

LEARNING FOR LIFE AND WORK: Home Economics

The minimum content is set out below.

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

Key Concept – Healthy Eating Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	Key Concept – Home and Family Life Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.	Key Concept – Independent Living Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.
<p>Pupils should have opportunities to:</p> <p>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></p> <p>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></p> <p>Investigate the impact of storage, preparation and cooking on food, for example, <i>nutritional value, prevention of food poisoning and spoilage, etc.</i></p> <p>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 and diet related disorders as a consequence of poor food choice.</i></p>	<p>Pupils should have opportunities to:</p> <p>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></p> <p>Develop awareness of parenting skills, for example, <i>how parents/carers can nurture physical, intellectual, emotional, social and moral development etc.</i></p> <p>Investigate some of the changing needs of family members at different stages of the life cycle, for example, <i>physical (including nutritional), intellectual, emotional and social needs etc.</i></p> <p>Explore strategies to manage family scenarios, for example, <i>managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</i></p>	<p>Pupils should have opportunities to:</p> <p>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></p> <p>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/planned purchases, etc.</i></p> <p>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></p>

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