

National Curriculum Website links:

[National curriculum in England: design and technology programmes of study - GOV.UK](#)


[Personal, social, health and economic \(PSHE\) education - GOV.UK](#)


PSHCE is effectively implemented through a timetabled 'spiral curriculum', this curriculum is organised into a set of three themes suggested by the PSHE Association. The set themes are: Healthy Lifestyles, Relationships and Living in the Wider World. Each theme lasts a term (e.g. Autumn Term: Healthy Lifestyles), meaning pupils at all levels start the year with this theme and as they progress through school the demand and depth of the topic increases as learning is revisited and deepened. This curriculum model aims to avoid PSHCE in the curriculum becoming a set of 'topics' or one-off lessons as students are able to see the links between the themes and how these sessions can benefit them as a whole person.

PHSCE is now taught separately to Food & Nutrition at KS3 but lessons are still delivered by experienced Food/Health & Social Care/Child Development teachers. There is also crossover between the two subjects and complimentary topics. At KS3 students receive 1 hour of PSHCE per fortnight (approximately 20hrs a year minimum).

Vocabulary lists give an indication of the words that we want students to become familiar with during each core theme. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden students vocabulary and understanding.


Age Related Expectation Information:

 Y7 Food Age Related Expectations Doc


 Y8 Food Age Related Expectations Doc

 Y9 Food Age Related Expectations Doc

*are we getting rid of PSHCE ARE's??

 Y7 PHSE Age Related Expectations Doc

 Y8 PHSE Age Related Expectations Doc

 Y9 PHSE Age Related Expectations Doc

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Homework Expectations: Fortnightly (This includes bringing in ingredients for Food practical cooking sessions) ***to review HW**

How many lessons per fortnight:

	Year 7	Year 8	Year 9
How Many Periods	2hrs (1 x 2hr fortnightly lesson)	2hrs (1 x 2hr fortnightly lesson)	2hrs (1 x 2hr fortnightly lesson)

Long Term Plan (including any assessment info)

Year 7 - Food

End Points

By the end of year students will

Develop CORE knowledge and understanding of;

1. Ingredients and healthy eating.
2. Food provenance.
3. Food preparation and cooking techniques.
4. The principles of food hygiene and safety.
5. Consumer food and drink choice.
6. Making informed choices.
7. Evaluating and testing.

Autumn (1)	Spring (2)	Summer (3)
<p>Topic: Kitchen Basics Intro to KS3 and Year 7 Food Overview of curriculum, topic areas and ARE's. Routine setting. 1. What is Hygiene? Students demonstrate their understanding of how to prepare themselves to cook (these skills and knowledge are then built on in yrs 8 and 9) 2. Range of activities to introduce students to Food lessons/classroom and set standards/expectations.</p> <ul style="list-style-type: none"> - effective hand-washing - effective dish-washing and drying - identify basic kitchen equipment and its uses - accurate weighing and measuring <p>Practical cooking: Filled pitta pockets One cup breakfast pancakes Cheese straws Christmas Crinkle Cookies</p> <p>Assessment opportunity - Spotting Kitchen Hazards task sheet (identify and explain)</p>	<p>Topic: Eatwell 1. Eatwell Guide theory lesson - what is it? why is it used? what do the sections represent? 2. 8 tips for healthy eating. 3. What is a portion?</p> <p>Practical cooking: Chicago-style scone based pizza Layered deli-style pasta salad Carrot Cake</p> <p>Assessment opportunity - design a Healthy Lunchbox (identify and explain)</p>	<p>Topic: Food Roots Ingredients theory lessons 1. Where our food comes from - plant/animal. Food is grown/reared/caught. Food Processing - How ingredients are used to make other food products. 2. What is a Food Mile? - impacts on environment and benefits of growing and buying food locally and in season. 3. Exploring the SFC Kitchen Garden - to see food being grown.</p> <p>Practical cooking: Piri Piri burgers Fancy fish n chips Crumble top fruit muffins</p> <p>Assessment opportunity - Food Processing Fact File</p>
<p>Critical Key Vocabulary: Check (tier 2) Hygiene Identify (tier 2) Equipment Prepare (tier 2) Weigh</p>	<p>Critical Key Vocabulary: Eatwell Portion size Diet Healthy Eating Nutrient Balanced</p>	<p>Critical Key Vocabulary: Provenance Ingredient Plant/animal Environment Food Mile Season</p>

Measure Accurate Hazard Allergen	Wholegrain Fibre	Grown Reared Caught Local
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Year 7 - PSHCE

End Points

By the end of year students will

Develop CORE knowledge and understanding of;

Health & wellbeing

1. Mental health & emotional wellbeing
2. Healthy lifestyles
3. Drugs, alcohol and smoking
4. Managing risk and personal safety

Relationships

5. Positive relationships
6. Puberty & sexual health
7. Relationship values
8. Forming & maintaining positive relationships
9. Consent
10. Bullying, abuse, discrimination

Living in the Wider World

11. Careers
12. Financial Choices
13. Character/Social Action

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Prior learning is revisited, reinforced and extended in age and stage appropriate contexts.

Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
<p>Core theme - Healthy Lifestyles</p> <p>Students recall current understanding of what a 'healthy lifestyle' looks like.</p> <p>Discuss positive and negative factors considering link to physical and mental health.</p> <p>First Aid - Bleeding.</p> <p><i>Guest Speaker:</i> The Alnwick Gardens - Drug awareness workshops.</p>	<p>Core theme - Relationships</p> <p>Developing empathy, compassion and communication. Making and maintaining friendships. Identifying and challenging bullying . Communicating online & respect in school.</p> <p>Protected Characteristics and discrimination - Students discuss the protected characteristics celebrating the diversity of the UK</p> <p>Students discuss different types of relationships and then the characteristics of healthy and unhealthy relationships. Discussion focussed towards friendships, peer pressure and kindness.</p> <p>Puberty and managing change. Body satisfaction and self concept.</p> <p>British Values.</p>	<p>Core theme - Living in the Wider World</p> <p>Career options.</p> <p>Online safety - Online presence.</p> <p>Money - budgeting and where to get help with financial decision making.</p> <p>Guest Speaker: Money Matters - The Money Charity. HM Coastguard - Summer Safety</p>
<p>Critical Key Vocabulary:</p> <p>Healthy eating Tooth decay Alcohol Smoking Exercise Sleep</p>	<p>Critical Key Vocabulary:</p> <p>Qualities of a good friend Kindness Bullying Unhealthy relationships Consent Peer pressure</p>	<p>Critical Key Vocabulary:</p> <p>Equality Protected characteristics Diversity Racism Homophobia Skills (Soft/Hard)</p>

Energy drinks Mental health Personal hygiene Regulating emotions First Aid	Support Puberty Relationships Periods Body changes	Attributes Team Work Problem Solving Finances/Budgeting/Numeracy Communication Ambition Aspirations
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Year 8 - Food

End Points

By the end of year students will

Deepen their CORE knowledge and understanding of;

1. food and nutrition.
2. food provenance.
3. food skills and techniques.
4. principles of food hygiene and safety.
5. consumer food and drink choice.
6. the creative, technical and practical expertise needed to perform everyday tasks confidently.
7. how to create and make recipes and dishes for a wide range of people.
8. evaluating and testing

Autumn (1)	Spring (2)	Summer (3)
Topic: Bacteria Bacteria Carousel theory lesson (revisits and builds on skills and knowledge developed in year 7) Carousel of activities to re-introduce students to Food lessons/classroom and look at ways of preventing bacterial growth when storing, handling and cooking food. <ul style="list-style-type: none"> - correct food storage - the danger zone 	Topic: Nutrients Why we need food and water. 1.What is a Nutrient? Why we need a range of Nutrients and where we find them. Macronutrients - Fats/Carbohydrates/Protein <ul style="list-style-type: none"> - function in body, food sources and effects of deficiency/excess) 	Topic: Food Waste/Special Diet 1.Food Waste - how big is the problem, impact on environment, producers and consumers. Ways to reduce impact. 2. Special Diets - what influences what people eat? Allergies Intolerances - Lactose & Coeliac Diabetes Vegetarian/Veganism

<ul style="list-style-type: none"> - hazard spotting - food safety cloze passage - contamination station - effective hand-washing <p>Practical cooking: Chicken fajitas Meringue kisses/nests Egg fried rice Gingerbread biscuits</p> <p>Assessment opportunity - Food Safety quiz exit ticket</p>	<p>Micronutrients - Vitamins (A, B group, C) and Minerals (Iron and Calcium)</p> <ul style="list-style-type: none"> - function in body, food sources and effects of deficiency/excess <p>2. Energy - how our body turns food into Energy</p> <p>3. Water - why our body needs it, how much we need and which foods we can find it in.</p> <p>Practical cooking: Winter veg & lentil soup & scone Green mac n cheese Marbled pear traybake</p> <p>Assessment opportunity - Fibre homework research task</p>	<p>Practical cooking: Calzone Jerk chicken traybake Shortcrust pastry Quiche</p> <p>Assessment opportunity - Food Waste news article (identify, explain and assess)</p>
<p>Critical Key Vocabulary:</p> <p>Bacteria Hygiene Prevent Cross-contamination Storage High-risk Danger Zone Temperature</p>	<p>Critical Key Vocabulary:</p> <p>Nutrient Macronutrient Micronutrient Protein Carbohydrate Fat Vitamin Mineral Energy Water Fibre Deficiency</p>	<p>Critical Key Vocabulary:</p> <p>Coeliac Lactose Gluten Vegetarian Vegan Allergies Intolerance Symptom Choice Impact Influence Alternative Environment Prevent Reduce</p>

Year 8 - PSHCE

End Points

By the end of year students will

Deepen their CORE knowledge and understanding of;

Health & wellbeing

1. Mental health & emotional wellbeing
2. Healthy lifestyles
3. Drugs, alcohol and smoking
4. Managing risk and personal safety

Relationships

5. Positive relationships
6. Puberty & sexual health
7. Relationship values
8. Forming & maintaining positive relationships
9. Consent
10. Bullying, abuse, discrimination

Living in the Wider World

11. Careers
12. Financial Choices
13. Character/Social Action

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Prior learning is revisited, reinforced and extended in age and stage appropriate contexts.

Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
Core theme - Healthy Lifestyles Builds on year 7 knowledge developing risk management skills. Risks of taking drugs and alcohol.	Core theme - Relationships Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia and transphobia. Students discuss different types of relationships and	Core theme - Living in the Wider World Equality and British Values. Students discuss the protected characteristics celebrating the diversity of the UK. Online safety, recognising online grooming and where

<p>Recreational and medicinal drugs and the law. Habit and dependence Managing influences, recognising and promoting positive social norms and attitudes.</p> <p>Discussing topics in further depth at age appropriate level.</p> <p>Students deepen their understanding of what a 'healthy lifestyle' looks like.</p> <p>Discuss positive and negative factors considering link to physical and mental health.</p> <p>First Aid - Asthma & Allergies.</p>	<p>then the characteristics of healthy and unhealthy relationships. Builds on relationships work in year 7.</p> <p>Risks of sexting. Consent, the law, seeking consent.</p> <p>Lessons lead into appropriate sessions from guest speakers. Discussion focussed towards appropriate relationship behaviours and signposting support.</p> <p>Relationships and Sex Education - Sexual development. This will be supplemented with one session delivered by an external RSE specialist.</p>	<p>to gain support.</p> <p>Understanding media bias and misleading information.</p> <p>Topics discussed at an age appropriate level. At this point in the year students have taken part in whole school events and assemblies linked to equality and diversity</p> <p>Guest Speaker: HM Coastguard - Summer Safety</p>
<p>Critical Key Vocabulary: Diet Risk Alcohol Smoking (Tobacco/ Nicotine) Exercise Sleep Energy drinks Mental health Immunisations. First Aid Coping Strategies Vaping</p>	<p>Critical Key Vocabulary: Qualities of a positive relationship Unhealthy relationships Respect Consent Peer pressure Support Gas lighting Stereotypes / Prejudice Equality Act 2010 Sexual Identity (Orientation) Gender Identity</p>	<p>Critical Key Vocabulary: Careers Financial Choices Character Diversity Employment Apprenticeships Aspirations Finances Rights Responsibilities</p>

Year 9 - Food

End Points

By the end of year students will

Extend their CORE knowledge and understanding of;

1. food, diet and health.
2. food preparation and cooking techniques.
3. food provenance and consumer information.
4. consumer food and drink choice.
5. the creative, technical and practical expertise needed to perform everyday tasks confidently.
6. how to create and make high quality dishes for a wide range of people.
7. evaluating and testing

Autumn (1)	Spring (2)	Summer (3)
<p>Topic: Food Safety & Food Labelling</p> <p>1.Principles of Food Safety and Hygiene (revisits and builds on skills and knowledge deepened in yr8)</p> <ul style="list-style-type: none"> - Key Temperatures for storing, cooking and reheating food - Safe food storage - Ideal Conditions for bacterial growth - Personal Hygiene rules - Common food allergens <p>2.Why do food products need labels? What information needs to be displayed? The purpose of food labels, what is required by Law and what info is optional.</p> <p>Practical cooking: Thai green chicken curry Swiss Roll Lasagne Mince Pies</p> <p>Assessment opportunity - online Food Safety & Hygiene quiz (identify)</p>	<p>Topic: Sustainable Eating</p> <p>Recognise and explain the impact of food production on the environment.</p> <p>What sustainable means, what is sustainable food production, how do we ensure high and consistent standards of quality and animal welfare in food production.</p> <p>Food Assurance and certification schemes</p> <ul style="list-style-type: none"> Red Tractor Organic British Lion Mark MSC <p>Animal welfare</p> <ul style="list-style-type: none"> Free range <p>Environmental</p> <ul style="list-style-type: none"> Fairtrade GM <p>Practical cooking: Rough puff pot pie Seasonal fruit crumble & custard Salmon fishcakes</p>	<p>Topic: Food Choice</p> <p>1.Factors that influence food choice</p> <p>What influences the choices people make about what to eat?</p> <ul style="list-style-type: none"> Religion Culture Preference Time Cost Availability Skill Accessibility Occasion Age Health <p>2. Food/nutritional needs at different life stages</p> <p>How about nutritional needs change as we grow and develop</p> <p>Timeline of Life stages - Infancy, Childhood, Adolescence, Adulthood and Elderly/Older adulthood</p> <p>What nutrients are needed at each life stage and why?</p> <p>What foods to eat and what foods to avoid.</p>

	Assessment opportunity - Sensory Testing of Swiss Roll (identify and describe)	<p>3. Investigate how cultural differences influence foods - research, plan, prepare and cook a dish which represents the Cuisine of another country. Choose from Morocco, India, Greece or Mexico</p> <p>Practical cooking: Focaccia World Cuisine own choice Low-sugar chilled dessert</p> <p>Assessment opportunity - plan, prepare and present a World Cuisine dish of your choice</p>
<p>Critical Key Vocabulary:</p> <p>Use by Best before Prevent Storage High-risk Cook Reheat Danger-zone Temperature probe</p>	<p>Critical Key Vocabulary:</p> <p>Sustainable Assurance Certification Welfare</p>	<p>Critical Key Vocabulary:</p> <p>Factor Influence Choice Life stage Infant Child Adolescent Adult Older adult/elderly Nutritional needs Cuisine Culture</p>

Year 9 - PSHCE

End Points

By the end of year students will

Extend their CORE knowledge and understanding of;

Health & wellbeing

1. Mental health & emotional wellbeing
2. Healthy lifestyles
3. Drugs, alcohol and smoking
4. Managing risk and personal safety

Relationships

5. Positive relationships
6. Puberty & sexual health
7. Relationship values
8. Forming & maintaining positive relationships
9. Consent
10. Bullying, abuse, discrimination

Living in the Wider World

11. Careers
12. Financial Choices
13. Character/Social Action

Autumn (1)	Spring (2)	Summer (3)
<p>Core theme - Healthy Lifestyles</p> <p>Students build and develop their understanding of what a 'healthy lifestyle' looks like. Developing self-confidence, risk management and strategies to manage influence:</p> <p>informed healthy living. Peer influence, managing risk, friendship challenges.</p> <p>Legal and physical risks of carrying a knife. Substance use, gangs, and violent crime.</p> <p>Assertive communication.</p> <p>Healthy coping strategies.</p> <p>Discuss positive and negative factors considering link</p>	<p>Core theme - Relationships.</p> <p>Developing empathy, compassion and strategies to access support: Families and parenting. Healthy positive relationships. mental health (including self-harm and eating disorders). Students discuss different types of relationships and then the characteristics of healthy and unhealthy relationships. Discussion focussed towards appropriate relationship behaviours and signposting support.</p> <p>Consent (Delaying Intimate relations).</p> <p>Relationships and Sex Education - This will be supplemented with two sessions delivered</p>	<p>Core theme - Living in the Wider World</p> <p>Topics now discussed at an age appropriate level.</p> <p>Developing respect for beliefs, values and opinions about the importance of equality and diversity and how to celebrate these. How to show respect for or respectfully challenge when necessary the values, beliefs and opinions of others. How to recognise and challenge stereotypes. The impact of stereotypes on perceptions of others. Strategies to communicate concerns about, and challenge, prejudice and discrimination</p> <p>Equality Act - Protected characteristics, LGBT+, racism, sexism (inc sexual harassment), disability, law. Sources of support.</p>

<p>to physical and mental health.</p> <p>First Aid - Choking & Head Injuries.</p> <p>Guest Speakers Planned:</p> <ul style="list-style-type: none"> One hour Knife Crime Prevention workshop delivered by Northumbria Police Drug Awareness workshops - The Alnwick Gardens 	<p>by an external RSE specialist.</p> <ul style="list-style-type: none"> Contraception Sexually transmitted infections (STIs) Sources of support 	<p>Financial decisions • Saving and borrowing. online gambling, how to access support and risks of gambling.</p> <p>Guest Speaker: HM Coastguard - Summer Safety</p>
<p>Critical Key Vocabulary:</p> <p>Mental health Diet Smoking Alcohol Drugs Legal highs County lines First aid</p>	<p>Critical Key Vocabulary:</p> <p>Healthy relationships Negative relationships Consent Respect Grooming Peer pressure Child on child abuse Harassment Signposting Equality Diverse</p>	<p>Critical Key Vocabulary:</p> <p>Protected characteristics Privilege - Socio economic Culture Gambling Addiction Apprenticeships Financial Exploitation Social Media Marketing Employment Rights</p>

Checked and updated by LTM May 2025.

Food sections modified for 25/26 by LTM June 2025. PSHCE to be updated by JP