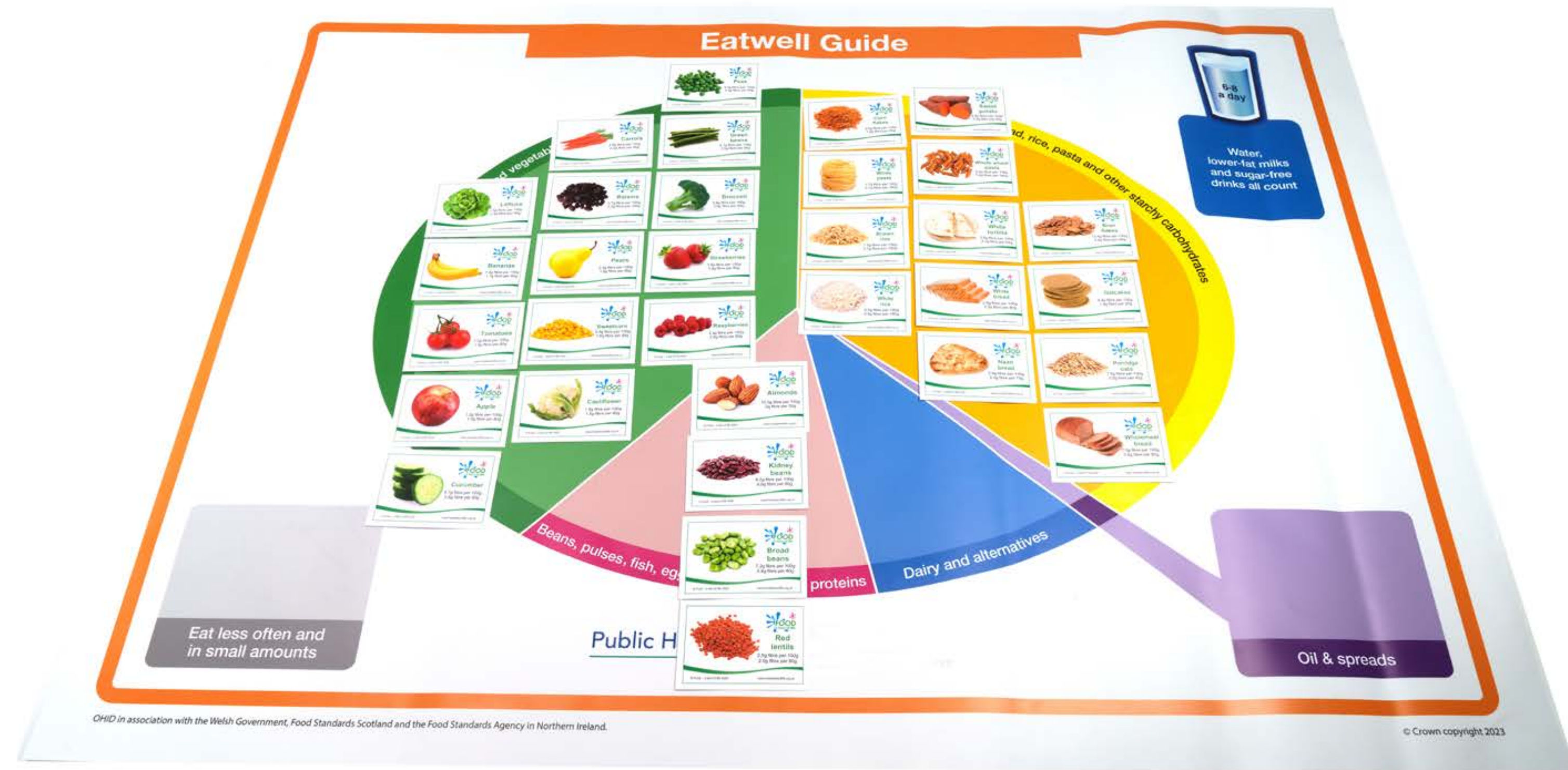


Activity Four

Fibre Sorting Maths Challenge – Ordering Decimal Numbers

Differentiation

- **Support:** Use less cards (e.g. only blank, orange or green cards), provide extra adult support, and focus on familiar foods.
- **Challenge:** more able children to use the blank Eatwell Guide, placing each card into different food groups and order them based on the fibre content. Ask children to make a meal/sandwich or salad from 2-4 fibre cards.
- **Maths extension (Optional):**
 - o Decide which column children will use (per 100g or per portion column)
 - o Across the class calculate the difference in fibre content of the created meals.
 - o Which meal has the highest fibre from the whole class?



We categorise the cards into individual food groups. Then we rank them from lowest to highest. Lowest being on the bottom left and going up and highest being on top right corner for each food group.

3. Appendix 1:

Food Groups Categorisation - Based on the UK Eatwell Guide

	STARCHY CARBOHYDRATES	PROTEIN	DAIRY AND ALTERNATIVES	FRUIT	VEGETABLES	OILS AND SPREADS	EAT LESS OFTEN OR IN SMALL AMOUNTS
1	Baked potato	Baked Beans	Cheddar cheese	Ackee	Aubergine	Oil	Blueberry muffin**
2	Bammy	Besan (ground chickpeas)	Paneer (Cheese)	Apple	Beetroot	Spread	Butter*
3	Breadfruit	Chicken breast	Plain yogurt	Apricots	Bitter gourd		Chocolate biscuits**
4	Brown rice	Egg	Semi-skimmed milk	Avocado	Cabbage		Coconut oil*
5	Cassava	Fish	Unsweetened soya drink	Banana	Carrots		Crisps **
6	Chapati	Ground nuts		Chayote/ Choko	Cauliflower		Fried chicken **
7	Couscous	Lamb kebab		Custard apple	Cucumber		Fried doughs (Puff Puff)**
8	Dosa	Lentils		Dried dates	Frozen vegetables		Ghee*
9	Fufu (dumplings)	Meat pack		Fruit juice	Kale		Jam **
10	Garri (cassava flour)	Mixed seeds		Fruit salad	Mooli		Mithai (South Asian sweets) **
11	Green bananas	Peanut butter		Mango	Mushroom		Samosa**

* Due to a high content of saturated fats, this ingredient should be eaten or used in cooking less often or in small amounts and sits in this food category rather than in oils.

** Due to cooking method or high content of salt, sugar or saturated fat, this food should be eating less often or in small amounts and sits in this category.

3.

Appendix 1:
Food Groups Categorisation - Based on the UK Eatwell Guide

	STARCHY CARBOHYDRATES	PROTEIN	DAIRY AND ALTERNATIVES	FRUIT	VEGETABLES	OILS AND SPREADS
12	Idli (rice or lentil cake)	Soya (beans&chunks)		Papaya	Okra	
13	Injera	Smoked grilled salmon		Plum	Peas	
14	Noodles	Tinned beans		Strawberries	Pac choi	
15	Plantain	Tinned tuna		Watermelon	Red pepper	
16	Porridge oats	Tofu			Red Pumpkin	
17	Sweet potato	Unsalted nuts			Scotch bonnet	
18	Taro				Spinach	
19	Wheat biscuits				Sweetcorn	
20	Wholemeal bread				Tinned tomato	
21	Wholemeal pitta bread				Tomato	
22	Wholewheat penne pasta					
23	Wholewheat spaghetti					
24	Yam					

Appendix Two - Description and Use in Cooking

Fruits



Ackee – A creamy-textured fruit that must be properly prepared before eating; it's the national fruit of Jamaica and is traditionally cooked with salted cod in the iconic dish ackee and saltfish.

Apple – Eaten raw, juiced, or baked into pies and crumbles; a staple in British, European, and North American cuisines.

Apricots – Enjoyed fresh or dried, and used in jams, desserts, and savoury dishes like Middle Eastern tagines.

Avocado – Although botanically avocado is a fruit, it is used as a vegetable in cooking. It can be eaten raw in salads, mashed into guacamole, or spread on toast, and has a rich, creamy texture. It is central to Mexican cuisine and popular in health conscious Western diets.

Banana – Consumed raw, blended into smoothies, or baked into cakes and breads; a dietary staple in tropical, Caribbean, and African regions.

Chayote (Choko) – A mild-flavoured fruit used like a vegetable, steamed or sautéed in Latin American and Caribbean dishes.

Custard apple – A sweet, creamy fruit eaten fresh as a dessert; popular in South Asian and Caribbean regions.

Dried dates – Naturally sweet and chewy, eaten on its own or used in baking and festive dishes in Middle Eastern and North African cuisines.

Fruit juice – Made from a variety of fruits, consumed as a beverage or used in marinades and desserts; common in global diets. One portion (150ml) counts towards your 5-a-day.

Fruit salad – A mix of fresh fruits served as a dessert or snack, often chilled; enjoyed in many cultures, especially in warm climates.

Mango – Juicy and fragrant, eaten fresh, in smoothies, or used in chutneys and desserts; widely loved in South Asian, Caribbean, and tropical cuisines.

Papaya – Eaten fresh, in fruit salads, or blended into smoothies; valued in tropical and Southeast Asian diets for its digestive benefits.

Plum – Consumed fresh, stewed, or made into jams and desserts; common in European and East Asian cuisines.

Strawberries – Typically eaten fresh, in desserts, or blended into smoothies; a summer favourite in British and European cuisines.

Watermelon – Eaten fresh in slices or fruit salads, especially popular in summer across African, Middle Eastern, and Mediterranean cultures.

Appendix Two - Description and Use in Cooking

Vegetables

Aubergine – Soft and creamy when cooked. It is often grilled, roasted, or used in curries and stews; a key ingredient in Mediterranean, Middle Eastern, and Indian cuisines (Note: while aubergine is botanically a fruit (as it contains seeds and grows from the flowering part of the plant), in the context of the UK Eatwell Guide, it is treated as a vegetable due to its culinary use).

Beetroot – Firm yet tender when cooked, this sweet earthy root vegetable can be typically roasted, boiled, or pickled and added to salads or soups like borscht; widely used in Eastern European and British cuisines for its earthy flavour and vibrant colour.

Bitter gourd – With a crunchy texture and distinctive bitterness, this vegetable is often stir-fried, curried, or stuffed to balance its sharp flavour. It is a staple in Indian and Southeast Asian cuisines.

Cabbage – Crisp when raw and soft when cooked, this leafy vegetable is boiled, stir-fried, or fermented into dishes like sauerkraut and kimchi. It is commonly used across European, East Asian, and Caribbean cuisines.

Carrots – Mild and tender when roasted or steamed, also eaten raw in salads; a versatile vegetable found in global cuisines, especially European and Asian.

Cauliflower – Mild and tender when roasted, steamed or mashed, or used in curries and soups; popular in Indian, British, and vegetarian cooking for its mild taste and adaptability.

Cucumber – Crisp and refreshing, this water-rich vegetable is eaten raw in salads or sandwiches; widely used in Middle Eastern, Mediterranean, and Asian diets for its refreshing crunch.

Frozen vegetables – A convenient mix of vegetables used in stir-fries, soups, and stews; embraced in many global cuisines for ease and accessibility.

Kale – Slightly chewy with a robust texture, this leafy green is steamed, sautéed, or blended into smoothies and soups; popular in Western health-conscious diets for its high nutrient content.

Mooli (white radish) – Crisp and mildly peppery, this long white radish is grated into salads or cooked in curries and parathas (flatbread); a staple in Indian cuisine, especially in Punjabi dishes.

Mushroom – Soft and savoury with an umami-rich bite, sautéed, grilled, or added to pasta, soups, and stir-fries; used in European and East Asian.



Appendix Two - Description and Use in Cooking

Vegetables continued



Okra – Tender with a naturally sticky texture, cooked in stews, curries, or fried; a key ingredient in West African, Caribbean, and Southern U.S. cuisines, known for its thickening properties.

Pak choi – Crisp stalks with soft leaves, usually stir-fried or steamed, often with garlic and soya sauce; a leafy green common in Chinese cuisine and increasingly used in fusion dishes.

Peas – Soft and sweet once boiled or steamed as a side dish or added to rice and stews; widely used in British, Indian, and global cooking.

Red pepper – Juicy and sweet with a slight crunch, roasted, grilled, or stir-fried; adds sweetness and colour in Mediterranean, Latin American, and Asian dishes.

Red pumpkin – Soft and smooth when roasted or used in soups and curries; found in Indian and Southeast Asian cooking.

Scotch bonnet – A fiery chilli used to spice up stews, sauces, and marinades; essential in Caribbean cuisine for its heat and fruity undertone.

Spinach – Eaten raw in salads, steamed, sautéed, or added to curries, pasta, and smoothies; used in Mediterranean, Indian, and Western cuisines for its nutritional value.

Tinned tomato – Preserved tomatoes used in sauces, soups, and stews; a pantry essential in British, Italian, and global kitchens.

Tomato – Technically a fruit, used in salads, sauces, and stews; a staple in Mediterranean, Indian, and Latin American cuisines. (Note: according to the UK Eatwell Guide, tomatoes are classified as vegetables, despite being botanically a fruit)

Appendix Two - Description and Use in Cooking

Starchy Carbohydrates

Baked potato – Typically oven-roasted with their skins on and served with toppings like butter, cheese, or beans. A staple in British cuisine, often accompanying meats or salads. Their versatility makes them suitable for both main meals and side dishes.

Bammy – A traditional Jamaican flatbread made from grated cassava, soaked in coconut milk, and then fried or steamed. Commonly served with fried fish and a staple in Jamaican breakfasts. Its chewy texture and mild flavour complement spicy and savoury dishes.

Besan (chickpea flour) – A fine flour made from ground chickpeas, used extensively in Indian cooking. The base for dishes like pakoras (fritters), chilla (savoury pancakes), and sweets like besan laddoo. Naturally gluten-free and adds a nutty flavour to recipes.

Breadfruit – A starchy fruit roasted, boiled, or fried, often served with fish or meat; a traditional staple in Caribbean and Pacific Island cuisines. (note: UK Eatwell Guide classifies them as starchy carbohydrates due to their nutritional profile)

Brown rice – A whole grain with the bran and germ layers intact, offering more fibre and nutrients than white rice. Boiled or steamed and served with curries, stir-fries, or salads. Popular in Asian and health-conscious Western diets, with a chewy texture and nutty taste.



Cassava – A starchy root that is peeled, boiled, fried, or ground into flour. A dietary staple in many African, Caribbean, and South American countries. Used to make dishes like cassava fries, flatbreads (bammy), and puddings.

Chapati – An unleavened flatbread made from wholemeal flour and water, cooked on a hot griddle. A staple in Indian and East African cuisines, typically served with vegetable or meat curries. Its soft texture makes it ideal for scooping up sauces.

Couscous – Made from steamed semolina wheat granules and a staple in North African cuisine. Quick to prepare by soaking in hot water and often served with tagines, stews, or roasted vegetables. Its light, fluffy texture absorbs flavours well.

Dosa – A thin, crispy pancake made from a fermented batter of rice and urad dal (black lentils). A popular South Indian breakfast item, typically served with coconut chutney and sambar. The fermentation process gives it a tangy flavour and light texture.

Fufu (dumplings) – A dough-like food made by pounding yam, cassava, or plantain. A staple in West African cuisine, served with soups and stews. Eaten by hand and used to scoop up sauces and meats.

Garri (cassava flour) – A granular flour made from fermented, grated cassava that is roasted. Common in Nigeria and Ghana, often mixed with hot water to form a dough-like consistency. Served with soups like egusi or okra.

Green bananas – Starchy and boiled or fried as a side dish. Used in Caribbean and African cuisines, often paired with salted fish or stews. Unlike ripe bananas, they have a firm texture and savoury flavour.

Appendix Two - Description and Use in Cooking

Starchy Carbohydrates continued

Idli (rice or lentil cake) – A soft, steamed cake made from fermented rice and lentil batter. A staple breakfast in South India, served with chutney and sambar. Its light and fluffy texture.

Injera – A spongy, sour flatbread made from teff flour, used as both a plate and utensil in Ethiopian and Eritrean cuisine. Served with various stews and salads placed on top. Its tangy flavour complements spicy and savoury dishes.

Noodles – Made from wheat, rice, or other starches and boiled before being stir-fried or added to soups. Central to East and Southeast Asian cuisines, appearing in dishes like chow mein, pho, and ramen. Their texture and shape vary widely by region.

Plantain – Starchy bananas that are fried, boiled, or baked. A staple in Caribbean, African, and Latin American cuisines, served as a side dish or snack. Their flavour ranges from savoury to sweet depending on ripeness.

Porridge oats – Rolled or steel-cut oats cooked with water or milk to make a warm breakfast cereal. Common in the UK and Scandinavian countries, often topped with fruits, nuts, or honey. They provide a hearty and nutritious start to the day.



Sweet potato – Root vegetables that can be roasted, mashed, or fried. Rich in vitamins and fibre, used in American, African, and Caribbean dishes. Their natural sweetness pairs well with both savoury and sweet ingredients. (Note: while sweet potatoes are technically vegetables in botanical terms, the UK Eatwell Guide classifies them as starchy carbohydrates due to their nutritional profile and culinary use.

Taro – A starchy root vegetable with a nutty flavour, boiled or mashed in savoury dishes (stews) or used in desserts. Popular in Pacific Island and Southeast Asian cuisines. Must be cooked thoroughly to remove natural toxins. The UK Eatwell Guide classifies them as starchy carbohydrates due to their nutritional profile

Wheat biscuits – Wholegrain breakfast cereals made from compressed wheat. Typically eaten with milk and sometimes topped with fruit or honey. Common in British households, a source of fibre and energy.

Wholemeal bread – Made from whole wheat flour and used for sandwiches or toast. A staple in Western diets, providing more fibre than white bread. Pairs well with both sweet and savoury toppings.

Wholemeal pitta bread – A round, pocket-style flatbread baked at high temperatures. Popular in Middle Eastern and Mediterranean diets, often filled with falafel, salad, or grilled meats. Its soft interior makes it ideal for stuffing.

Wholewheat penne pasta – A tube-shaped pasta made from wholegrain wheat. Boiled and served with sauces like tomato, pesto, or cheese. A healthier alternative to white pasta, offering more fibre and nutrients.

Wholewheat spaghetti – A long, thin pasta made from wholegrain wheat. Cooked in boiling water and served with sauces such as Bolognese or marinara. A staple in Italian cuisine and a high-fibre alternative to regular spaghetti

Appendix Two - Description and Use in Cooking

Protein

Baked beans are stewed haricot beans in tomato sauce, commonly served on toast or as part of a full English breakfast in British cuisine, valued for their convenience and fibre content.

Besan (ground chickpeas) is a flour used extensively in Indian and South Asian cooking to make savoury snacks like pakoras, sweets like laddoos, and flatbreads such as besan chilla.

Chicken breast is a lean protein used globally in dishes ranging from grilled Mediterranean salads to Asian stir-fries and Western-style roasts.

Egg is a versatile ingredient used worldwide in countless forms—boiled, scrambled, poached, or baked—appearing in everything from breakfast dishes to pastries and sauces.

Fish is a staple in many coastal and island cultures, prepared grilled, steamed, or fried, and featured in dishes like British fish and chips, Japanese sushi, and Caribbean fish stews.

Ground nuts (often referring to peanuts) are used in West African cuisine to make rich stews and sauces, and are also eaten roasted or ground into paste for spreads and snacks.

Lamb kebab consists of marinated lamb grilled on skewers, popular in Middle Eastern, Turkish, and South Asian cuisines, often served with flatbreads and salads.

Meat pack This include chicken, beef, pork or lamp used globally in particular in Western-style cooking, barbecues, roasts, stews or shallow fried.

Mixed seeds such as sunflower, pumpkin, and flax are added to cereals, yoghurts, and breads in health-conscious diets across Europe and North America for their nutritional benefits.

Peanut butter is a spread made from ground peanuts, widely used in American cuisine on sandwiches, and in Southeast Asian dishes like satay sauce.

Smoked grilled salmon is a delicacy in Nordic and British cuisines, often served cold with cream cheese or warm in pasta and salad dishes.

Soya (beans and chunks) is a plant-based protein used in East Asian cuisines and vegetarian diets worldwide, appearing in forms like soya drink, tofu, and meat substitutes.



Tinned beans are pre-cooked beans preserved in cans, used in British and American households for quick meals like chilli, casseroles, stews or salads.

Tinned tuna is a convenient protein source used globally in sandwiches, pasta dishes, and salads, especially popular in Mediterranean and Western diets. Content of Omega 3 is low in many tinned tuna, look out for the special 'high in Omega 3' label.

Tofu is a soya-based product central to East Asian cuisines, used in stir-fries, soups, and curries, and embraced globally in vegetarian and vegan cooking.

Unsalted nuts such as almonds, cashews, and walnuts are eaten as snacks or added to dishes for texture and nutrition, especially in Mediterranean and plant-based diets.

Appendix Two - Description and Use in Cooking

Dairy & Alternatives

Cheddar cheese – Cheddar cheese is a firm, cow's milk cheese that can be sliced for sandwiches, grated over pasta, or melted in sauces. It originates from the UK and is one of the most widely consumed cheeses in British households. Its sharp, tangy flavour makes it versatile for both cold and hot dishes.

Paneer – Paneer is a fresh, non-melting cheese made by curdling milk with lemon juice or vinegar. It is widely used in Indian cuisine, especially in vegetarian dishes like palak paneer and paneer tikka. Its mild flavour and firm texture make it ideal for absorbing spices and sauces.

Plain yogurt – Plain yogurt is a fermented dairy product made from milk and live cultures. It is eaten on its own, used in marinades, or served as a cooling side with spicy dishes. Common in Middle Eastern and Indian cuisines, it also supports gut health due to its probiotic content.

Semi-skimmed milk – Semi-skimmed milk contains less fat than whole milk but retains a creamy texture. It is commonly consumed as a drink, poured over cereals, or used in tea and coffee. A standard choice in many UK households, it provides calcium and protein with reduced fat content.

Unsweetened soya drink (fortified) – Unsweetened soya drink is a plant-based alternative to dairy milk, made from soya beans and often fortified with calcium and vitamins. It is used in drinks, cereals, and cooking, especially in vegan and lactose-free diets. Its neutral flavour and creamy consistency make it a popular substitute in both sweet and savoury dishes.



Appendix Two - Description and Use in Cooking

Oils and Spreads

Vegetable-based spreads (e.g., olive, rapeseed or sunflower spreads)

Vegetable spreads are made from plant based oils blended into a soft, spreadable form. They are commonly used as a topping for toast, sandwiches, or for baking as a lower saturated fat alternative to butter. Many spreads are fortified with vitamins such as A and D. Their mild taste makes them easy to use in both sweet and savoury dishes, and they melt well into sauces or cooked foods while reducing overall saturated fat intake.

Oils - Healthy oils are plant-based oils that are naturally high in unsaturated fats, which support heart health and help reduce saturated fat intake. They are used in cooking for frying, roasting, baking, or preparing salad dressings. Oils with a high smoke point, such as rapeseed or sunflower oil, are suitable for roasting and everyday pan frying, while oils with a lower smoke point, like extra virgin olive oil, are best used in cold dishes to preserve their flavour. These oils are commonly used in school and home cooking as a healthier alternative to butter or ghee



Appendix Two - Description and Use in Cooking

Foods High in Salt, Saturated Fat & Sugar (depends on cooking methods)

Fried doughs (Puff Puff) are deep-fried balls made from flour, sugar, and yeast, often flavoured with nutmeg or vanilla. They are a popular street food and celebration snack in West African countries like Nigeria and Ghana. Due to their high fat and sugar content from deep frying, they fall outside the main UK Eatwell Guide plate and should be eaten occasionally.

Blueberry muffins are sweet baked goods made with flour, sugar, butter, and blueberries. Commonly eaten in British and American cultures, they are high in sugar and saturated fat, making them a food to enjoy in moderation.

Butter is used in cooking, baking, and as a spread. It is a traditional ingredient in European cuisines, especially in French and British cooking. However, because it is high in saturated fat, the UK Eatwell Guide recommends replacing it with unsaturated spreads where possible.

Chocolate biscuits are made with flour, sugar, fat, and chocolate, often enjoyed with tea in British culture. They are high in sugar and fat and are considered treat foods that should be limited.

Coconut oil is used for frying and baking, particularly in South Asian and Caribbean cuisines. While it is plant-based, it is high in saturated fat and not recommended as a primary cooking oil in the UK Eatwell Guide.

Crisps are thin slices of potato that are deep-fried and salted, widely consumed as a snack in the UK and globally. They are high in salt and fat and are considered discretionary foods to be eaten sparingly.

Fried chicken is made by coating chicken in seasoned batter and deep-frying it. It is a popular dish in Southern U.S., Caribbean, and fast food cultures. Due to its high saturated fat and salt content, it should be eaten less often.



Jam is made by boiling fruit with sugar and is commonly used as a spread on toast or in baking in British cuisine. It is high in sugar and should be used sparingly according to the UK Eatwell Guide.

Ghee is animal-derived saturated fat used in cooking, especially in Indian, Pakistani, and Bangladeshi cuisines. It adds rich flavour to curries and rice dishes but is high in saturated fat, so it should be consumed in small amounts.

Mithai (South Asian sweets) include a variety of traditional sweets like barfi, laddoo, and jalebi, made with sugar, ghee, and milk. They are central to celebrations and festivals in South Asian cultures but are high in sugar and fat, so they should be enjoyed occasionally.

Samosas are savoury pastries filled with spiced vegetables or meat and deep-fried. They are popular in South Asian and East African cuisines and are often served at gatherings and festivals. Due to their high fat content from frying, they are best eaten in moderation.

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USEFUL LINKS

Relationships Education, Relationships and Sex Education (RSE) and Health Education

https://assets.publishing.service.gov.uk/media/688a33808b3a37b63e739088/RSHE_Statutory_Guidance_-_July_2025.pdf

Guidelines for producers and users of school education resources about food

<https://www.foodafactoflife.org.uk/media/5604/guidelines-for-school-education-resources-final.pdf>

Food teaching in primary schools: A framework of knowledge and skills

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/477935/Foodteaching_Primaryguidelines_FINAL_.pdf

Food teaching in secondary schools: A framework of knowledge and skills

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/477936/Foodteaching_Secondaryguidelines_FINAL.pdf

The African And Caribbean Eatwell Guide

<https://mynutriweb.com/the-african-and-caribbean-eatwell-guide/>

The South Asian Eatwell Guide

<https://mynutriweb.com/the-south-asian-eatwell-guide/>

Fibre February Teachers' Guide

https://www.foodafactoflife.org.uk/media/wcbdsnre/fibre-feb-tg-2024_2.pdf

Characteristics of good practice in teaching food and nutrition education in primary schools

https://www.foodafactoflife.org.uk/media/8312/characteristics-of-good-practice-in-teaching-food-and-nutrition-education_primary.pdf

Characteristics of good practice in teaching food and nutrition education in secondary schools

<https://www.foodafactoflife.org.uk/media/5699/characteristics-of-good-practice-full-guide.pdf>

Characteristics of good practice in teaching food and nutrition education to pupils with additional needs

<https://www.foodafactoflife.org.uk/media/9575/characteristics-of-good-practice-main-guide.pdf>

Ultra processed foods

<https://www.nutrition.org.uk/creating-a-healthy-diet/ultra-processed-foods/>

Nutrition and food education Healthy Schools Wandsworth page

<https://www.wandsworth.gov.uk/health-and-social-care/public-health/your-health/children-and-young-peoples-health/healthy-schools/nutrition-and-food-education/>