

KS3 FOOD TECHNOLOGY

KS3 Food Technology – SMSC, British Values and Equality: Wider Curriculum Mapping

This document provides an example of how subject curricula contribute to the academy's wider approach to SMSC, British Values, equality and protected characteristics. Subjects make relevant and meaningful connections where these arise naturally within their curriculum; they are not expected to teach every protected characteristic.

YEAR 7 COVERAGE

Week	Strand	Element	Lesson focus	Explicit curriculum link
1	SMSC	Social development	Getting ready to cook safely and hygienically	Personal hygiene and calm food-room behaviour protect the safety of everyone.
2	British Values	Rule of law	Identifying hazards in the food room	Food-room rules have clear safety purposes and protect all users.
8	SMSC	Social development	Taste, seasoning and sensory evaluation	Respectful sensory feedback focuses on the food rather than the person.
13	British Values	Individual liberty	Using labels to make informed drink choices	Reliable label information supports informed food and drink choices.
16	SMSC	Moral and social development	Improve a meal challenge	Healthy eating is discussed without judging or shaming people's choices.
19	SMSC	Moral development	What does seasonal mean?	Seasonality connects food choices with how and when food is grown.
31	SMSC	Social development	Feedback, evaluation and improvement	Pupils disagree respectfully and give kind, specific and useful feedback.

YEAR 8 COVERAGE

Coverage note: Protected-characteristic links are limited to religion or belief and, where relevant, disability through serious medical dietary needs. Where protected characteristics are relevant to Food Technology, they are explored accurately and respectfully. Staff avoid assumptions about individual learners, families, beliefs or medical needs and use appropriate, verified information where this is relevant to learning.

Week	Strand	Element	Lesson focus	Explicit curriculum link
1	SMSC	Moral development	Revisiting food safety: why does storage matter?	Safe storage routines protect everyone who may prepare or eat the food.
3	British Values	Rule of law	Use-by and best-before dates	Food-labelling requirements provide consistent safety and quality information.
5	SMSC	Moral development	Eggs and dairy: where do they come from and how are they stored?	Organic and non-organic choices are discussed through values without judging families.
5	Protected Characteristics	Religion or belief	Eggs and dairy: where do they come from and how are they stored?	Some food choices reflect religious, ethical or philosophical beliefs.
13	SMSC	Moral development	Why do some fruits go brown when cut?	Sensible checking can reduce avoidable food waste.
24	British Values	Individual liberty	Comparing animal and plant protein foods	People may make informed protein choices for different valid reasons.
24	Protected Characteristics	Religion or belief	Comparing animal and plant protein foods	Protein choices may be influenced by religion or belief and must be discussed respectfully.
29	SMSC	Social development	Understanding dietary needs, choices and	Allergy, intolerance, dietary choice and preference are discussed

Week	Strand	Element	Lesson focus	Explicit curriculum link
29	Protected Characteristics	Disability, where relevant	preferences Understanding dietary needs, choices and preferences	accurately and respectfully. Specified medical dietary needs are treated seriously and accommodated safely.

YEAR 9 COVERAGE

Week	Strand	Element	Lesson focus	Explicit curriculum link
3	SMSC	Moral and personal development	Healthy eating across a day or week	Healthy eating is approached realistically and without labelling foods or people as good or bad.
16	SMSC	Cultural development	Culture, traditions and celebrations	Food traditions vary between countries, regions, communities, families and individuals.
17	British Values	Mutual respect and tolerance	Religion or belief and food practices	Religion or belief may influence food practices; suitability is checked rather than assumed.
17	Protected Characteristics	Religion or belief	Religion or belief and food practices	Pupils use careful, respectful language and avoid assumptions based on name or appearance.
18	SMSC	Moral development	What makes a food choice more sustainable?	Sustainability decisions balance environmental, social, financial and practical consequences.
25	SMSC	Moral and social development	What makes a meal good value?	Household budgets differ and food choices are discussed without judging families.
32	SMSC	Social development	What is hospitality and what do customers expect?	Hospitality involves responsibility for customers' comfort, safety and experience.
33	British Values	Mutual respect	Analysing customers and existing café dishes	Customer needs and choices are considered accurately and without judgement.
33	Protected Characteristics	Religion or belief	Analysing customers and existing café dishes	Ingredient suitability is checked where a customer profile makes religion or belief relevant.
38	SMSC	Social development	Customer feedback and final evaluation	Customer feedback is constructive, evidence-based and used to improve future practice.

