

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

Food

The spiritual development of pupils is shown by their:	
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	In all Food & Nutrition lesson students consider the needs and experiences of themselves and others, which prepares them to take into account the diverse array of beliefs and cultures that they will encounter every day – both inside and outside of school life.
knowledge of, and respect for, different people's faiths, feelings and values	Spiritual education in F&N ensures that students achieve their best in a creative and innovative way. Students are made aware of the different religious events, and choices of food made in their lessons at the times of different festivals reflect them, for example mince pies at Christmas time, vegetable curries at Diwali.
sense of enjoyment and fascination in learning about themselves, others and the world around them	Our F&N curriculum encourages students to look at and learn about foods from around the world, different tastes, cultural food, experimenting with different flavours and foods, how

	people eat food (cutlery/hands/chopsticks), and staple foods, then using their imagination and knowledge to create new dishes.
use of imagination and creativity in their learning	Students have the freedom to adapt recipes and create unique, innovative products which excites them and enables them to ensure that their work reflects their individual personality and creates their own unique twist.
willingness to reflect on their experiences	Students use their imagination and creativity, as well as reflection on previous experiences to complete assessments. They have free choice to prepare and make products in a set time frame, which is challenging but enjoyable.
The moral development of pupils is shown by their:	
ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	The culture within the kitchen allows for free-flowing discussions for many pupils who find boundaries challenging; it is often regarded as a safe space to talk.
understanding of the consequences of their behaviour and actions	Many students do select the right behaviours when working in the kitchen and the vast majority have very positive lessons and are praised for this. Our school consequence and praise

	<p>systems encourage students to select the expected behaviours and so take control of their outcome.</p>
<p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>In F&N we seek to develop a moral conscience in our students through working with key moral issues surrounding the sourcing, preparation and cooking of food. Students gain an understanding of the moral dilemmas surrounding food that we as a society must take into consideration, including animal slaughter and health, hygiene and safety. During practical lessons, students are taught to be resourceful and encouraged to reflect on the impact they, as consumers, have on the environment. In the meat unit, students will discover how meat is raised and prepared for slaughter. They reflect on their own opinions of this and consider reasons why some people make the life choice to become vegetarian or vegan, and issues surrounding animal welfare.</p> <p>Within the sustainability unit, students investigate the wastage that occurs in the catering industry. This includes natural resources such as energy and water, as well as wastage in the food sector and how it can be donated for free. Students are taught how to be sustainable in their own lives in relation to the 6R's – reduce, reuse, recycle, rethink, refuse and repair, in order</p>

	to save resources and maintain a healthy, sustainable environment.
The social development of pupils is shown by their:	
use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Students are given the opportunity to work in a team daily with other pupils, preparing, cooking, and serving lunch to their peers.
willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	All students are encouraged to work together to discover and learn. They are encouraged to work as a team during practical lessons, to ensure they produce high quality outcomes and guarantee professionalism in the kitchen when preparing and cooking lunch for the school. They are encouraged to communicate effectively with each other and adults in a positive manner.
acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	British Values are an intrinsic part of the Food & Nutrition curriculum with students being given opportunities to experience traditional British fare.

The cultural development of pupils is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

Students have the opportunity to produce food from different cultures and use ingredients from around the world. For example, they produce curries, sweet and sour pork, choux pastry and Irish soda bread. They learn and use a wide variety of cooking methods including stir frying, poaching, and grilling.

understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

Cultural education in Food & Nutrition involves looking at the values, traditions, and beliefs of different groups of people, communities and nationalities, and reflecting on this. Students are challenged to compare their own beliefs and cultures and explain why and how these are different.

ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

Cultural education is intrinsic in Food and Nutrition. Food is a multi-cultural industry offering a variety of ingredients, dishes, ideas and cooking methods from around the world.

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

N/A

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

Opportunities are available for students to take part in food events, exploring their culinary creative flair - visits to working

	<p>pizza express kitchens, preparing lunch for the school, making handmade truffles and chocolates to sell at school fairs.</p>
<p>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>F & N in KS3 and KS4 enables students to understand cultural diversity by exposing them to different attitudes, values, and traditions of other cultures, including religious and non - religious ones when they examine food choice and the factors behind this. Students reflect on their own identity and reasoning behind their own culture, traditions, and beliefs.</p>

