

# Food Preparation & Nutrition Curriculum Intent



## Academy Values & Ethos

Every child deserves an education. Our primary aim is to support and re-engage young people, enabling them to think positively about their future pathway, and life after our academy, whether that be re-integration into mainstream, Further Education or employment. Our Vision is "Inspire, Achieve, Exceed".

Our Pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour, and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Setting high expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement.

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## Intent of the Food Preparation & Nutrition Curriculum

The intent of the food curriculum is to apply the principles of nutrition and healthy eating instilling a love of cooking in all pupils. Learning how to cook safely is a crucial skill for pupils now and in later life. Throughout their time at school we aim to encourage independent learning through practical participation and evaluation. At the heart of our curriculum are the concepts of seasonality and sustainability, pupils are encouraged to make informed choices in these areas enabling pupils to become more aware of the impact their food choices have on the environment. Pupils will learn about food constituents and healthy versus unhealthy choices. The curriculum covers food tasting and a wide variety of tastes that our pupils may not usually be exposed to in order to develop their experiences. This increases their cultural Capital. They also study origins of food and transport around the world. SMSC is also at the core of the curriculum, pupils are aware of the consequences of food poverty and are encouraged always to consider budget implications when planning and evaluating recipes. Opportunities are given to use ratio and cup measurement recipes to facilitate and encourage pupils from lower income families to recreate recipes at home. Our pupils learn about food provenance and the role of food in other cultures and experience how cultural food influence our daily food choices. This enables our pupils to have a clear understanding of different religious and ethical beliefs and how these influence our daily lives. The department has a strong focus and drive to develop independent learning and academic success. Regular mention is given to successful role models who have overcome adversity and have achieved success in the food industry such as Jack Monroe and Jamie Oliver. The Hospitality and Catering Industry is of particular importance and focus is given to different types of hospitality and catering establishments and job roles such as front of house and kitchen operations as well as careers related to nutrition such as Food Scientists and Food Safety.

Our Food Preparation & Nutrition curriculum enables pupils to:

- Develop a love for cooking
- Have the skills and knowledge to be able to prepare a meal independently in the future for themselves and their family
- Appreciate cultural foods
- Be able to plan using a budget
- Identify healthy and unhealthy food options and make positive choices
- Experience a wide range of food tastes to broaden their palate

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## Implementation of the Food Preparation & Nutrition Curriculum

Our Long-Term Plan is divided into 6 Half Terms. The sequencing of ASDAN Foodwise and GCSE Food Prep and Nutrition ensures that content is taught in a logical order so that pupils build on knowledge and skills in the kitchen. The curriculum is designed to allow for revisiting of content and transfer of knowledge into subsequent topics. This allows pupils to utilise knowledge and skills and make cross-curricular links. In KS3 pupils' study ASDAN Food Wise, this is a practical and theory-based course which gives pupils the opportunity to develop practical cooking skills as well as teaching them food, cultural, ethical and environmental issues to prepare them for GCSE. At Key Stage 3 we offer a cyclical pattern of Blue Year, Green Year. The sequence of learning, including revisiting topics, is planned to take account for the transient nature of our academy population. There is repetition of skills during each cycle, whilst giving the opportunity for each pupil to build depth and mastery which are delivered through a variety of activities and tasks.

At KS4 pupils' study AQA GCSE Food Prep and Nutrition. The intent of this is to develop and foster an interest and love of food that equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food sciences and nutrition. Pupils develop an understanding nutrition inspiring pupils to think about where their food has come from, how it has been produced as well as developing what is required in a healthy diet. Studying Food Prep GCSE will provide pupils with knowledge which will prepare them for life in terms of life time learning which will prepare them for a healthy future life. Nutrition and health will play a significant role in day to day modern life and help pupils to make informed decision about what they choose to eat. Pupils will be aware of the nations obesity crisis and of diet related diseases that occur through too easy access to unhealthy food and a lack of nutritional understanding. Pupils will learn about macro and micronutrients and understand their roles and importance in the body. Pupils will also study the science behind food, why some cooking methods are better than others in terms of nutrition, how technique in the kitchen and studying the function of ingredients in making products. The study of food choice is so important as we live in a world where some peoples choices are misunderstood and judged. Different dietary choices are studied in terms of religion such as Halal, or in terms of moral choices such as being vegan.

## Outcomes

Pupils are able to experience progress in a short time period through the ASDAN Short Course units and bespoke support strategies implemented. We aim for all pupils to experience individual success in Food through individual target setting and use of high expectations.

- Regular assessment using Reflection Time Marking Sheets
- Reintegration to mainstream education
- Progress against our 14 Steps assessment framework (KS3)
- ASDAN Short Course in FoodWise
- AQA GCSE Food Prep and Nutrition.

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## Personal Development

British Value	Scheme of Learning: Lesson Content
Democracy	<ul style="list-style-type: none"> <li>A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities in the wider world and our learning environments.-</li> </ul>
Rule of law	<ul style="list-style-type: none"> <li>The need for rules to make a happy, safe and secure environment to live and work. This demonstrated in our classroom and kitchen.</li> <li>Health and safety laws</li> <li>Food storage and temperature guidance in kitchens and restaurants to prevent food poisoning</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>Protection of your rights and the rights of others around you</li> <li>Choice to be vegan, vegetarian, pescatarian</li> </ul>
Mutual respect & Tolerance of other Faiths	<ul style="list-style-type: none"> <li>Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them such as respecting others food choices in other parts of the world and in different religions</li> </ul>

Food Preparation & Nutrition Medium Term Plans create explicit opportunities for pupils' SMSC education, including Religious Education. Examples include:

SMSC	Scheme of Learning: Lesson Content
Spiritual development	<ul style="list-style-type: none"> <li>Spiritual education in Foodwise ensures that learners achieve their best in a creative and innovative way.</li> <li>The freedom to adapt recipes and create unique, innovative products excites the learners and enables them to ensure that their work reflects their individual personality and creates their own unique twist.</li> <li>Adapting, making and evaluating products unlocks the creativity of our learners and creates a sense of challenge, pride and self-fulfillment.</li> <li>Food and Religion Slideshow. Investigate which major world religions are vegetarian. World Religion display. Pupils debate and discuss the pros and cons of eating meat following vegetarian diet. Vegetarian debate cards.</li> <li>The Rastafarian movement and Jamaican and Ital Food. Cuisine of Eritrea and Ethiopia, the fasting tradition of The Orthodox Christian Religion. Hinduism/Jainism/Buddhism and the concept of Ahimsa, kindness and non-violence to all living things.</li> <li>Pupils consider the place bread has in religion. Breaking Bread resources.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Food and Religion, which groups eat which meat and why, class display Halal and Haram meats, Kosher Food. Pupils investigate the roles of food in religion, to communicate with God, eg blessings and thanks, to demonstrate faith through following religious rites concerning diet and beliefs, to develop discipline through fasting. Ramadan and its effect on GCSE performance, which Muslims are excused from Ramadan.</li> </ul>
<p><b>Moral development</b></p>	<ul style="list-style-type: none"> <li>• To develop a moral conscience in our learners through working with key moral issues surrounding the sourcing, preparation and cooking of food.</li> <li>• We encourage learners to work with one another as a team, particularly with others that they may not ordinarily work with to complete activities and to guide each other on topics such as presentation, safety during preparation and cooking and storage of food.</li> <li>• Learners are taught how to keep themselves, as well as others safe when using equipment which may pose a danger or when cooking food for themselves and their families.</li> <li>• Learners gain an understanding of the moral dilemmas surrounding food that we as a society must take into consideration, including animal slaughter and health, hygiene and safety. Learners are taught that is the passion of the chef to ensure that food is served to a high standard, but that they have a moral responsibility to ensure that food served is safe to eat.</li> <li>• During practical lessons, learners are taught to be resourceful and encouraged to reflect on the impact they, as consumers, have on the environment.</li> <li>• Analysis of supermarket websites and food on offer, apply knowledge of Traffic Light Food Labelling System to determine/debate their influence on shoppers' choice and low income families.</li> <li>• To apply knowledge of seasonality and sustainability in relation to fruit/ prepacked fruit salad. Analysis of prepacked fruit salad, where have all the fruits come from? How have they been transported? Refer to seasonality display.</li> <li>• Opportunity for Rotary Club visit clean water kit demonstration. Access to clean water following environmental disasters in LEDCS's.</li> <li>• Energy drinks and young people British Diabetic Association. Energy Drinks encourage obesity and aggressive behaviour The Independent.</li> </ul>
<p><b>Social Development</b></p>	<ul style="list-style-type: none"> <li>• Social Development and education is a key focus in Foodwise, looking at how learners will develop and mature into young, professional adults. Lots of opportunities are provided to enable learners to develop team working skills and to take responsibility for their own learning.</li> <li>• The learners are taught effective communication through collaborative learning, both during theory and practical lessons – this includes both peers and adults – and are encouraged to have positive interactions with one another. Learners peer and self assess work, constructive feedback is taught.</li> <li>• Learners are encouraged to consider the social responsibility of the food industry including food choice, issues surrounding food and packaging, as well as wastage.</li> <li>• Pupils debate reasons around obesity in the UK, lifestyle choice or poverty? Pupils discuss and debate food poverty in relation to obesity. Opportunity to visit Food Bank, collect foods to donate to food banks. Plan a meal using store cupboard ingredients with focus on sustainability. Understanding that food poverty is also lack of access to utensils and equipment hence why some recipes are based around ratio and cup measurements. Analysis of NHS website regarding trans fats, pupils to extract information (differentiated sheet with prompts to support).</li> <li>• During practical lessons, learners are taught to be resourceful and encouraged to reflect on the impact they, as consumers, have on the environment.</li> <li>• Pupils can analyse additional meal plans and suggest alternatives using knowledge of the 4 factors which affect BMI: Age, Gender, Weight, Height</li> </ul>

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	<ul style="list-style-type: none"> <li>• Opportunity for discussion and debate the increase/rise in the cases of Rickets in young people due to lack of vitamin A from sunlight. BBC website.</li> <li>• Impact on diet of low income families using Food Banks, culture of BOGOF and Trans Fats in diets.</li> <li>• News From Where article “Frozen Ready Meals Environmental and Social Impacts.”</li> <li>• Pupils compare diets and deficiencies in LEDC’s, and their effects, i.e Oedema, Kwashiorkor</li> <li>• Pupils debate reasons around obesity in the UK, lifestyle choice or poverty? Pupils discuss and debate food poverty in relation to obesity.</li> <li>• Pupils debate and understand Food Poverty, lack of access to fresh food and equipment to cook food. Recipes converted to cup measurements.</li> </ul>
<p><b>Cultural Development</b></p>	<ul style="list-style-type: none"> <li>• Cultural education in Foodwise involves looking at the values, traditions and beliefs of different groups of people, communities and nationalities and reflecting on this. They are challenged to compare this to their own beliefs and cultures and explain why and how these are different.</li> <li>• Pupils debate benefits and reasons why people choose a vegetarian diet, reduction of carbon footprint, social responsibility, moral conscience, religion etc. Pupils compare diets and deficiencies in LEDC’s, and their effects, ie Oedema, Kwashiorkor.</li> <li>• Module 1 Challenge A2 Opportunity for discussion around access to healthy diet, should this be a universal offer. Food Poverty/ Food Banks/FSM/ Trussell Trust. Moral issues around veganism/ vegetarianism.</li> <li>• Module 1 challenge A2 opportunity for discussion and debate around effects of fast food/ takeaways on the environment sustainability and seasonality.</li> <li>• Module 1 challenge A6 opportunity for discussion and debate different cooking methods and their effect on the environment/ personal economies Jamie’s £1 meals, careers link with food economist.</li> <li>• Module 2 challenge A2 careers link, demonstrate how fridges are used temp checks etc, good opportunity for pupils to see footage of working kitchen.</li> <li>• Module 1 challenge A10 pupils to consider seasonality and sustainability when modifying dishes. Seasonal food calendar to be displayed in classroom.</li> <li>• Pupils consider the impacts of Food Poverty and long term health. “Long term food bank users risk nutritional problems” The Guardian.</li> <li>• Pupils debate benefits and reasons why people choose a vegetarian diet, reduction of carbon footprint, social responsibility, moral conscience, religion etc.</li> <li>• Nutritional needs and health. Pupils to consider factors around elderly and access to nutrition, infrequent visits to shops, need to use canned food, link to The Kitchen and its support of vulnerable elderly adults.</li> </ul>

## Related Documents in the Teacher’s Subject Folder

- Long Term Plan
- Medium Term Plans
- Subject marking expectations
- Pupil progress data