



Policy Document Title:	Cooking and Nutrition Policy
Reviewed:	09/23 PB
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## **Philosophy**

To enable young people to achieve a level of awareness and independence in the areas of cooking and nutrition, and independent living skills appropriate to their ability.

## **Aims and Objectives**

1. To develop a basic understanding of and to stimulate an interest in food, healthy eating and diet.
2. To teach pupils that personal cleanliness is an important aspect of being safe and healthy.
3. To be aware of the influence of social, cultural and economic factors on the availability and choice of food.
4. To teach the use of equipment usually found in the home and to introduce equipment especially suited to the VI user.
5. To teach safety methods – according to a specific set of rules
6. To enable pupils to appreciate the difficulties of being a consumer.
7. To teach skills in manipulation of food.
8. To teach nutritional value of healthy foods.
9. To relate food, energy, and exercise to a healthy body.
10. To reinforce practical skills gained – from planning, preparation, and serving.
11. To encourage students to rely on their own judgement and so gain confidence in their ability.
12. To teach basic principles related to the preparation of all food.
13. To develop pupils aesthetic sense by showing the correct ways of serving and presenting food.
14. To provide motivation and aid concept development in wider curriculum areas.

## **Spiritual, Moral, Social and Cultural Development**

Cooking, nutrition and Independence contributes to students' SMSC development through;

- By developing individual skills, confidence, independence and creativity through practical cooking and independence lessons.

- Developing awareness of moral and social issues by promoting participation and teamwork through enterprise, activities and shopping tasks.
- Pupils are able to make and taste food from countries around the world. This develops their cultural awareness of food requirements in other countries.

### **Differentiation for Levels of Ability**

Differentiation will be achieved through:

- I). the setting of tasks appropriate to pupils' levels of ability, vision and manual dexterity
- II). the use of tasks which achieve differentiation through different methods of approach

### **Classroom Approaches**

1. Practical work and discussion
2. Group work, one-to-one teaching, structured personalised sessions
3. Problem solving approaches i.e. cooking times of different foods.
4. Encouragement and praise.
5. A sociable atmosphere.

### **Teaching Methods**

1. Forward planning so that necessary resources are available to complete task.
2. Regular checks to ensure working areas fully operational at all times.
3. Adequate provision of appropriate equipment suitable for a range of abilities, vision and physical disabilities.
4. Opportunity for individual attention and discussion within a practical skill based situations.
5. Opportunity for the development and evaluation of a range of independent skills and processes.

### **Progression**

Encouraging progression through stimulation, motivation, interest and enjoyment in cooking, nutrition and Living Skills. Working through Cooking and Nutrition, Living skills to achieve independence strategies for life, this enhances confidence and logical order, strengthening ability and manual dexterity.

## **Assessment Procedures**

Half termly assessment, based on the pupils' being able to complete set tasks at an appropriate level of independence within safety parameters as outlined below. BTEC Level 1 Home cooking skills is also optional.

## **Manual Dexterity**

- Pupils are taught to use a full range of strategies as appropriate to their needs.
- Specific rules are employed to ensure Health and Safety frameworks are applied.
- The use of appliances and their application of use are modified and differentiated to pupil need e.g. cold iron employment before hot iron use.
- Equipment modified for personalised use.

## **Cross Curricular and Independent Care Plan Links**

Cooking and nutrition has cross links with the following subjects:

- Maths – weighing, measuring liquids and solids, budgeting.
- Geography – different countries and cultures and the food they eat.
- Science – the need for food. Melting and solidifying, freezing and thawing. The effect that cooking has on food.
- English Language – the ability to follow instructions.
- RE – consideration of culture.
- Mobility and Independent Living skills – self help, life skills and enhancement of health knowledge.
- Geography / R.E – Knowledge of the wider world and other cultures.

## **Citizenship**

The development of citizenship skills is through the exploration and a heightened awareness of social, moral and practical development.