

Food and Nutrition

Extended Curriculum Overview 2026-27

At Cleaswell Hill, chronological age determines the Food and Nutrition experiences pupils encounter. Individual starting points determine the level of cognitive demand, communication, sensory access, support, specialist approaches and independence through which pupils access those experiences. Food and Nutrition develops essential knowledge for health, independence and future life, while practical cooking, shopping, food choice and catering provide authentic links to Preparation for Adulthood. This approach enables Extended Pathway pupils to encounter the same broad curriculum offer while accessing it through carefully tailored, developmentally appropriate methods that secure meaningful progress for every learner.

Intent

Our Food and Nutrition curriculum is ambitious, practical and age-respectful. Pupils learn to understand and apply the principles of nutrition and healthy eating, recognise where food comes from, select and prepare ingredients, use utensils and equipment, cook predominantly savoury dishes, and make increasingly informed choices. The curriculum develops practical independence, communication, creativity, safe working and the knowledge pupils need to feed themselves and others affordably and well.

All pupils encounter a broad range of Food and Nutrition experiences. Adaptation is used to remove barriers and enable pupils to work from their individual starting points without reducing the ambition or subject identity of the curriculum. For pupils with sensory, avoidant or restrictive eating needs, food experiences are carefully planned, pressure-free and responsive to assessed need.

Implementation

A three-year curriculum map sets out the age-related Food and Nutrition experiences from Key Stage 1 to Key Stage 4. Food and Nutrition is incorporated into the curriculum in line with the school graduated response. Across these experiences, pupils repeatedly develop food awareness and choice, nutrition and health, preparation and cooking, food safety, provenance and increasingly independent application.

Knowledge and practical skills are built cumulatively. Pupils may begin by exploring food through sight, smell, touch and taste and communicating simple preferences, before moving towards following sequences, selecting ingredients and equipment, applying cooking techniques, using heat safely, understanding food groups and provenance, planning dishes, adapting recipes and making increasingly independent decisions. Teaching is adapted to communication, sensory and physical need while maintaining clear progression.

Impact

Pupils know more, can do more and become increasingly independent from their individual starting points. They communicate food preferences, make healthier and more informed choices, use utensils and equipment more safely, prepare and cook dishes with increasing competence, understand where food comes from and apply learning about nutrition, hygiene, seasonality and food characteristics. Where relevant, pupils transfer these skills to shopping, cafés, home routines, enterprise, vocational learning and future employment.

What pupils learn

The curriculum separates the food and nutrition knowledge pupils acquire from the practical food skills they use. This keeps the focus on what pupils are learning, not simply the dish or activity they complete.

Food and nutrition knowledge - what pupils know	Food practice - what pupils learn to do
Healthy eating and nutrition: the principles of a healthy and varied diet; food groups; nutrients; the relationship between diet, activity and health.	Explore food and communicate preferences; make purposeful food and drink choices; apply healthy-

	eating knowledge when selecting and preparing dishes.
Food provenance: where food comes from; how ingredients are grown, reared, caught, processed and sold; source, seasonality and characteristics.	Select and prepare ingredients; follow sequences; use a growing range of food preparation and cooking techniques to produce predominantly savoury dishes.
Food safety and informed choice: safe storage, preparation and cooking; hygiene; nutrition and allergy information; the role of digestion.	Use cutlery, utensils and electrical equipment safely; apply heat in different ways; organise, use and clear a food-preparation space with increasing independence.
Food experience and context: taste, texture and smell; cultural food traditions; geography and climate; sustainable and ethical food choices.	Use sensory information to season and combine ingredients; plan, cook, evaluate and adapt dishes and recipes; apply skills in shopping, cafés, enterprise and vocational contexts.

Age-related curriculum experiences: three-year thematic spine

The three-year spine sets the experiences pupils encounter by chronological age. The supplied curriculum identifies Food and Nutrition as incorporated into the curriculum in line with the graduated response. Within these experiences, pupils work at the appropriate point on the cognitive progression below, so that learning remains age-respectful while knowledge, skill and independence are built from individual starting points.

Stage 1 – Themes and experiences aligned with Key Stage 1			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Food and Nutrition incorporated into the curriculum in line with the graduated response		
Spring	Food and Nutrition incorporated into the curriculum in line with the graduated response		
Summer	Food and Nutrition incorporated into the curriculum in line with the graduated response		

Stage 2 – Themes and experiences aligned with Key Stage 2			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Food and Nutrition incorporated into the curriculum in line with the graduated response		
Spring	Food and Nutrition incorporated into the curriculum in line with the graduated response		
Summer	Food and Nutrition incorporated into the curriculum in line with the graduated response		

Stage 3 – Themes and experiences aligned with Key Stage 3			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Food and Nutrition incorporated into the curriculum in line with the graduated response		
Spring	Food and Nutrition incorporated into the curriculum in line with the graduated response		
Summer	Food and Nutrition incorporated into the curriculum in line with the graduated response		

Stage 4 – Themes and experiences aligned with Key Stage 4			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Food and Nutrition through PSHE/PfA, functional life skills and vocational/catering opportunities, in line with the graduated response		
Spring	Food and Nutrition through PSHE/PfA, functional life skills and vocational/catering opportunities, in line with the graduated response		

Summer	Food and Nutrition through PSHE/PfA, functional life skills and vocational/catering opportunities, in line with the graduated response
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Cognitive progression: building Food and Nutrition skills from individual starting points

Progression is not tied to chronological age or a fixed pathway. It shows how the same Food and Nutrition knowledge and practical skills can build from a pupil's individual starting point. A pupil may be at different points in different aspects of Food and Nutrition, and teaching should move learning forward through reduced prompting, wider food knowledge, greater practical competence, deeper understanding and increased independence.

Food awareness & nutrition - Progression moves from sensory exploration and simple food choice towards informed understanding of diet, nutrition, health and individual need.						
Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Apply, justify & generalise	Assessment Framework anchor(s)
Food preferences & sensory exploration	Attend to or explore familiar foods through sight, smell, touch or taste and show a response, acceptance or rejection.	Choose between familiar foods or drinks and communicate likes, dislikes or a simple preference using the pupil's preferred communication method.	Take part in tasting or sensory food experiences; identify familiar foods and begin to group them by simple characteristics.	Describe or compare foods using taste, texture, smell, appearance or food-group language; explain simple preferences and choices.	Use sensory information and prior experience to make informed choices, combine ingredients and explain how preferences or needs affect food selection.	Prerequisite: - Shows awareness of the purpose of familiar objects and tools - Uses tools for a purpose with adult modelling - Plans out a sequence of actions using visual supports - Plans what they want to create
Healthy & varied diet	Experience a range of foods and begin to notice that different foods and drinks form part of everyday eating.	Choose from familiar options and begin to recognise healthier or more varied choices with support.	Use the basic principles of a healthy and varied diet when preparing a simple dish.	Understand and apply the principles of a healthy and varied diet when planning or preparing food.	Apply nutrition and health knowledge to justify food choices for different people, occasions and levels of activity.	KS1: Can use the basic principles of a healthy and varied diet to prepare dishes. KS2: Can understand and apply the principles of a healthy and varied diet.
Food groups, nutrition & health	Explore foods from different groups and experience links between food, drink and wellbeing.	Identify or match familiar foods to simple categories and choose from more than one food group.	Recognise that a range of food and drinks is needed for health and that being active is important for health.	Explain that different foods provide different substances needed for health; begin to understand digestion and the effects of excess or deficiency.	Use knowledge of nutrients, digestion, diet and activity to make and justify balanced choices and apply them to real-life food planning.	KS2: Can understand and apply the principles of a healthy and varied diet.
Individual, cultural & dietary needs	Experience foods, routines and eating practices that reflect familiar family, cultural or individual contexts.	Recognise that people may prefer or need different foods and communicate own needs respectfully.	Explore foods from different countries and recognise that people prepare and eat food in different ways.	Plan food with consideration for different people, occasions, cultural or religious practices, allergies and individual needs.	Compare and justify food choices for varied users and contexts while showing respect for	

					cultural, religious, sensory and dietary difference.	
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Prepare & cook - Progression moves from supported participation in food preparation towards planned, safe and increasingly independent cooking.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Apply, justify & generalise	Assessment Framework anchor(s)
Plan & sequence cooking	Anticipate or participate in the next action within a familiar food-preparation routine.	Follow a simple visual, object or symbol sequence and complete one or two familiar food-preparation steps.	Follow an ordered sequence to prepare a simple dish and suggest what comes next.	Plan the main stages of a dish, identify ingredients and equipment and follow a recipe or sequence with increasing independence.	Plan, organise and adapt increasingly complex cooking sequences, managing time, resources and changes while maintaining a successful outcome.	Prerequisite: - Shows awareness of the purpose of familiar objects and tools - Uses tools for a purpose with adult modelling - Plans out a sequence of actions using visual supports - Plans what they want to create
Select ingredients & equipment	Explore familiar ingredients, cutlery and kitchen tools through supported use.	Choose between familiar ingredients or tools for a simple purpose.	Select appropriate ingredients and familiar equipment for a taught dish with support as needed.	Select suitable ingredients, utensils and electrical equipment and explain choices in relation to the dish and desired outcome.	Select and justify ingredients and equipment according to nutrition, function, sensory qualities, dietary needs, availability and intended outcome.	Prerequisite: - Shows awareness of the purpose of familiar objects and tools - Uses tools for a purpose with adult modelling KS2: Has become competent in a range of cooking techniques.
Use utensils & equipment	Participate in actions such as spreading, stirring, pouring, cutting or mixing with close support or adaptation.	Repeat familiar practical actions purposefully and safely using adapted or standard utensils as appropriate.	Use familiar utensils and equipment to select and prepare ingredients with growing control.	Use a wider range of utensils and electrical equipment safely, accurately and with increasing independence.	Select, use and manage appropriate equipment confidently and efficiently, adjusting technique to achieve a consistent result.	Prerequisite: Uses tools for a purpose with adult modelling KS2: Has become competent in a range of cooking techniques.
Cooking techniques & heat	Experience simple changes to food during preparation or cooking and notice cause and effect.	Take part in a familiar cooking process and recognise that heat or preparation changes ingredients.	Prepare and cook simple predominantly savoury dishes using taught techniques.	Apply a range of techniques, including selecting and preparing ingredients and using heat in different ways.	Combine techniques independently; control heat, timing and preparation methods and adapt processes to achieve the intended result.	KS2: Has become competent in a range of cooking techniques. KS2: Can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

Adapt recipes & increase independence	Show a response to a finished dish and participate in a familiar serving or clearing routine.	Make one simple choice or change within a familiar recipe or food routine.	Complete a simple dish with decreasing support and make a purposeful change when prompted.	Adapt a recipe, ingredient, seasoning or method in response to taste, availability, dietary need or feedback.	Use own recipes or adapt existing recipes independently, explaining decisions and transferring practical skills to unfamiliar dishes and adult-life contexts.	KS2: Can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
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Food safety, provenance & sustainability - Progression moves from supported safe routines and simple food origins towards independent hygiene practice and informed understanding of food systems.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Apply, justify & generalise	Assessment Framework anchor(s)
Food safety & hygiene	Participate in simple hygiene routines such as handwashing and keeping food-preparation areas clean with support.	Follow familiar safety cues and choose or use basic protective and hygiene routines.	Follow taught routines for safe handling, preparation, storage and cooking of food.	Explain why hygiene, safe storage, cooking temperatures, allergen awareness and safe use of equipment matter for health.	Apply safe and hygienic practice independently, identify risks and make responsible decisions that protect self and others.	
Food source & provenance	Explore familiar foods and begin to notice that food comes from different places or sources.	Match familiar foods to simple origins such as plant, animal, shop, farm or sea.	Understand where familiar foods come from and recognise that food may be grown, reared, caught or processed.	Explain where and how a broader range of ingredients are grown, reared, caught, processed and sold.	Compare food systems and provenance, explaining how source and processing influence availability, characteristics and choice.	KS1: Can understand where food comes from. KS2: Can understand the source, seasonality and characteristics of a broad range of ingredients.
Seasonality, processing & characteristics	Explore differences between ingredients through appearance, smell, texture and simple changes.	Recognise or choose ingredients because of familiar characteristics or availability.	Notice that ingredients can change when prepared or processed and that some foods are available at different times.	Understand seasonality and explain how geography, weather, climate and processing affect food availability and characteristics.	Apply knowledge of seasonality and ingredient characteristics when planning dishes and justify choices in relation to quality, availability and purpose.	KS2: Can understand the source, seasonality and characteristics of a broad range of ingredients.
Sustainability & ethical choice	Experience routines that reduce unnecessary waste, such as using appropriate portions or sorting food waste with support.	Make a simple choice that reduces waste or uses a local/seasonal option when supported.	Recognise that food choices can affect other people, animals and the environment.	Discuss food waste, local and seasonal produce and sustainable or ethical food choices; offer a reasoned view.	Evaluate competing factors such as nutrition, cost, waste, sustainability, ethics and availability when making and justifying food choices.	

Applied Food Knowledge - Progression moves from sensory response and supported application towards evaluation, informed choice and generalisation into adult-life and vocational contexts.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Plan, explain & improve	Apply, justify & generalise	Assessment Framework anchor(s)
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Taste, texture & smell	Explore or tolerate food at an individually appropriate sensory level and communicate a response.	Choose or describe a familiar taste, texture, smell or appearance using preferred communication.	Use sensory information to compare foods and make a simple decision about seasoning or combination.	Use awareness of taste, texture and smell to season dishes, combine ingredients and improve an outcome.	Analyse sensory qualities and adjust ingredients, seasoning, texture or technique deliberately for a user or intended outcome.	KS2: Has become competent in a range of cooking techniques.
Evaluate dishes	Show satisfaction, preference or rejection in response to a food or completed dish.	Compare a dish with a familiar model or expectation and identify one success or preferred feature.	Make a simple judgement about taste, appearance or whether a dish worked and suggest one improvement.	Evaluate a dish against intended purpose, healthy-eating principles and feedback; identify strengths and improvements.	Evaluate and refine dishes systematically, balancing sensory quality, nutrition, safety, user need and practical constraints.	KS2: Can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
Nutrition & allergy information	Attend to familiar food packaging, symbols or labels with support.	Recognise or select simple information such as a familiar allergen symbol, food group or healthy-choice cue.	Use simple food labels or visual information to support a food choice.	Use nutrition and allergy information on labels to make informed food and drink choices.	Interpret and compare relevant label information and justify choices for different dietary, health or user needs.	
Shopping & food choice	Participate in a familiar shopping or food-selection experience and make a simple choice.	Choose and obtain familiar food items from a shop, café or classroom context with support.	Follow a short list or visual plan to select ingredients for a simple dish.	Plan what is needed, select suitable ingredients and make increasingly independent choices in shops or community settings.	Apply nutrition, cost, availability, dietary need and intended use to make and justify independent purchasing decisions.	
Community & social application	Take part in a shared food routine alongside others at an individually appropriate level.	Use simple social skills during snack, café, cooking or food-enterprise activities.	Share resources, take turns and complete an agreed role within a food-related activity.	Work collaboratively in cafés, enterprise, food preparation or community contexts; communicate appropriately and respond to others.	Transfer food knowledge and practical skills to unfamiliar social and community contexts, taking responsibility for a meaningful role.	
Careers & vocational application	Recognise familiar food-service roles and the purpose of simple kitchen or café tasks.	Match familiar catering roles to simple tasks such as preparing, serving, clearing or cleaning.	Complete structured workplace-style tasks and follow basic routines, instructions and safety expectations.	Explore catering and food careers; develop teamwork, customer service, quality, time management and practical food skills in vocational contexts.	Apply Food and Nutrition learning to vocational options, employer encounters and future pathways such as catering, hospitality, food production or food science.	

SMSC and Fundamental British Values through Food and Nutrition

SMSC and Fundamental British Values are developed naturally through food choice, safe practice, cooking, collaboration, reflection and learning about food in different cultures and communities. The curriculum provides meaningful opportunities for pupils to apply these values through practical Food and Nutrition experiences.

SMSC / FBV area	What Food and Nutrition develops	Expected Food and Nutrition activities and applications
Spiritual	Curiosity and fascination about food, the body, other people and the wider world; creativity in cooking; reflection on preferences, experiences, beliefs and values.	Explore unfamiliar ingredients and foods; create and adapt dishes; learn about food traditions linked to faith and culture; reflect on taste, experience, success and personal choice.
Moral	Responsible decision-making; understanding consequences for health, safety and others; ethical and sustainable thinking; acceptance of difference.	Make safe and healthy choices; consider food waste, sustainability and ethical sourcing; discuss dietary decisions; respect allergies, sensory needs, cultural practices and the choices of others.
Social	Communication, cooperation, sharing, turn-taking and participation in different social and community settings; respect for routines that keep people safe.	Cook collaboratively; share equipment; take kitchen or café roles; shop and visit cafés; participate in enterprise; resolve disagreements; follow agreed hygiene and safety expectations.
Cultural	Understanding and appreciation of cultural influences on food and respect for different faith, ethnic, socio-economic, national and global communities.	Explore ingredients, dishes and cooking methods from Britain and around the world; consider religious and cultural food practices; experience foods from different countries and communities.
Democracy	Pupil voice, shared decision-making and consideration of other people's views.	Communicate likes and dislikes; vote or agree choices for shared cooking; contribute to group decisions; consider peer, family or user feedback when planning and evaluating food.
Rule of Law	Understanding that rules, procedures and legal expectations protect health, rights and safety.	Follow food-hygiene and kitchen-safety procedures; learn why allergen information and safe food preparation matter; understand consequences of unsafe choices and the role of rules in food settings.
Individual Liberty	Informed choice, independence, self-expression and responsibility for personal decisions.	Choose foods and ingredients; communicate preferences and refusals appropriately; make increasingly independent healthy choices; plan, prepare and cook food for self and others.
Mutual Respect & Tolerance	Respect for different needs, beliefs, cultures, sensory preferences, dietary requirements and viewpoints.	Respect religious, cultural, allergy, health and sensory requirements; listen to others; avoid judgement about food difference; prepare or select food inclusively for varied people and communities.

Preparation for Adulthood through Food and Nutrition

Food and Nutrition supports Preparation for Adulthood because pupils make choices, prepare food, work safely, shop, follow routines, communicate preferences and develop the practical knowledge needed to feed themselves and others. These links are most powerful when the Food and Nutrition learning remains clear and the activity also has an authentic adult-life, community or vocational purpose.

PfA outcome	What Food and Nutrition develops	Expected Food and Nutrition activities and applications
Employment	Practical food preparation, teamwork, communication, following instructions, safe working, hygiene, organisation, quality, time management, customer awareness and increasing independence.	Take kitchen and service roles; prepare, cook, portion, serve and clear food; follow workplace-style routines; take part in food enterprise and vocational catering. Explore careers including kitchen assistant, bakery assistant, school catering assistant, café worker, waiter/waitress assistant, event catering and wider roles such as chef, food technologist and food quality control.
Independent living	Making food choices, shopping, planning meals and snacks, using cutlery and equipment, following sequences, preparing food safely and completing everyday food routines.	Choose and buy food; follow shopping lists; prepare snacks and meals; use utensils and appliances; store food safely; organise and clear a workspace; transfer cooking skills to home and community contexts with decreasing support.
Health	Understanding balanced nutrition, food groups, activity, digestion, allergy information, hygiene and the consequences of dietary excess or deficiency; developing a positive and individualised relationship with food.	Use healthy-eating guidance; make informed choices; interpret relevant labels; follow food-safety routines; recognise hunger/fullness or communicate needs where appropriate; explore new foods at an individually appropriate pace and access targeted support when required.
Community inclusion	Confidence participating in shared food experiences, cafés, shops, enterprise and community settings; communication, social interaction and respect for cultural difference.	Visit shops and cafés; take part in food-based enterprise; prepare food for school or community activities; eat or work alongside others; experience food from different countries and cultures; take meaningful roles in shared cooking and service activities.

Accreditation and progression: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop Food and Nutrition knowledge and practical skills at a level matched to their individual starting point, independence, interests and intended destination. The supplied school information identifies vocational options in catering and opportunities to obtain a catering qualification for relevant Extended Pathway pupils; Core pupils may also access OCR Life and Living Skills. The exact current catering qualification title and level are not specified in the supplied curriculum information, so accreditation should be confirmed against the school's live offer before publication.

Accreditation level	Expected Food and Nutrition learning	Accreditation route
Pre-Entry Foundation	Develops prerequisite Food and Nutrition skills: exploring foods safely, communicating preferences, recognising familiar tools and their purpose, participating in simple routines and following visual sequences.	Progress recognised through the school curriculum, personalised learning and functional/Preparation for Adulthood outcomes. Foundation or unit-based accreditation may be used where it forms part of the school's current offer.
Entry Level 1	Completes highly structured food-preparation tasks; makes simple purposeful choices; follows short routines; uses familiar utensils and ingredients safely with support.	Relevant Entry Level or life-skills accreditation may be used where appropriate. Core pupils may access OCR Life and Living Skills as part of their wider programme.
Entry Level 2	Selects from familiar ingredients and equipment; follows a simple recipe or sequence; prepares a simple dish; applies basic hygiene and begins to review the outcome.	Relevant Entry Level, life-skills or vocational food/catering units where these form part of the school's current accredited offer.
Entry Level 3	Plans and prepares a functional dish; uses equipment with growing accuracy and independence; applies healthy-eating and safety knowledge; evaluates and improves the outcome.	Relevant Entry Level or vocational catering qualification/units where appropriate and available within the school's live accreditation offer.
Level 1	Works with increasing independence; follows or adapts a recipe; selects ingredients and equipment; applies food-safety and nutrition knowledge; produces and evaluates dishes in vocational contexts.	Vocational catering or hospitality qualification where appropriate. The supplied school information confirms a catering qualification opportunity but does not specify its current title or level.
Level 2	Applies Food and Nutrition knowledge with greater independence and precision; plans, prepares, cooks and evaluates dishes; justifies choices for nutrition, safety, user need and quality.	Potential progression to Level 2 vocational/technical study, apprenticeship or college provision where this matches the pupil's next step. The school's current in-house qualification route should be confirmed before publication.

Personalised progression: accreditation is selected where it is appropriate to the pupil's attainment, interests, next steps and intended destination. Pupils who are not working towards an external qualification continue to make and evidence meaningful progress through the Food and Nutrition curriculum, functional life skills and Preparation for Adulthood experiences.