

**Food and Nutrition.**

**Intent – what we want to achieve**

The aim of the curriculum for Food and Nutrition is to give students the opportunity to be creative, think for themselves and make mistakes in a supportive environment. We will strive to ensure that learning in Food and Nutrition is an enjoyable experience and that all lessons are safe, fun and accessible to all, regardless of their starting points. We will build on the key stage 2 National Curriculum that requires pupils to have a basic understanding of healthy eating, where food comes from and how to make a simple range of dishes. We will introduce students to new experiences and ideas to give them a rich and well-developed set of skills and the powerful knowledge that is required to progress to GCSE and beyond. We want to prepare our students for careers in a wide variety of settings including health, sport, teaching, journalism, H&S, the environment, as well as the hospitality industry.

To create <i>aspirational citizens</i> , our curriculum is:	To create <i>successful learners</i> our curriculum is:	To create <i>leaders and communicators</i> our curriculum:
<ul style="list-style-type: none"> <li>• relevant and interesting.</li> <li>• rich in skills and knowledge.</li> <li>• challenging for all.</li> </ul>	<ul style="list-style-type: none"> <li>• considerate of KS2 learning.</li> <li>• sequenced so that skills and knowledge are built up over the key stages.</li> <li>• designed to develop literacy, oracy and reading skills.</li> <li>• based on good quality lesson planning and excellent resources which are accessible for all.</li> </ul>	<ul style="list-style-type: none"> <li>• develops skills in team working, communication and creative problem solving.</li> <li>• promotes diversity and inclusion.</li> <li>• allows students to develop their own ideas and express their opinions.</li> </ul>
<p>Students have opportunities to:</p> <ul style="list-style-type: none"> <li>• learn about different traditional and cultural cuisines by researching and making a range of dishes such as Lasagne, Curry and Fajitas.</li> <li>• adapt recipes according to personal preferences.</li> <li>• experiment with ingredients and processes.</li> <li>• investigate a variety of food related topics such as environmental and health issues.</li> </ul>	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> <li>• work individually and in groups.</li> <li>• be creative in both practical and theory work.</li> <li>• build up confidence and self-esteem in practical skills by making increasingly more complex dishes.</li> <li>• develop reading, speaking and literacy skills through reading information sheets and recipe cards, verbal discussion and written evaluations.</li> <li>• aim high and make improvements to their written and practical work using teacher and peer feedback.</li> </ul>	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> <li>• take part in class discussions and express their own ideas.</li> <li>• be a team leader /head chef if they have prior knowledge or experience in a topic area or have shown leadership skills.</li> <li>• make decisions for themselves.</li> </ul>

**Implementation – how we achieve it.**

- Well-designed schemes of learning that have been mapped out using the National Curriculum framework and the GCSE specification.
- High quality lesson planning and resources produced by a subject specialist, adapted to the needs of individuals and groups of students.
- Well planned assessment points throughout the academic year to inform future lesson planning.
- Excellent teacher / student relationships.

**Impact – how we know we have been successful.**

Student attainment is at least in line with national averages.  
 Student voice shows that a high percentage of students enjoy lessons.  
 Work in students' books shows that they value learning in this subject and are making progress,  
 Lesson observations and learning walks show that lessons are well planned and that students are making progress,  
 Increase in the number of students opting to take the subject at GCSE.

**SMSC Statement.**

**Social-**  
 Students work together as a team/group and carry out peer assessment with constructive criticism. Discussion and communication of ideas feature in every lesson as does learning to respect each other's working space.

**Moral-**  
 Helping others is part of every practical lesson and students learn that maintaining a safe working environment for themselves and others is paramount. Students are encouraged to always try to do what's right and take responsibility for their own actions.

**Cultural-**

Taking an interest in the culture and beliefs of others and sharing ideas and experiences from their own culture validates a sense of personal and cultural identity as well as an understanding and tolerance of others' beliefs.

**Spiritual-**

Students are free to express their own opinions and encouraged to contribute to class discussions. The culture of the classroom helps create a safe environment for sharing thoughts and emotions.

**Equality, Diversity and Inclusion (EDI) in the Curriculum.**

Throughout the food curriculum students are introduced to a variety of international and British cuisines and discuss the different types of ingredients, cooking methods and equipment used by different cultures and traditions. Students in year 8 learn about cultural food choices and discuss the reasons for these. In food lessons, students show respect for differences of race, colour, nationality or ethnicity. In year 7 differences in a person's sex are referenced when learning about the Eatwell Guide and the differing calorie requirements of men and women. Students are introduced to job roles available to them with a GCSE qualification in Food and Nutrition, that are open to both men and women. In year 8 and 9 students learn about the food choices of different religions including the different religious celebrations and the foods that are eaten. This is studied in greater depth at GCSE. Students are taught about a range of food related allergies and intolerances in year 9. They also learn about the effects of obesity and how this can be prevented. Tolerance and respect for differences is fostered during any discussion.

**British Values in the Curriculum.**

**Democracy.**

Students work in groups on a variety of practical tasks and are encouraged to solve problems together for a shared common goal. In theory-based lessons, students discuss a wide range of topics and can express their own opinions as well as listen to and take on board, the views of others.

**Rule of law.**

Students follow the behaviour expectations of the school as well as the safety rules of the food room (and ultimately, the food industry). They understand the consequences of their actions through use of the behaviour and rewards system and regular reiteration of the BGGs way.

**Tolerance of other religions and those with no religion.**

Cultural and religious references to food choice informs practical work and students can make their own choices accordingly. They are also given an understanding of how other cultures and religions choose the foods they eat as this is part of the specification for GCSE.

**Respect and mutual respect.**

In practical work students work in pairs and are able to demonstrate mutual respect when job sharing and then rotating jobs in consequent lessons together. They show respect for school property and equipment by cleaning and putting things away correctly. They're further expected to show respect by being silent during the register and answering correctly as well as showing interest when participating in class discussions.

**Individual liberty.**

Students can choose their partner during practical work and are given the freedom to choose to adapt recipes to their own taste. In theory lessons, students can choose how to complete a task according to their abilities and for homework, students are given tasks that give them the autonomy to choose how to create and present the work.

**Careers in the Curriculum.**

- Students are introduced to a wide range of jobs and careers that are linked to each topic. For example: careers in Health and Safety, Microbiology, Food writing and Photography, The Medical profession, Sport, The Environment, Law, The Armed Forces, as well as the Hospitality and Catering industry.
- Lesson slides with career choices, salaries and qualifications needed are shown and discussed.
- A corridor display shows of a wide range of possible career options and college and university courses that are available.