

Key Stage **1** **2** **3** **4**



A Guide to Support Home Economics Teachers

Zest



of the health care system, and the role of the state in financing and providing health care.

As a result of the 2008 election, the political environment has become more favorable to the implementation of a national health insurance program.

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1 _ Introduction

Home Economics aims to equip pupils with the knowledge, skills and values that will help them to make appropriate lifestyle choices. It makes a significant contribution to the overall aim of the Northern Ireland Curriculum:

‘The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’ (CCEA, 2007a, page 4)

Studying Home Economics equips young people to make healthy choices, shop wisely and become independent members of society.

At Key Stage 3, Home Economics is a contributory part within Learning for Life and Work. It gives pupils the skills they need to lead effective lives as individuals, family members and as part of the wider community.

The skills, knowledge and understanding developed through studying Home Economics are important in today’s society, where:

- many people rely on ready-made meals;
- obesity is an increasing problem; and
- diet-related illness is prevalent.

Pupils have the opportunity to explore these issues in context, leading them to develop a range of transferable and cross-curricular skills. As schools develop their Home Economics curriculum, pupils should have opportunities to learn about:

- Healthy Eating;
- Home and Family Life; and
- Independent Living.

This is an exciting time for learning and teaching Home Economics. It is a practical subject that can promote and enhance the well-being of individuals, families and communities through understanding food choice, nutritional health, consumer issues and relationships.

This guidance is intended to support newly qualified and non-specialist Home Economics teachers. You can use it along with other CCEA publications, including:

- *The Statutory Curriculum at Key Stage 3;*
- *Home Economics – Key Stage 3 Non-Statutory Guidance;*
- *Home Economics – Thinking Skills and Personal Capabilities Progression Maps at Key Stage 3; and*
- *Assessment for Learning – A Practical Guide.*

These publications are all available online at www.nicurriculum.org.uk



2 _ Learning for Life and Work

In its position statement the International Federation for Home Economics asserts that:

‘Home Economists are concerned with the empowerment and well-being of individuals, families and communities, and of facilitating the development of attributes for lifelong learning for paid, unpaid and voluntary work; and living situations.’

As part of Learning for Life and Work, Home Economics contributes directly to the curriculum objectives by helping to develop young people as:

- *individuals*
 - by creating opportunities for them to explore their health in practical ways, helping to increase their potential to live a healthy life and to make responsible choices about their diet;
- *contributors to society*
 - by giving them a sense of themselves and how they relate to one another as social beings;
 - by making them aware of values and lifestyles that are different from their own and helping them make reasoned judgements in family relationships; and
- *contributors to the economy and the environment*
 - by providing awareness of themselves as consumers in a changing economy, helping them become discerning and effective when making judgements about issues such as the environment and personal finances.

2.1 Achieving Coherence within Learning for Life and Work

Home Economics provides a broad and enhanced educational experience, giving pupils relevant and practical skills they can apply to their lives and future employment.

The contributory strands that make up Learning for Life and Work include Personal Development, Employability, Local and Global Citizenship and Home Economics. Studying these contributory strands equips pupils with the skills they will need in the future. A leader and/or team of colleagues should plan and develop how to teach these subject strands to enhance coherence in Learning for Life and Work.

You should ensure that pupils are aware of how Home Economics, as part of Learning for Life and Work, is relevant to their lives. It has particular relevance to decisions they will make in the future.

The list that follows gives examples of how Home Economics relates to the contributory strands that make up Learning for Life and Work:



2 _ Learning for Life and Work (continued)

2.2 Local and Global Citizenship

Diversity and Inclusion:	Pupils studying Home Economics can examine the relationship between cultural identity and food.
Human Rights and Social Responsibility:	Pupils can explore human rights principles including the right to food security and the traceability of produce.
Democracy and Active Participation:	<p>Pupils can explore contemporary issues on a local and global scale. They could investigate why Northern Ireland is the part of the UK least likely to follow government recommendations to eat five or more portions of fruit and vegetables a day.</p> <p>Pupils can also participate in school and society using what they have learned in Home Economics to run campaigns, charity fundraising events and enterprise initiatives.</p>
Equality and Social Justice:	Pupils could research the equality issue of food poverty in the UK. They could plan and implement a community food project to inform others about the consequences of food poverty. They could also develop a cookery demonstration to promote healthy eating.



2 _ Learning for Life and Work (continued)



2.3 Employability

Home Economics plays a significant role in preparing young people for vocational training and careers, for example in the food industry or in caring professions. The agri-food sector in Northern Ireland contributes to our innovative economy and offers career opportunities for young people. For more information, log on to www.matrix-ni.org

Work in the Local and Global Economy:	Pupils can explore the types of work available in the agri-food sector and, in collaboration with Technology and Design, examine the impact technology has had on this area. Health and Safety in the agri-food sector is an important feature that pupils can examine in practice within the local economy.
Enterprise and Entrepreneurship:	Pupils can learn from successful entrepreneurs in the food industry. Home Economics lends itself to enterprise opportunities, for example fundraising events for charity.
Career Management:	There are many qualifications and employment opportunities/careers available through studying Home Economics. These include: <ul style="list-style-type: none"> • Food science, dietetics and nutrition; • Food journalism; • Health promotion; and • Consumer marketing. You should give pupils opportunities to explore the pathways available to them.



2 _ Learning for Life and Work (continued)

2.4 Personal Development

Self-Awareness:	Pupils explore the roles and responsibilities of individuals in a variety of home and family structures. This gives them insight into their own role in the family, how they feel about it and whether their needs are being met. They could also explore their personal morals, values and beliefs around family structure and the roles each family member adopts. You could extend this exercise to encompass other influences on young people in families. Examples include young people having to take on the role of a carer, being an only child or living with a single parent. Pupils will learn how these roles can influence self-esteem, security and self-worth.
Personal Health:	Pupils studying Home Economics will develop an awareness of parenting skills and investigate how family members' needs change through life. They can connect this knowledge to the importance of developing the health of the whole person. Pupils will see why it is necessary to develop all five concepts of health (Social, Physical, Emotional, Cognitive and Spiritual) in an individual. This knowledge will lead pupils to explore further how these needs change throughout life and what might influence the physical and emotional/mental health of family members at different stages of life. You could extend this investigation to explore issues relating to safety in the home and accident prevention. Pupils will learn that safety issues change as a child develops and what strategies parents might develop to encourage family members' personal safety.
Relationships:	Pupils investigate the nature of relationships, how to develop strategies to cope with challenging relationships, the importance of respect, and how to avoid or resolve family conflict.

Community Engagement

Pupils will appreciate the relevance of Home Economics by engaging with the community. Inviting community representatives to contribute to the learning process forges links with the community and shows pupils that Home Economics is relevant in the wider community.



3 _ Food in Schools

A balanced diet is essential for good health. Home Economics provides pupils with information about nutrition and eating a balanced diet so they can make informed decisions about the benefits of healthy eating.

A draft Food in Schools policy was published by the Department of Education (DE) and the Department of Health, Social Services and Public Safety (DHSSPS) in September 2009. It outlined how schools can improve standards and at the same time promote healthy food choices. The draft policy aims to ensure that:

**‘Food in schools is representative of the balance of good health and makes a significant contribution to childhood nutrition and that schools contribute to the development of the knowledge and skills necessary to be able to make healthy food choices.’
(DE and DHSSPS 2009)**

The whole school should address the improvement of nutritional standards. Home Economics has a significant contribution to make in achieving this improvement. Teaching ‘Healthy Eating’, including practical food preparation, as outlined in the statutory requirements, can have a direct influence on improving pupil nutrition and health.

Did you know ...

The Health Promotion Agency has developed guidance on food standards in schools. The Education and Training Inspectorate recruited Nutritional Associates, as part of a school inspection team, to promote healthy eating in schools.

For more information visit www.deni.gov.uk



4 _ A Practical Approach

Home Economics teaches pupils about diet and health issues that directly affect them. They learn in a practical way by planning meals and preparing food. Home Economics inspires pupils to take a healthy interest in food and gives them the confidence to experiment creatively with it. Home Economics gives pupils the knowledge to make healthy choices at a time when increasing consumption of convenience food is having a negative effect on health.

4.1 Statutory Requirements for Home Economics

You can read the statutory requirements for Home Economics in **Appendix 1**. They cover three key concepts:

- Healthy Eating;
- Home and Family Life; and
- Independent Living.

Bold text indicates the statutory requirements and *italic text* indicates non-statutory examples.

These requirements offer flexibility so schools can develop effective and engaging learning opportunities that are tailored to their pupils' needs. You can address the statutory requirements a number of times in differing contexts across the Key Stage to ensure progression and continuity in Home Economics.

You can find further details on the statutory requirements for Home Economics in *Guidance for Home Economics at Key Stage 3* (CEA 2007) available online at www.nicurriculum.org.uk

4.2 Food Competency

The Food Standards Agency has developed a Food Competency Framework for those involved in developing young people's skills and knowledge about food. The Food Competency Framework addresses the objectives of policy makers concerned with improving the health of young people. Schools can use the framework to help develop a whole school approach to diet and health. Because they are progressive and cumulative, the competences can contribute to helping young people to make healthier food choices that will benefit them now and in later life.

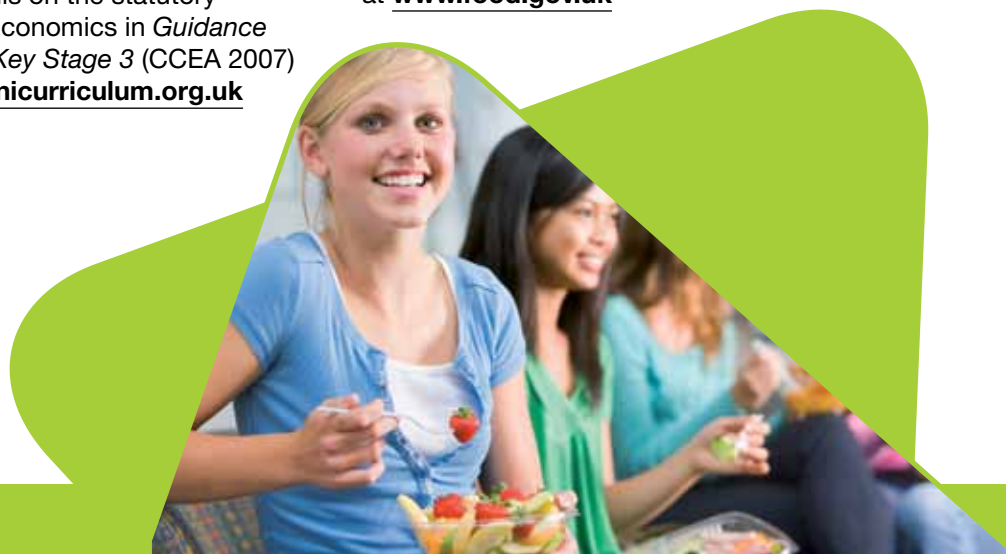
The framework defines the progression of core skills and knowledge for children and young people. It is not statutory, nor is it developed only for schools, but it is intended to apply to learning at home and in the community.

You can use the Food Competency Framework to help plan for the curriculum.

It has four themes:

- diet and health;
- consumer awareness;
- cooking (food preparation and handling); and
- food safety.

It is also organised by age group (5–16+). You can access the Food Competency Framework at www.food.gov.uk



4 _ A Practical Approach (continued)

4.3 Health Promotion

The key concept of *Healthy Eating* aims to promote a balanced and varied diet by ensuring that you base practical activities on healthy choices.

Pupils learn about the benefits of a healthy diet and the risks associated with unhealthy choices. This enables them to make informed decisions about their own diet and health. You should base recipes used in Home Economics on the Food Standards Agency's '*The Eatwell Plate*' and their '*Eight Tips for Eating Well*'.

The Eatwell Plate

The Eatwell Plate illustrates how much of the five food types we should consume to achieve a healthy, balanced diet. The Eatwell Plate appeals visually to Key Stage 3 pupils, making its message more easily understood.

Eight Tips for Eating Well

The Food Standards Agency's eight tips to help us make better informed and healthier choices are:

1. base your meals on starchy foods;
2. eat lots of fruit and vegetables;
3. eat more fish;
4. cut down on saturated fat and sugar;
5. eat less salt;
6. get active and try to be a healthy weight;
7. drink plenty of water; and
8. don't skip breakfast.

For more information on the Eatwell Plate and Eight Tips for Eating Well visit www.food.gov.uk

You should ensure that all your practical activities reflect these tips throughout the year.



4 _ A Practical Approach (continued)

4.4 Developing Practical Skills

Home Economics is a practical subject to study. Pupils should take part in practical activities within a given topic. Practical activities allow pupils to consider their own diet and health.

Home Economics ensures that pupils learn practical aspects of food preparation, hygiene and food safety. As pupils practise different methods of food preparation they will develop their ability to select and use methods appropriate to the recipe and type of food they are preparing. They will also gain practical experience in using familiar and unfamiliar utensils and equipment.

The table below outlines examples of practical food preparation methods and techniques:

Practical Food Preparation Methods	Examples
1. Preparation	chopping, dicing, grating, kneading, peeling, blending, mixing, whisking, basting and sifting, etc
2. Cooking	baking, roasting, grilling, griddling, searing, stir frying, frying, steaming, poaching, simmering, boiling and blanching, etc

Please refer to **Appendix 3** for a table that you can print and add to as you introduce a greater range of practical methods to your pupils.

Examples of food preparation utensils are outlined in the table below:

A	apple corer
B	basting brush, blender
C	can opener, chopping board
D	
E	egg timer, electric wok
F	food processor
G	garlic press, grater, griddle pan
H	hand held blender, health grill
I	
J	juicer
K	
L	ladle
M	measuring cup/spoons, mortar, microwave, minichopper
N	
O	
P	potato masher, potato ricer, pestle, presentation ring
Q	
R	
S	scales, sieve, steamer, smoothie maker, slotted spoon, spatula
T	timer, tongs
U	
V	
W	whisk
X	
Y	
Z	zester

Please refer to **Appendix 4** for a table that you can print and add to as you introduce a greater range of utensils to your pupils.

5 _ Health and Safety

You must ensure that pupils follow health and safety procedures. As a basic minimum requirement you are expected to have completed a Level 2 Food Safety Award of the Chartered Institute of Environmental Health (CIEH). This covers food storage, food hygiene, risk and contamination, cleaning processes, etc.

All schools have a duty of care for pupils and must have a health and safety policy in place. It is important that you adhere to your school's policies. Where necessary you may supplement these general policies with measures more specific to Home Economics.

Catering establishments are required to have a Hazard Assessment and Critical Control Point (HACCP) analysis carried out at regular intervals. This food safety management system is not a requirement for Home Economics teaching, but it may be useful to adapt for the classroom. HACCP analysis provides a structured system to ensure food is prepared safely.

You can identify or eliminate hazards by asking a series of questions, for example:

- What can go wrong here?
(Hazard)
- What can I do about it?
(Control/Critical limits)
- How can I check?
(Monitoring and Verification)
- What if it is not right?
(Corrective action)

The main sources of food contamination are:

- biological: raw meat and poor hygiene
- physical: foreign bodies; and
- chemical: risk from cleaning or processing chemicals.

You can give pupils a practical awareness of food safety rules by using examples from the workplace.

Establishing a Routine for Practical Activities in Home Economics

You can use general health and safety rules for Home Economics classrooms to set a good example and establish routines to promote good habits in pupils. These rules include:

- storing coats and bags away from the food preparation area;
- making sure pupils have clean protective clothing and suitable footwear;
- providing hand washing facilities and ensuring pupils wash their hands before touching food;
- ensuring work surfaces are cleaned properly at the beginning and end of practical activities;
- making suitable storage facilities available, such as refrigerator space for storing ingredients and a chilled/cold room for storing cooked food;
- checking that food preparation equipment is clean and in good working order;
- ensuring there are sufficient waste disposal bins and recycling points;
- ensuring bins and recycling areas are emptied and cleaned frequently; and
- ensuring that school policy is implemented in the event of an accident.



6 _ Curriculum Connections

You can encourage pupils by showing them what they are learning is relevant to their lives. An important part of this process is recognising how knowledge gained in one subject area connects to another and how similar skills are being developed across the curriculum. You should encourage pupils to make connections between areas of learning in the curriculum to make Home Economics more meaningful and relevant to their lives.

You can access sample thematic and collaborative units in Connecting the Learning materials in the CCEA publication, *Key Stage 3 Curriculum Support and Implementation Box 2007*.

Making Connections Across the Curriculum

English with Media Education

Pupils could write persuasive/discursive essays relating to topical issues in the context of Home Economics, for example '*Jamie Oliver shouldn't interfere in families' eating habits!*' They could also explore how literature approaches the subject of Home Economics. They could:

- prepare a tasting banquet following the study of relevant novels, for example reading *A Thief in the Village and Other Stories* by James Berry could inspire pupils to research and prepare a Caribbean banquet;
- study how the persuasive language used on menus or in food advertising can influence consumer choice; or
- write instructional recipes which could lead to recording a radio broadcast or television cookery programme.

Mathematics

Home Economics involves dealing with mathematical information in the form of weight, measurement and time. Pupils also learn to interpret statistical information about health, such as rates of heart disease in the population. There is an element of budgeting and financial planning in Home

Economics where pupils apply knowledge and skills acquired by studying mathematics.

Modern Languages

Home Economics can connect with Modern Languages in developing cultural awareness when pupils learn about foods from different countries. Pupils could investigate food preferences in different countries and then produce a French breakfast or a lunch of Spanish paella.

The Arts

Art & Design

Pupils could use puppets or masks made in Art & Design classes to explore sensitive issues about family conflict. There are connections between Art & Design and Home Economics in the way food is presented. The Art department could give pupils the opportunity to produce labels or advertising for food, and explore photography of food.

Music

Pupils could explore how Music can evoke emotions and influence behaviour in the context of Home Economics. They could evaluate Music used in food advertising, shops or restaurants.

Drama

You can use Drama and role-play to explore opinions and the viewpoints of others in scenarios depicting family conflict.

Environment and Society

Pupils can explore foods from around the world and make connections between Geography and Local and Global Citizenship. They can investigate ethical issues, such as Fair Trade policies and food miles, in conjunction with Geography.

They can connect History to Home Economics by examining the past to learn how family life and food habits have changed or how public health has improved. They could also examine historical events, such as the Famine in the context of studying the potato as a food source.

6 _ Curriculum Connections (*continued*)

Science and Technology

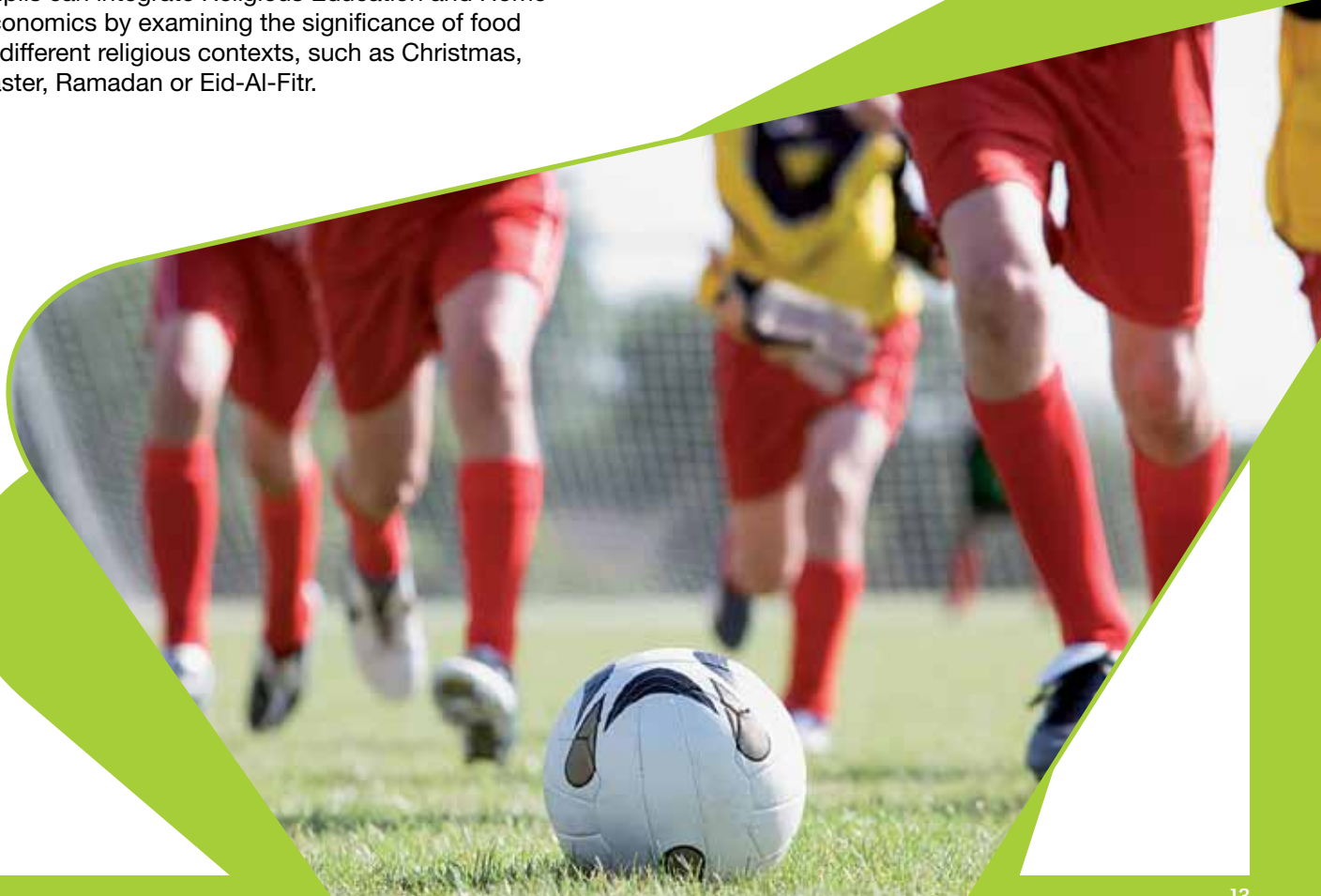
Science complements Home Economics in many ways. Pupils could grow food for use in Home Economics using knowledge acquired in Science. Science is involved in the process of cooking food, food safety, traceability and research into functional foods. Technology can apply to food packaging, processing and preservation.

Physical Education

Home Economics and Physical Education are both concerned with health. Home Economics promotes a healthy lifestyle that is reinforced in Physical Education. Pupils can make connections between physical health and good nutrition. They could organise a health fair in school to promote the health benefits of a balanced diet and an active life.

Religious Education

Pupils can integrate Religious Education and Home Economics by examining the significance of food in different religious contexts, such as Christmas, Easter, Ramadan or Eid-Al-Fitr.



7 _ Useful Links

These links were active at the time of publishing.

CCEA accepts no responsibility or liability for any material supplied by or contained in any of the linked websites and does not necessarily endorse the views expressed within them. We cannot guarantee that these links will work all of the time and we have no control over availability of the linked pages.

www.nutrition.org.uk

This is the British Nutrition Foundation website. You can access 'Food – a fact of life' to find resources including:

- BNF Food Life Skills Course;
- Video Podcasts; and
- Cook Club – with a selection of differentiated recipes.

www.food.gov.uk

This is the Food Standards Agency website. The Northern Ireland link on the site gives information on the latest initiatives and publications, including the Food Competency Framework. You can find useful guidance on setting up and running food clubs in their online publication 'What's Cooking?'

www.safefood.eu

This site deals primarily with food hygiene, including the Safefood For Life programme and recent topical news items regarding food, nutrients and hygiene.

www.food4life.org.uk

This site has interactive games and quizzes, information about nutrients and a teachers' area.

www.consumercouncil.org.uk

The Consumer Council website provides schools with a range of support services and education packages.

www.bbcgoodfood.com

This website is an excellent resource that provides recipes that you can use in practical sessions. This site includes a glossary of ingredients and gives the nutritional value of recipes.

www.bbc.co.uk/health/healthy_living

The BBC website has many useful links and resources and provides relevant, topical information on diet and health.

www.sainsburys.co.uk/activekids

This website provides information about activities run by Sainsbury's. The website includes links to the 'Active Kids Get Cooking' section, which includes a downloadable book of competition-winning recipes.

www.foodfactoflife.org.uk

This site provides a progressive approach to teaching about healthy eating, cooking, food and farming from 3–16 years. It has free resources to stimulate learning, including videos, recipes and interactive games.

www.bhf.org.uk

The British Heart Foundation website offers a range of free resources available to order and/or download.

www.dairycouncil.co.uk

The Dairy Council website has a selection of resources based around dairy products and nutrition that are available to download and/or order.

www.grainchain.com

The Home Grown Cereals Authority (HGCA) website provides learning and teaching resources and recipe ideas.

www.hscni.net

The Health and Social Care Agency Northern Ireland website outlines strategic priorities of government and provides relevant policies and publications.

7 _ Useful Links (continued)

www.deni.gov.uk

Department of Education (DENI): Outlines the Food in Schools Consultation and draft policy.

www.nicurriculum.org.uk

- Northern Ireland Curriculum, Assessment and Reporting

www.ccea.org.uk

Council for the Curriculum, Examinations and Assessment (CCEA)

- Examinations for Home Economics

www.ifhe.org

International Federation of Home Economics (IFHE): Provides an international exchange of academic research within the field of Home Economics.

Reading

KS3 Learning for Life and Work
by Nicola Anderson and Sharon McKee
Publisher: Hodder
ISBN: 978 0 340 927113

Get Fresh! Creative Cookery
for KS3 by Bernice McMullan
Publisher: Colourpoint Educational
ISBN: 978 1 904242 772

Skills in Home Economics – Food
by Jenny Ridgwell
Publisher: Heinemann Education
ISBN: 0 435 420003

Events and Competitions

Farmhouse Breakfast Week

This is an annual event to promote the importance of breakfast. It is organised by the Home Grown Cereals Authority (HGCA). The website provides practical advice and ideas on how schools can become actively involved.

For more information visit www.hgca.com

Food Safety Week

This is an annual event run by the Food Standards Agency aimed at promoting good food hygiene. The Food Standards Agency provides guidance and ideas for running events during this week.

For more information visit www.food.gov.uk

Young Cook of the Year

This competition, organised by the Dairy Council, has a Key Stage 3 Challenge category.

For more information visit www.dairycouncil.co.uk



8 _ Appendices

Appendix 1: Statutory Curriculum for Home Economics

The statutory requirements are set out in bold and additional guidance appears in plain text.
All examples are in italics.

Key Concept – Healthy Eating	Key Concept – Home and Family Life	Key Concept – Independent Living
Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	Exploring Home and Family Life provides opportunities to understand the importance of family as a caring unit.	Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.
Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals, for example, <i>creative use of ingredients, cooking for different cultures and occasions, etc.</i>	Explore the roles and responsibilities of individuals within a variety of home and family structures, for example, <i>sharing roles within the family, role reversal, etc.</i>	Develop a range of skills to promote independence through planning, managing and using resources, for example, <i>task and time management, cooking for and managing self, managing money, etc.</i>
Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes, for example, <i>selecting the equipment appropriate to the task; making use of labour saving appliances and new technology in the kitchen, etc.</i>	Develop awareness of parenting skills, for example, <i>how parents/ carers can nurture physical, intellectual, emotional, social, moral development, etc.</i>	Investigate a range of factors that influence consumer choices and decisions, for example, <i>media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse and planned purchases, etc.</i>
Investigate the impact of storage, preparation and cooking on food, for example, <i>nutritional value, prevention of food poisoning, spoilage, etc.</i>	Investigate some of the changing needs of family members at different stages of the life cycle, for example, <i>physical (including nutritional), intellectual, emotional, social needs.</i>	Investigate consumer rights, responsibilities and support available in a range of scenarios, for example, <i>making use of relevant legislation and consumer organisations, complaining effectively, etc.</i>
Explore ways to achieve a healthy diet, for example, <i>an understanding of the current dietary recommendations and how they can be applied to food choice and preparation; understanding diet related disorders as a consequence of poor food choice.</i>	Explore strategies to manage family scenarios, for example, <i>managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</i>	

8 _ Appendices (*continued*)

Appendix 1: Statutory Curriculum for Home Economics (*continued*)

Learning Outcomes	Pupils should be able to:
The learning outcomes require the demonstration of skills and application of knowledge and understanding of Home Economics.	<ul style="list-style-type: none"> • demonstrate skills in the safe, hygienic, healthy and creative use of food;
	<ul style="list-style-type: none"> • research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate;
	<ul style="list-style-type: none"> • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
	<ul style="list-style-type: none"> • demonstrate creativity and initiative when developing ideas and following them through;
	<ul style="list-style-type: none"> • work effectively with others;
	<ul style="list-style-type: none"> • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and
	<ul style="list-style-type: none"> • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

NB: Teachers may develop activities that combine many of the statutory requirements provided that, across the Key Stage, all of the statutory aspects highlighted in BOLD (including each of the Key Concepts) are met.



8 _ Appendices (continued)

Appendix 2: Risk Assessment and Critical Control Points in Home Economics

The following checklist helps you to identify and assess hazards. This is for guidance only, but you can adapt this checklist to suit the particular circumstances of your school.

School:		Date:	
Head of Department:			

Safe Management Procedures	Action if Required
Are safety rules clearly displayed and pupils and staff aware of their importance?	
Are instructions for the safe use of equipment clearly visible?	
Rooms	Action if Required
Is the room clean and tidy?	
Is there sufficient space for each person to work safely?	
Are floor surfaces maintained in a safe condition and suitable for the type of activities conducted?	
Are walls and ceilings safe and in good condition?	
Are steps/stairs/ramps in a safe condition with non-slip surfaces, and secure handrails where needed?	
Are doors, windows, locks and latches in good condition and working order?	
Is furniture safe, stable and in good condition?	
Is there adequate ventilation?	
Is the lighting adequate to work safely?	
Are display areas located in areas away from cookers and other hazards?	
Are refrigerators at correct temperature?	
Are there adequate chill cabinets to store pupils' ingredients and completed dishes throughout the day?	
Are pupils aware of the need to tie hair back, wear aprons and wash hands?	
Are water temperatures for hand washing and washing up controlled correctly?	
Are there adequate wash hand basins?	

8 _ Appendices (continued)

Appendix 2: Risk Assessment and Critical Control Points in Home Economics (continued)

Are there clear procedures in place to prevent cross-contamination from raw and cooked foods?	
Are rooms cleaned and checked regularly for the presence of vermin?	
Storage	
Is there adequate storage space for equipment and resources?	
Are storage areas labelled appropriately?	
Are heavy objects stored between mid-thigh and shoulder height to prevent accidents?	
Can pupils store their belongings safely to prevent accidents and loss of property?	
Are cleaning materials stored and labelled appropriately?	
Electrical and Gas	Action if Required
Is electrical equipment in good condition and tested as required by law? For example are, dishwasher and washing machine seals intact, portable appliances tested?	
Do all power boards have an overload switch?	
Does the area have Residual Current Device (RCD) protection?	
Are microwave ovens in good working order (oven leakage tested, doors/hinges operational, safety regulations displayed)?	
Is gas isolating switch well sited, labelled and in good working order?	
Are gas ovens and burners in good working order (all jets clear and operational, and temperature levels clearly marked on knobs)?	
Are appropriate types and numbers of oven gloves/mitts available and sited within easy access of stoves and ovens?	
Fire Safety and Emergency Response	Action if Required
Are safety rules and evacuation routes prominently displayed?	
Does the area have an audible evacuation alarm?	
Are doorways, walkways and evacuation exits kept clear and at least 600 mm wide?	
Can pupils open the external exit doors from the inside without a key and are they identified with an appropriate exit sign?	
Is fire control equipment easily accessible, signed, regularly tested and of the appropriate type?	
Are fire blankets available and checked?	
Other factors for consideration	



8 _ Appendices (continued)

Appendix 3

You can print the following table and add to it as you introduce a wider range of practical food preparation methods to your pupils.

Practical Food Preparation Methods	Examples
1. Preparation	chopping, dicing, grating, kneading, peeling, blending, mixing, whisking, basting and sifting, etc
2. Cooking	baking, roasting, grilling, griddling, searing, stir frying, frying, steaming, poaching, simmering, boiling and blanching, etc

8 _ Appendices (continued)

Appendix 4

You can print the following table and add to it as you introduce a wider range of utensils to your pupils.

A	apple corer
B	basting brush, blender
C	can opener, chopping board
D	
E	egg timer, electric wok
F	food processor
G	garlic press, grater, griddle pan
H	hand held blender, health grill
I	
J	juicer
K	
L	ladle
M	measuring cup/spoons, mortar, microwave, minichopper
N	
O	
P	potato masher, potato ricer, pestle, presentation ring
Q	
R	
S	scales, sieve, steamer, smoothie maker, slotted spoon, spatula
T	timer, tongs
U	
V	
W	whisk
X	
Y	
Z	zester