

### Curriculum maps with Christian and school ethos links.

**Subject:** Food and Nutrition

**Key Stage 3:** Students will complete 1 term of Food and Nutrition each year as part of a rotation.

Topics and Links	Year 7	Year 8	Year 9
	<p><b>Health and Safety/Food Safety Eatwell Guide</b></p> <ul style="list-style-type: none"> <li>-Introduction to the food room.</li> <li>-Health and Safety</li> <li>-Introduction to the Eatwell Guide and 8 guidelines for a healthy diet, review own diet.</li> <li>-The Eatwell guide and PHE recommendations;</li> <li>-Fruit and Vegetables, 5 a day</li> <li>-Carbohydrates, wholegrains</li> <li>-Proteins and Alternatives, HBV/LBV</li> <li>-Dairy and Alternatives, testing methods</li> <li>-Fats, saturated/unsaturated</li> </ul> <p>-4 C's Food Safety and cross contamination.</p> <p><b>Practical work;</b> working in teams, pairs and individually. Opportunity to show all 7 values</p>	<p><b>Food provenance and food production Diet and Health</b></p> <ul style="list-style-type: none"> <li>-Health and Safety</li> <li>-4 C's/Micro-organisms and cross-contamination.</li> <li>-Primary and secondary processing</li> <li>-Raising Agents; biological, chemical, mechanical</li> <li>-Food labelling</li> <li>-Energy balance</li> <li>-Vitamins and minerals</li> <li>-Nutritional needs through life and nutrient deficiency</li> <li>-Nutrition and health; allergies and celiac disease</li> </ul> <p><b>Practical work;</b> working in teams, pairs and individually. Opportunity to show all 7 values</p>	<p><b>Factors affecting food choice Food provenance and the environment</b></p> <p>Special diets respect others views and beliefs. To include;</p> <ul style="list-style-type: none"> <li>-Morals and ethics; vegetarian and vegan diets</li> <li>-Health; diabetes</li> <li>-Religion and Culture; Halal and Kosher</li> <li>-Cultural Influence and ethics; British and International cuisine and food miles.</li> </ul> <p>Food Provenance show empathy and make responsible food choices. Respect the environment. To include;</p> <ul style="list-style-type: none"> <li>-Fish and sustainability</li> <li>-Supply Chain, Fairtrade, UN Development Goals</li> <li>-Intensive and Organic Farming</li> <li>-Food Waste</li> <li>-Street Food/Food Festival; Design Task</li> </ul> <p><b>Practical work;</b> working in teams, pairs and individually. Opportunity to show all 7 values</p>

## Curriculum maps with Christian and school ethos links.

**Subject:** GCSE Food Preparation and Nutrition

**Key Stage 4. Year 10** (5 hours per fortnight)

Topics and Links	Autumn Term	Spring Term	Summer Term
	<p>Food safety Food, nutrition and health Food Science; functional and chemical properties of food Food preparation skills</p>	<p>Diet and health Food choice Food Labelling and marketing Food preparation skills</p> <p>Food Science: Heat transfer and cooking methods, functional and chemical properties of food. Practice NEA 1. task</p>	<p>Food provenance Environmental impact and sustainability Food production; primary and secondary processing Technological developments; additives, fortified foods Food preparation skills</p>
<p>Links with Christian beliefs and Sexey's 7 ethos and spiritual development opportunities</p>	<p>Instilling a love of cooking that enables students to feed themselves and others in the future.</p> <p>Through practical work students can demonstrate <b>courage, resilience, honesty kindness, honesty, respect and empathy</b> as outlined below.</p>	<p><b>Empathy-</b> Understanding individuals with special dietary needs and be able to modify recipes.</p> <p><b>Respect</b> personal choice and <b>empathy-</b> when considering moral, ethical, social, religious and cultural food choices.</p> <p><b>Courage and Resilience</b> – Completing NEA 1 food science experiments for the first time can be daunting for many students.</p> <p>Through practical work students can demonstrate <b>courage, resilience, honesty, kindness, honesty, respect and empathy</b> as outlined below.</p>	<p><b>Respect</b> for resources and the environmental impact of producing and transporting food, food packaging and recycling.</p> <p><b>Empathy-</b> Consider the effects of food poverty and how this causes malnutrition. Food waste and the need for food banks</p> <p>Through practical work students can demonstrate <b>courage, resilience, honesty, kindness, honesty, respect and empathy</b> as outlined below.</p>

## Curriculum maps with Christian and school ethos links.

**Subject:** GCSE Food Preparation and Nutrition

**Key Stage 4. Year 11** (5 hours per fortnight)

Topics and Links	Autumn Term	Spring Term	Summer Term
	<p>Sensory evaluation and testing methods Food Science investigation task NEA1 Set by the exam board. Analyse the task, write hypothesis, carry out 3 practical experiments and investigations, interpret results, evaluate. Mock exam</p>	<p>Food Preparation Task NEA2 Set by the exam board. Researching the task, demonstrating technical skills, planning , analysis and evaluation. 3-hour practical exam and portfolio.</p>	<p>Planned revision of all 5 areas –</p> <ul style="list-style-type: none"> <li>- Food safety</li> <li>- Food, nutrition and health</li> <li>- Food science</li> <li>- Food choice</li> <li>- Food provenance</li> </ul> <p>Practice exam techniques through past papers</p>
<p>Links with Christian beliefs and Sexey's 7 ethos and spiritual development opportunities</p>	<p><b>Courage and Resilience</b> – completing NEA 1 food science experiments</p> <p>Through practical work students can demonstrate <b>courage, resilience, honesty kindness, honesty, respect and empathy</b> as outlined below.</p>	<p><b>Courage and Resilience</b> – completing NEA 2 Exam board briefs are aimed at a target market. Understanding individuals, special dietary needs and be able to plan recipes accordingly.</p> <p><b>Empathy, Honesty, Kindness and Empathy</b> shown through peer evaluation - students will rely on others in the class to give valuable feedback when carrying out sensory testing</p> <p>Through practical work students can demonstrate <b>courage, resilience, honesty, kindness, honesty, respect and empathy</b> as outlined below.</p>	<p><b>Respect</b> for resources and the environmental impact of producing and transporting food, food packaging and recycling.</p> <p><b>Empathy-</b> Consider the effects of food poverty and how this causes malnutrition. Food waste and the need for food banks.</p> <p><b>Respect</b> personal choice and empathy- when considering moral, ethical , social and cultural food choices.</p> <p>Revision work – <b>Resilience and courage</b> to ask for help with understanding</p>

### Sexey's Seven core values.

**Courage:** To accept challenge and become confident when working independently in a new practical environment. To persevere when things are difficult and to ask for help when needed.

**Forgiveness:** Work cooperatively with other students and be prepared to forgive peers when mistakes are made.

**Honesty:** To always tell the truth and to own up to mistakes rather than blaming others. Recognise achievement and identify realistic targets for improvement when evaluating self and peers.

**Kindness:** Helping your peers when they are struggling. In practical sessions this may include helping to clear up when a student in your kitchen area is struggling to finish on time.

**Respect:** Treating others as we would want to be treated ourselves. Behaving appropriately in the food room so as not to disrupt or endanger other students. Respecting equipment and the work area so that it is left clean and tidy for the next group of students. Recognise that others food choice may be different to our own and listen to their reasons (ethical, religious, cultural, environmental ....)

**Empathy:** Supporting other students in your kitchen area. To understand how another student may be feeling when they are struggling to complete a task or when everything seems to be going wrong.

**Resilience:** To keep trying and complete tasks even though they may seem daunting or new. We learn from our mistakes. Students in year 7 will have a wide variety of primary DT experience and some will have no previous cooking experience from school or at home.