Crisp Vocational Provision Ltd
Building futures for tomorrow

NCFE CACHE Level 1 Award in Nutrition and Health (QN: 600/5142/5)

Guided Learning Hours: **43**

This qualification aims to:
· focus on the study of nutrition and health
· offer breadth and depth of study, incorporating a key core of knowledge

T**he objectives of this qualifications are to enable the learner to gain an understanding of:**
· the importance of eating healthily and maintaining hydration
· food choices and how to make healthy choices
· planning a healthy diet for self and others
· eating disorders, the connections between food and feelings and ways to seek help and support

Progression
Learners who achieve this qualification could progress to the following:
· Level 2 Award in Nutrition and Health
· Level 2 Certificate in Understanding Nutrition and Health
· Level 2 Certificate in Improving Personal Exercise, Health and Nutrition

Intent

Build foundational knowledge of a balanced diet (Eatwell Guide) and hydration for adults, enabling learners to make healthful choices and communicate them to others. Aligns to LOs 1–2 and AC 1.1–1.4, 2.1–2.5.

Implementation

Direct instruction using NHS/Eatwell Guide visuals; guided research; case studies; practical vocabulary building; short explainer tasks. Weekly activities culminate in portfolio artefacts (posters, Q&A responses, labelled diagrams).

Impact

Learners demonstrate accurate understanding of balanced diets and recommended fluid intake, identify consequences of poor diet/hydration, and outline practical ways to inform/encourage healthy choices. Evidence triangulated via written outputs and tutor observations.

Unit 01 Introductory awareness of the importance of healthy eating and drinking for adults (Y/502/9720)

Unit summary				
In this unit the learner will increase their knowledge and understanding of the importance of healthy eating and drinking for adults.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 1**	**3 credits**	**24 GLH**

Learning outcomes (LOs)	Assessment criteria (AC)

The learner will:	The learner can:
1. Understand the importance of healthy eating	1.1 Outline what is meant by a **balanced diet**
	1.2 Give examples of the effects on health if a diet is not balanced
	1.3 Give examples of ways that food can contribute to helping an individual to stay healthy
	1.4 Outline ways to inform individuals to eat a balanced diet
2. Understand the importance of drinking enough to stay healthy	2.1 State the **recommended daily fluid intake** to stay healthy
	2.2 Outline how drinking enough can help to stay healthy
	2.3 Identify the effects to health of not drinking enough
	2.4 Give examples of signs of not drinking enough
	2.5 Outline ways to encourage individuals to drink enough to stay healthy

Range
1. Understand the importance of healthy eating
1.1 Balanced diet as per NHS recommendations, which are set out in the Eatwell Guide. This could include: • the Eatwell Guide **–** to show what percentage of each food group should make up a meal • too much as well as too little can be bad for you **–** balance is required • everyone's diet will look slightly different as we all have different requirements depending on our body's shape and size, and our levels of activity
2. Understand the importance of drinking enough to stay healthy
2.1 Recommended daily fluid intake: • 6–8 glasses of fluid per day (Eatwell Guide), which could include: o water o lower-fat milk o sugar-free drinks o tea and coffee This is only a guide – actual amount will vary depending on the individual and on factors such as age (not for children under the age of two), climate and physical activity.

Delivery and assessment guidance
1.1–1.4 Learners could investigate sources such as the Eatwell Guide found on the NHS website, the British Heart Foundation, or other approved UK sources. Using tutor-set headings based on the assessment criteria, they could present the information in a visual format (such as a poster or leaflet) with commentary to encourage healthy eating and reasons why it is important. **1.4** Learners must outline 3 ways to inform individuals to eat a balanced diet. **2.1–2.5** Tutors could devise fictional case studies to illustrate scenarios based on individuals with different amounts of fluid intake. Learners could answer pre-set questions relating to the assessment criteria to identify the importance of drinking enough fluids. Questions and answers must be recorded. **2.5** Learners must outline 3 ways to encourage individuals to drink enough to stay healthy.

Unit: 01	**Duration:** Autumn Term 1/2

Unit Aims:

The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

Skills:
- Presentation skills
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:

- Understand the importance of healthy eating
- Understanding the importance of drinking enough to stay healthy

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
1. Understand the importance of healthy eating 1.1 Balanced diet as per NHS recommendations, which are set out in the Eatwell Guide. This could include: the Eatwell Guide – to show what percentage of each food group should make up a meal too much as well as too little can be bad for you – balance is required everyone's' diet will look slightly different as we all have different requirements depending on our body's shape and size, and our levels of activity 2. Understand the importance of drinking enough to stay healthy 2.1 Recommended daily fluid intake: 6–8 glasses of fluid per day (Eatwell Guide), which could include: water lower-fat milk Sugar-free drinks tea and coffee This is only a guide – actual amount will vary depending on the individual and on factors such as age (not for children under the age of two), climate and physical activity.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Screen shots, mind maps, completed assignment briefs and Assessors reports for each section. Written, visual and presentation skills.	**Maths opportunities:** Number Ratio, addition and subtraction, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:**	Power Points Research opportunities

			Heath, becoming an adult, employability, careers links, practical skills for life.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**	Diet, hydration, calories, energy, requirement	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Week	Objectives	Activities	Assessment
1	Introduction to qualification, expectations, health & safety	Icebreaker, overview of nutrition concepts. Label body map with current group knowledge, add learning in different colours. Self-assessment of learning and reflection of group learning. SEN; Prompt cards, partially labelled diagram. EAL; glossary; HA: Additional depth knowledge cards	Initial discussion. Diagram with improvements to show development of knowledge.

2	Explain what is meant by a balanced diet (AC1.1)	Starter: What do we mean by healthy? Group brainstorm, Introduce food plate diagrams. Identify what is on the plate, macros, and proportions. What do we need these for? ICT: Explore NHS Eatwell Guide; annotate proportions; create a dual-coded note page. SEN: scaffolded sentence frames; EAL: glossary; HA: add example menus showing proportions. Cross curricular: Science (human biology); English (definition writing).	Workbook Task 1 Task 1: Outline what is meant by a balanced diet (AC1.1)
3	Effects of an unbalanced diet (AC1.2)	Case studies, video analysis ICT: Case snippets (excess sugar/fat; deficiencies); cause–effect chart. SEN: chunked causes; EAL: visuals; HA: cite reputable sources. Cross curricular: PSHE (wellbeing); English (explanation).	Workbook Task 2 Task 2: Give examples of the effects on health if a diet is not balanced (AC1.2) Paragraph linking imbalance to health outcomes.
4	How food contributes to health (AC1.3)	Nutrient matching game	Workbook Task 3

		ICT: Nutrient–benefit matching activity; micro-presentation. SEN: templates; EAL: sentence starters; HA: audience-specific messaging. Cross curricular: Science (nutrition); English (note-making).	Task 3: Give examples of ways that food can contribute to helping an individual to stay healthy (AC1.3) Annotated table of foods and benefits.
5	Ways to inform individuals about balanced diet (AC1.4)	Role-play scenarios ICT: Design a one-page leaflet/poster; practice a brief spoken pitch. SEN: templates; EAL: sentence starters; HA: audience-specific messaging. Cross curricular: Art/Design; English (persuasion).	Workbook Task 4 Task 4: Outline ways to inform individuals to eat a balanced diet (AC1.4) Poster/leaflet with 3 strategies + pitch notes.
6	Recommended daily fluid intake (AC2.1)	Quiz, NHS guidelines ICT: Build an infographic (6–8 glasses guidance; signs of dehydration) with references. SEN: icon-based cues; EAL: word bank; HA: individual	Workbook Task 1 Task 1: State the recommended daily fluid intake to stay healthy (AC2.1) Infographic + Q&A sheet on benefits/effects/signs.

		Cross curricular: Science (homeostasis); Maths (quantities).	
7	Benefits of drinking enough (AC2.2)	Group discussion, hydration tracker Cross curricular: Science (homeostasis); Maths (quantities).	Workbook Task 2 Task 2: Outline how drinking enough can help to stay healthy (AC2.2)
8	Effects of dehydration (AC2.3)	Symptoms chart activity Cross curricular: Science (homeostasis); Maths (quantities).	Workbook Task 3 Task 3: Identify the effects to health of not drinking enough (AC2.3)
9	Signs of not drinking enough (AC2.4)	Observation exercise ICT: Case study responses; create reminder plan (timers, bottle tracking). Cross curricular: Science (homeostasis); Maths (quantities), PSHE (habits); ICT (curation).	Workbook Task 4 Task 4: Give examples of signs of not drinking enough (AC2.4)
10	Encouraging hydration (AC2.5)	Poster design ICT: Redesign a one-page leaflet/poster; practice a brief spoken pitch based on feedback and improvements. SEN: checklists; EAL: paired support; HA: evaluate feasibility/cost.	Workbook Task 5 Task 5: Outline ways to encourage individuals to drink enough to stay healthy (AC2.5) Poster/leaflet with 3 strategies + pitch notes.

		Cross curricular: Art/Design; English (persuasion).	
11	Review Unit 01 content	Revision games	Peer Q&A
12	Unit 01 assessment	Complete evidence sheets	Internal marking

Marking Grid (E/S/A bands) — Unit 01

Week	Criteria (linked to LOs/ACs)	Emerging (E)	Secure (S)	Advanced (A)
Week 1	AC 1.1 Balanced diet definition & diagram	Basic definition; simple diagram	Clear definition linked to food groups & proportions	Definition + proportioned examples and rationale
Week 2	AC 1.2 Effects of imbalance	Lists effects	Explains cause–effect with examples	Evaluates short vs long-term impacts with sources
Week 3	AC 1.3 Food supports health	States examples	Matches nutrients to benefits	Links to RDAs and evidence
Week 4	AC 1.4 Informing strategies (×3)	Identifies strategies	Outlines audience-appropriate strategies	Tailors and justifies strategies with impact
Week 5	AC 2.1–2.4 Hydration guidance/benefits/effects/signs	States guidance & examples	Explains benefits/effects/signs with clarity	Discusses variability; references NHS/Eatwell
Week 6	AC 2.5 Hydration encouragement (×3) + portfolio	Basic list; portfolio partial	Complete list; portfolio organised	Feasibility evaluation; portfolio well-curated

Unit 02 Planning healthy diets (F/503/2241)

Unit summary
In this unit the learner will plan a healthy diet and understand how to make healthy food choices from a menu. They will also explore how food choices can be influenced.
Assessment

This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 1**	**1 credit**	**10 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand influences on own diet	1.1 Identify influences on food choices
	1.2 Explain how influences affect own food choices
2. Be able to plan healthy diets	2.1 **Plan** a healthy diet for self for one day to meet dietary requirements
	2.2 Plan a healthy diet for another individual for one day to meet dietary requirements
3. Be able to make healthy choices from menus	3.1 Make **healthy choices** for a 3-course meal from a menu
	3.2 State how the **choices** made will contribute to a balanced diet

Range

2. Be able to plan healthy diets

2.1 Plan must include:

- breakfast
- lunch
- dinner
- snacks
- fluid intake:
  - to total the recommended daily intake for the learner, reducing the intake or avoiding the use of drinks high in fat or sugar
- dietary requirements

If any dietary requirements have been identified, ensure this is carried through the whole diet plan.

3. Be able to make healthy choices from menus

3.1 Healthy choices

Learners should try to balance their food so they can have a treat but balance the rest of the meal with healthy choices. They must also consider:

- accompaniments
- sauces
- cooking method

Unit: Unit 02 Planning healthy diets (F/503/2241)	**Duration:** Spring Term 1/2

Unit Aims:

In this unit you will plan a healthy diet and understand how to make healthy food choices from a menu. You will also explore how food choices can be influenced.
This booklet allows opportunities to provide evidence for assessment criteria (AC) 1.1 to 3.2.
To support your evidence, the following websites may support you with some important information to complete the tasks

Learning outcomes

The pupils should be able to:

- Understand influences on own diet
- Be able to plan healthy diets
- Be able to make healthy choices.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Planning a healthy diet to meet specified requirements • Plan for breakfast, lunch, dinner and snacks • Consider fluid intake • Consider dietary requirements • Preparing and cooking a recipe not seen before – interpreting the recipe. • Consideration of ingredients, timings, presentation.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	• Photographic evidence, • completed assignment briefs • Assessors reports for each section. • Work book written evidence	**Maths opportunities:** • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures,	Power Points Research opportunities • Collecting and using information from different sources

• Knowing food classifications, including cereals, grains, legumes/pulses, vegetables, fruits, nuts and seeds, spices and herbs, meat, poultry and fish, dairy. • Types of dishes, e.g. starters, main courses, desserts. • Food preparation and cooking methods, e.g. chopping, correct weighing, portioning • and measuring of ingredients, boiling. • Tools and equipment used to prepare and cook food, e.g. spatulas, colanders, food processors, baking trays. • Specified requirements, e.g. preparation and cooking methods and timings, quality standard of dishes. Preparing, cooking and presenting food • Preparing food, e.g. weighing and measuring, peeling, using appropriate equipment. • Food cooking methods, e.g. grilling, roasting, baking, steaming. • Seasoning and tasting to ensure food is cooked properly. • Following recipes, e.g. weights and measures, timings. • Correct temperatures, e.g. cooking hot food above 63 °C, ensuring food safety, preserving nutritional value. • Presenting food, e.g. equipment, arranging food attractively, garnishing. • Quality standard of dishes, e.g. appearance, colour, texture, taste. Working in a safe and hygienic manner • Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974. • Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce. • Wearing correct clothing, footwear and headgear.			including money, time, length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs. **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words Using body language to help communication Using communication for different purposes Communicating in a variety of ways, including electronic and social media. Read and understand texts in detail. Utilise information contained in texts. **Planning Real life:** • Cooking is a life skill.	• Determining relevance and accuracy of information • Organising information • Representing information in different ways • Using IT to present and store information

• Reporting accidents and near accidents and hazards to relevant person. • Correct storage of food items, e.g. refrigerating, freezing, dry store, sell/use by dates. • Following relevant sections of food hygiene regulations and safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination. Transferable skills • Planning: selecting recipes, e.g. starter, main course, dessert; style of food, e.g. Asian, European, vegetarian; timings, e.g. preparation, cooking, assembling ingredients and equipment. • Working well under pressure: planning to meet timings and deadlines for each food preparation and cooking task by prioritising tasks, overcoming any potential barriers.			• Managing self: being proactive and flexible when working through ideas and experimenting, monitoring own performance and devising strategies for improvement. Setting common goals • Showing respect for others in the team and valuing their contributions • Listening to others in the team, being open minded • Taking on roles and responsibilities	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Materials for practical work** **Tools and equipment** **Ingredients, chopping boards, knives, bowls.**	Hygiene, Safety, Equipment, Preparation, Ingredients, Nutrition, Preparation, Recipe, Presentation, Portioning, Garnish, Taste,	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety

		Effective contributors

Intent

Enable learners to plan one-day healthy diets for self and for another age group and make balanced choices from menus, considering influences on food choices (LOs 1–3, AC 1.1–3.2).

Implementation

Sequenced lessons: influences audit → one-day diet plans (self/other) → menu analysis and balanced selection → rationale writing. ICT tools for templates, menus, and trackers; formative checks weekly.

Impact

Learners produce realistic diet plans reflecting preferences/requirements and justify menu choices contributing to a balanced diet, evidenced in portfolio artefacts and tutor assessments.

Week	Objectives	Activities	Assessment
13	Identify influences on food choices (AC1.1)	Mind map, cultural food discussion, advertising examples ICT: Brainstorm & categorise (culture, budget, marketing, health, mood); capture in table. SEN: prompts; EAL: word bank; HA: add examples.	Workbook Task 1 Task 1: Outline what is meant by a balanced diet (AC1.1) Influences list (×5) with brief notes.

		Cross Curricular: PSHE (identity/media); English (classification).	
14	Explain how influences affect own choices (AC1.2)	Reflection journal ICT: Reflective write-up; mini peer interview. SEN: sentence starters; Reflection frame; interview sheet. EAL: paired support; HA: include trade-off analysis. Cross Curricular: English (reflective writing); Media.	Workbook Task 2 Task 2: Explain how influences affect own food choices (AC1.2) 150-word explanation with examples.
15	Plan a healthy diet for self (AC2.1)	Create daily meal plan ICT: Use diet planner template (breakfast/lunch/dinner/snacks/fluids) aligned to Eatwell Guide. Cross Curricular: Science (energy); Maths (quantities).	Workbook Task 1 Task 1: Plan a healthy diet for self for one day to meet dietary requirements (AC2.1)
16	Plan a healthy diet for another individual (AC2.2)	Group planning activity ICT: Research age-specific needs; build second plan reflecting requirements/preferences. SEN: scaffolded requirements; EAL: visuals; HA: compare energy/protein needs.	Workbook Task 2 Task 2: Plan a healthy diet for another individual for one day to meet dietary requirements (AC2.2)

		Cross Curricular: PSHE (life course); Science (growth).	
17	Menu analysis – healthy choices (AC3.1)	Restaurant menu activity, comparing homemade and fast food ICT: Analyse online menus; select balanced starter/main/dessert with cooking method notes. SEN: Highlight healthier options; Menus; analysis sheet. EAL: phrase bank; HA: swap-outs and portion notes. Cross Curricular: English (argument); Design (presentation).	Workbook Task 1 Task 1: Make healthy choices for a 3-course meal from a menu (AC3.1) Menus; analysis sheet.
18	Explain how choices contribute to balanced diet (AC3.2)	Group discussion, ranking activity with differing meals covered in the course ICT: Rationale paragraph mapping selections to food groups; compile evidence. SEN: mapping graphic; EAL: sentence frames; HA: discuss sugar/fat reductions. Cross Curricular: Science (nutrition); ICT (curation).	Workbook Task 2 Task 2: State how the choices made will contribute to a balanced diet (AC3.2) Rationale + portfolio check.
19	Practical cooking session	Prepare balanced meal Practical task Prepare one item from the planned menu.	Observation

		Vary demand of menu item for skill level to challenge students Ensuring success Visual references Building on prior learning – scaffolded activities Plenary: Share menus and explain choices. Cross Curricular:	
20	Review Unit 02 content	Quiz, recap	Peer feedback
21	Unit 02 assessment	Complete evidence sheets	Internal marking
22	Unit 02 assessment continued	Complete evidence sheets	Internal marking
23	Catch-up & extension	Support for missed work	Individual tutorials
24	Catch-up & extension	Support for missed work or extra practical session Starter – Watch a short video on cooking methods. Practical task -Cook a basic hot dish using safe methods. Learners can compare methods of cooking an egg. Describing how the same ingredient can	Individual tutorials

		have different textures and mouth feel by changing the cooking method. HAP: Comment on the nutritional value changes caused by different cooking methods, how may additions such as butter or oil have change the nutrition, texture and moth feel of the egg? What are the nutritional benefits of eggs in the diet? Ensuring success -Varied resources and dish options Scaffolding challenges Visual references	

Marking Grid (E/S/A bands) — Unit 02

Week	Criteria (linked to LOs/ACs)	Emerging (E)	Secure (S)	Advanced (A)
Week 1	AC 1.1 Influences (×5)	Lists fewer than 5	Identifies 5 influences	Categorises with examples
Week 2	AC 1.2 Influence on own choices	Basic explanation	Clear explanation with examples	Analytical reflection (trade-offs)
Week 3	AC 2.1 One-day plan (self)	Plan incomplete	Complete plan incl. fluids & snacks	Balanced plan + rough kcal/macros
Week 4	AC 2.2 One-day plan (other age group)	Minimal tailoring	Age-appropriate requirements reflected	Justified differences vs self plan
Week 5	AC 3.1 Healthy menu choices	Basic selection	Balanced 3-course selection; notes on accompaniments/sauces/method	Portion and swap-outs considered

Unit 03 Understanding eating disorders (H/503/0997)

Unit summary				
In this unit the learner will understand the various types of eating disorders. They will know the signs and symptoms of different eating disorders and the effects they have on health. They will also explore the link between food and feelings and how to access more information and support.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 1**	**1 credit**	**9 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know about different eating disorders	1.1 List different **types** of eating disorders
	1.2 Outline the **signs and symptoms** of different eating disorders
	1.3 State the possible **short-term and long-term effects** on health of each
2. Understand the connections between food and feelings	2.1 Identify the **connections between food and feelings**
	2.2 Outline why abnormal eating habits may develop
3. Know how to access information and support related to eating disorders	3.1 Identify further **information and support** available

Range
1. Know about different eating disorders
1.1 Types could include: • anorexia • bulimia • binge eating disorder (BED) • orthorexia • avoidant restrictive food intake disorder (ARFID) • other specific feeding or eating disorder (OSFED)

1.2 Signs and symptoms will vary according to the nature of the eating disorder. **1.3 Short-term and long-term effects** will vary according to the nature of the eating disorder.
2. Understand the connections between food and feelings
2.1 Connections between food and feelings: • how we feel can change what we choose to eat • certain foods can also change the way we feel
3. Know how to access information and support related to eating disorders
3.1 Information and support could be local or national but must be reliable.

Delivery and assessment guidance
1.1 Learners must list 3 different types of eating disorders. **1.1–1.3** Learners could create a display or presentation slides. They could investigate using approved sources and support groups such as the NHS website or Beat. Tutors should set headings reflecting the assessment criteria. Learners can prepare the information in a suitable format, such as a display or slide show presentation. **2.1** Tutors should cover both sides of the connection including, how certain foods can change the way we feel and how we can crave certain foods depending on our mood. **2.1 and 2.2** Learners could participate in a group discussion about the links between food and emotion and the reasons why different eating habits may develop. The individual contribution of each learner must be recorded by video or tutor observation. **3.1** Learners could investigate a range of support groups and information sources for people with eating disorders. They should produce a list identifying the type of support and information that each one provides. They may include supporting leaflets, internet printouts and newsletters from these different sources and annotate or highlight sections to demonstrate their relevance.

Intent

Develop safe, accurate understanding of eating disorder types, signs/symptoms, health effects, food–feelings links, and reliable support pathways (LOs 1–3).

Implementation

Tutor-led safeguarding-aware delivery using approved UK sources (NHS, Beat); slide/display creation; structured discussion with recorded contributions; support directory task; portfolio collation.

Impact

Learners can list types, outline signs/symptoms and health effects, discuss food–feelings connections, and identify reliable information/support sources; portfolio evidences knowledge and engagement safely.

Unit 03: Understanding Eating Disorders (Weeks 25–36)

Week	Objectives	Activities	Assessment
25	Types of eating disorders (AC1.1)	Research task Use of ICT to research a topic. Research task using approved sources; compile list. Presentation of findings in a suitable format. SEN: prompt list; EAL: bilingual terms; HA: define each briefly. Cross Curricular: PSHE (wellbeing); English (note-taking).	Workbook Task 1 Task 1: Identify influences on food choices (AC1.1)

26	Signs & symptoms (AC1.2)	Case study analysis - Use of ICT to research a topic. Presentation of findings in a suitable format. Create annotated slide(s) with safeguarding reminder. SEN: scaffolded headings; Slide templates; approved sources. EAL: glossary; HA: cautionary language practice. Cross Curricular: English (informative writing); Media (slides).	Workbook Task 1 Task 1: Identify influences on food choices (AC1.1)
27	Short-term & long-term effects (AC1.3)	Group discussion – Use research findings for short presentation, followed by questions and discussion. ICT: Two-column table; add examples sensitively. SEN: examples provided; Table template; sources. EAL: icons; HA: include clinical risks. Cross Curricular: English (informative writing); Media (slides).	Workbook Task 1 Task 1: Identify influences on food choices (AC1.1)
28	Connections between food & feelings (AC2.1)	Role-play scenarios – Assign roles for each student to discuss how a certain person may feel about food. Work in paired groups with scaffolded roles for LA.	Workbook Task 1 Task 1: Identify influences on food choices (AC1.1)

		ICT: Guided class discussion; individual reflection page (recorded/tutor observed). SEN: prompts; Discussion guide; observation sheet. EAL: sentence frames; HA: protective strategies mentioned. Cross Curricular: PSHE; English (reflection).	
29	Why abnormal eating habits develop (AC2.2)	Debate – Video starter. Brainstorm ideas. Discuss why individuals may have different food habits. Possible practical activity – a range of challenging foods for students to try and feedback on, why they didn't like them and why this might be. SEN: prompts; Discussion guide; observation sheet. EAL: sentence frames; HA; look at challenging foods from around the world, are there cultural factors? Cross Curricular: PSHE; English (reflection).	Workbook Task 2
30	Support services (AC3.1)	Guest speaker / research – NHS Healthy diets or local restaurant? ICT: Build a local/national support directory (NHS, Beat, Mind).	Workbook Task 1

		SEN: template; Support directory list with annotations. EAL: icons; HA: reliability criteria. Cross Curricular: Citizenship; ICT (curation).	
31	Practical project: awareness campaign	Design posters or leaflets ICT: Design a one-page leaflet/poster; practice a brief spoken pitch. SEN: templates; EAL: sentence starters; HA: audience-specific messaging. Cross Curricular: English (presentation); Media.	Observation Poster/leaflet with 3 strategies + pitch notes, evidence of application of research and learning.
32	Practical project continued	Design posters or leaflets ICT: Collate slides/display; submit portfolio. SEN: checklist; EAL: rehearsal; HA: add signposting best practices. Cross Curricular: English (presentation); Media.	Observation
33	Review Unit 03 content	Quiz, recap	Peer feedback
34	Review Unit 03 content continued	Quiz, recap	Peer feedback
35	Unit 03 assessment	Complete evidence sheets	Internal marking
36	Unit 03 assessment continued	Complete evidence sheets	Internal marking

Marking Grid (E/S/A bands) — Unit 03

Week	Criteria (linked to LOs/ACs)	Emerging (E)	Secure (S)	Advanced (A)
Week 1	AC 1.1 Types of ED (≥3)	Lists fewer than 3	Lists 3+ accurately	Briefly defines each
Week 2	AC 1.2 Signs and symptoms	General points	Clear outline with examples	Well-structured slides; safeguarding language
Week 3	AC 1.3 Health effects (short/long term)	Some effects	Differentiates short vs long; examples	Includes clinical risks with caution
Week 4	AC 2.1–2.2 Food–feelings & reasons	Basic statements	Links feelings to choices; outlines reasons	Adds protective strategies & support cues
Week 5	AC 3.1 Support directory	Partial list	Reliable local/national sources annotated	Reliability criteria + signposting tips
Week 6	Display/presentation + portfolio	Basic display; portfolio partial	Clear display; complete portfolio	High-quality presentation; portfolio indexed

Weeks 37–39: Consolidation & Final Assessment

Week	Objectives	Activities	Assessment
		Introduction: Cook Off **Information:** Students bring together what they have learned, to plan a meal using food hygiene, nutrition, cooking techniques, preparation techniques and presentation skills. **Starter** Review key skills learned over the unit. **Practical task** Complete final cooking task independently.	

		Ensuring success A range of activities available to target each learning ability Options for peer discussion and feedback **Plenary:** Self and peer evaluation of final dish.	
37	Full course review	Revision games, Q&A	N/A
38	Final portfolio check	Ensure all ACs met	Portfolio review
39	Internal quality assurance & learner feedback	Sign-off	Feedback form