



LONGSTONE SCHOOL



HOME ECONOMICS

ARTICLE 24

“Every child has the right to the best possible health care, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.”

Reviewed June 2020



SCHOOL AIMS

In Longstone School all staff endeavour to:

- Provide pupils with a broad and balanced educational programme and a happy and secure learning environment in which they can develop to their full potential both academically and socially. **(Article 28 right to a good quality education).**
- Create a caring community where self-discipline, self-respect and an appreciation of the needs, talents and contributions of others are seen as essential life-long values. **(Article 29 right to develop talents and abilities, learn how to respect other people and protect the environment).**

Home Economics in the Northern Ireland Curriculum

The NI curriculum seeks to empower pupils to achieve their potential and make informed and responsible decisions throughout their lives. It is about helping pupils prepare for life and work:

- As individuals
- As contributors to society
- As contributors to the economy and environment

Home Economics lies within the learning for Life and Work subject area at Key stages 3 and 4.

Home Economics provides all pupils with the opportunities to explore real life issues. These classroom experiences lead to the development of a wide range of transferrable skills of particular value is the contribution of HE to the development of decision making skills and the ability to work with others. **(Article 29 right to develop talents and abilities, learn how to respect other people and protect the environment).**

Meeting curriculum objectives

Home Economics develops pupils as individuals by:

- Helping them explore their health in a practical context; enhance their potential to live and follow a healthy lifestyle and to make responsible choices in relation to their diet and food choices. **(Article 24 right to a safe environment, nutritious food and clean water).**

Home Economics develops pupils as contributors to society by:

- Giving them a sense of “themselves” as social beings making them aware of values and lifestyles that are different from their own and help them to make reasoned judgements in family relationships and situations. **(Article 29 right to an education which encourages respect of other people).**

Home Economics develops pupils as contributors to the economy and environment by:

- Giving them an awareness in their role as a consumer in an ever changing economy. It also enables them to be effective when making judgments in relation to the environment and to their personal financial management. **(Article 13 right to access information).**

Staffing in the department

The Home Economics department consists of 1 full time teacher, Mrs Strain and 1 classroom assistant. The HE facilities consist of one fully equipped practical room, a preparation area and computer area.

Curriculum Progression

In middle school (years 8-10) pupils will participate in practical cookery activities every other week. This allows them to develop safe and accurate food preparation techniques as well as learning how to cook and serve a range of meals and snacks. Pupils learn the routine of the HE classroom quickly and appreciate and understand the need for the range of rules and behaviour expectations set out clearly at the start of each school year.

In senior school (years 11-12) pupils will cook more frequently while following the Occ Studies scheme of work. **(Article 28-right to an education).**

Lessons are thoroughly planned and allow for subject knowledge, cross curricular skill development and other transferrable skills.

Health and Safety is a priority and all activities are assessed for risk and planned in detail. Mrs Strain is a first aider in school should an accident need dealt with and recorded.

Home Economics timetabled at Key stage 3

All pupils in years 8-10 are timetabled for a double period of Home Economics each week (1hr and 20mins). Pupils will alternate between theory and practical cookery lessons. CCEA guidelines identify 3 aspects to be delivered at KS3 Home Economics as:

- Healthy eating
- Home and family life
- Independent living

HEALTHY EATING

Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food (**Article 24 right to nutritious food**). The nature of this key concept means that the statements are likely to be covered in a number of times in yrs8-10 (KS3).

Within Healthy Eating 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.
- Develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes
- Investigate the impact of storage, preparation and cooking on food
- Explore ways to achieve a healthy diet

HOME AND FAMILY LIFE

Within Home and Family Life pupils should have opportunities to (age appropriate content):

- Discuss a range of family structures
- Roles and responsibilities of family members
- Changing attitudes towards the older generation
- Problems encountered between generations.

INDEPENDENT LIVING

Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources:

- Develop a range of skills to promote independence through planning, managing and using resources
- Investigate a range of factors that influence consumer choices and decisions
- Investigate consumer rights, responsibilities and support available in a range of scenarios

The Development of Cross Curricular Skills in Home Economics at KS3

Termly schemes of work at KS3 and 4 highlight how units of work address and develop cross curricular skills with the pupils.

COMMUNICATION

Discussion and verbal contributions from pupils is welcomed in all HE lessons (**Article 12 right to an opinion**). Sharing personal experience is a valuable method of broadening knowledge and understanding. The inclusion of subject specific terminologies is encouraged by all staff at all times. Written communication will be filed into pupils' folders after theory lessons. Both written and verbal feedback will be given regularly to each child.

Literacy is promoted in HE with the display of keywords and concepts: also the use of mini whiteboards during classroom to assist with spelling and drafting written work. (**Article 28 right to a good quality education**).

USING MATHS IN HOME ECONOMICS

Opportunities will be provided to allow pupils to demonstrate their ability to use mathematical concepts in HE. Pupils will weigh and measure food ingredients: cost ingredients; and time tasks and sequence events at both KS3 and 4. (**Article 28 right to a good quality education**).

USING ICT IN HOME ECONOMICS

Pupils can access the computers in the classroom to research work at KS4 and to present knowledge at KS3. The use of nutrition websites also allows pupils access to interactive games to consolidate learning and to access up to date research on subject content. **(Article 17 right to access information from the media).**

All pupils in year 10 complete an end of KS assessment for Using ICT in HE. This is using PowerPoint to present to the class their understanding of Dangers in the Home. Pupils are given a level for their work and this is moderated by Assessment Co-ordinator in term 3 of each school year. **(Article 28-right to a good quality education).**

Home Economics timetabled at Key stage 4

All pupils in years 11 and 12 study *CCEA level 1-2 Occupational Studies*. This 2 year course covers the following 2 units:

- Contemporary Cuisine
- Patisserie and Baking

Occupational studies provide pupils with opportunities to develop skills and collect evidence of the *key skills*:

- Application of number
- Communication
- ICT
- Working with others
- Problem solving
- Improving own learning and performance

(for full details read page 17 of Occupational Studies CCEA file)

Outside Links

In year 11 pupils will work collaboratively and be supported by Eye for Education workshops delivered by Ted Jenson. These workshops will focus on team work, sharing resources, activity based learning and ICT. These workshops consolidate the theory already covered by HE lessons. Topics covered will be healthy eating-Healthy Pizza workshop, Enterprise and Product Development-Cookie Workshop. **(Article 23- right to a special education)**

Learning and Teaching In Home Economics

Thinking skills and personal capabilities of which there are 5 elements:

- **Managing Information**-pupils in KS3 and 4 are encouraged to seek others opinions and viewpoints; use this information to compare, contrast and evaluate information; decide upon the best method to record information and learn how to ask focused/specific questions.
- **Thinking, problem solving and decision making**-this encourages pupils to become engaged in their learning and to put theory into practice for real life scenarios and situations; to use prior learning and knowledge
- **Being creative**- opportunities will be given for pupils to demonstrate their learning in a range of contexts- visual displays, oral presentations and practical cookery.
- **Working with others**- pupils will actively work in pairs/small groups in class. This collaboration allows pupils to gain in confidence, social skills and to experience success. Working with others helps pupils to time and pace tasks, ask questions and to negotiate.
- **Self-management**- all pupils in class will learn and demonstrate how they work through tasks in terms of managing resources and time.

In theory based and practical cookery lessons, all pupils will be given the opportunity to develop their TS&PC at KS3&4.

TS&PS will be addressed many times depending upon unit of work/topic throughout KS3&4 and will allow pupils to develop new skills and develop as a person. **(Article 29 right to develop talents and abilities).**

Raising standards

Key stage 3&4 Home Economics units of work will be differentiated by content and support to allow pupils of differing abilities to experience some success (**Article 23- right to special education**). Each unit of work will have specific learning outcomes which will be shared and explained verbally by the classroom staff so that pupils are aware of the expectations for each lesson.

Work will be broken down into smaller tasks and the success criteria given to pupils, this will link to the learning outcomes again as a tool for focusing pupils on their learning.

Pupils will receive verbal and written feedback on their work and at times allowed time to amend or add to work to demonstrate their new knowledge. At times throughout KS3 and 4 pupils will self-assess work and also trial the use of peer assessment.

Connecting the Learning from Home Economics to the NI curriculum

KS3 and 4 studies within Home Economics allow a connection to be made between various curricular subjects. This collaborative approach consolidates and enhances the relevance of HE in the curriculum. Within the LLW strand of curriculum, HE along with employability, citizenship and PD allow all pupils to develop as an individual, a contributor to society and to the economy and environment. (**Article 28-right to an education**)

In addition, Health Education makes clear links to PE, Science (workings of the body) and English (to read and research current health campaigns)

Managing resources such as time and money allow the CCS of using maths to be explored.

Recent additions to the content at KS 3 explore topics such as ethical issues and this links to Geography, and Science and other strands of LLW (Local and Global Citizenship).

Home Economics within The Rights Respecting School

Article 24 “Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy”

Through the delivery of KS3&4 HE pupils will gain an insight and understanding of what factors influence their health and how they can make the right choices to improve their health. They will explore these concepts in both theory and practical lessons.

Healthy eating week will be celebrated in school with special lessons planned around the theme identified by FSA.

Certain aspects of PD/ Citizenship and Employability will also overlap the content of this RRS article.

Termly assemblies to KS3&4 will be delivered by H Strain to cover aspects of Article 24, including healthy eating, thinking of others for charity and participating in fundraising events during the academic year-Children in Need, Christmas appeal.

Longstone School

Home Economics



Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.

COVID-19 ADDENDUM

Prevention	
Minimise contact with individuals who are unwell	All schools all of the time following risk assessments for HE classroom
Cleaning hands more thoroughly and more often than usual, before and after class.	Allocated hand washing times throughout the day
Good respiratory hygiene ("catch it - bin it - kill it")	Have boxed tissues available.
Enhanced cleaning of work surfaces, chairs, taps and handles	HS/CAs and pupils to ensure cleaning at end of lessons.
Minimise contact between individuals and maintain social distancing.	Must be properly considered and schools must put in place measures that suit their circumstances.
Social distancing: Seating/room plan and photograph	Rules explained, reinforced and reminders given regularly