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| Subject: Health and Social Care year 11 Curriculum Map 2022-2023 | | | | | |
| Terms | **Topics covered** and **core knowledge and skills** | | Links to careers | Links to the Knowledge organiser and other additional resources | |
| Half term 1 | | Unit R029: Understanding the nutrients needed for good health.  *This unit gives learners an overview of the importance of diet throughout the life stages, giving them the knowledge and skills to enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. What we eat is often determined by a considerable number of factors, such as work-life balance, finance, where we live, food preparation skills, our health and religion. On completion of this unit learners will have an understanding of the key nutrients required for good health from childhood to old age and be able to apply this knowledge in practical situations.*  **Learning Outcome 1: Know the dietary needs of individuals in each life stage.**  Learners must be taught:  **The dietary need of the different life stages, for young people, focusing on:**   * sustain growth * promote good health for developmental changes * rapid growth * considerable gains in bone and muscle   **Adulthood, i.e.:**   * to prevent disease * regulate metabolism * maintain normal growth and function and promote healthy lifestyles   **Older adults, i.e.:**   * to maintain both mental and physical health * preserve muscle tissue and strength   **The importance of nutrients, i.e.:**   * macro nutrients - protein, fat, carbohydrates, * micro nutrients - vitamins A, B group, C, D, E, K, minerals - calcium, iron   **The function of each nutrient, i.e.:**   * producing energy * growth and repair * prevention of disease * aid nerve function * aid the excretion process * to act as a carrier for other nutrients * for cell formation * to protect, and maintain cell homeostasis   **About dietary requirements/guidelines**   * the nutritional requirements specific to each life stage, including D.R.V. (Dietary Reference Values) and R.N.I. (Reference Nutrient Intake) * current government dietary guidelines (e.g. eating five fruits and vegetables a day, using the ‘Eatwell plate’ to encourage a balanced diet).   **Learning Outcome 2: Be able to create dietary plans for specific dietary needs.**  Learners must be taught:  **The factors that influence diet, i.e.:**   * income * location * lifestyle choice * vegetarian * vegan * religion * allergies/intolerances   **To create dietary plans considering, i.e.:**   * dietary needs for specific conditions (e.g. coeliac disease, irritable bowel syndrome, diabetes, wheat intolerance)   **The sources of nutrients, i.e.:**   * protein, i.e.:   + animal/fish/dairy sources (e.g. chicken, salmon, eggs)   + vegetable sources (soya beans, nuts, tofu) * carbohydrates (e.g. wheat) * fat   + animal sources (e.g. milk/cream)   + vegetable sources (e.g. nut oils, avocados * vitamins   + A (e.g. eggs, kidneys, mackerel)   + D (e.g. fortified foods; breakfast cereal and margarine)   + B (e.g. chicken, eggs, broccoli, dates, nuts, pulses)   + C (e.g. strawberries, oranges) * minerals (e.g. calcium, iron)   **Learning Outcome 3: Be able to produce nutritional meals for specific dietary requirements**  Learners must be taught:  **To create a meal for specific dietary needs, i.e.:**   * ingredients * combining nutrients in a meal (e.g. protein, carbohydrate and fat - cheese on toast, with a glass of fruit juice or piece of fruit) * portion size   **To assess their meal choices in relation to government guidelines (e.g. D.R.V. and R.N.I.)**   * the hygienic and safe preparation of food (e.g. correct procedures such as using colour coded boards for food preparation, how to check if food is properly cooked, preparing the environment and themselves, by washing tables down before use, wearing aprons, correct hand washing etc.). |  | | <https://maritime.rivoagency.com/admin/wp-content/uploads/sites/20/2022/10/RO21-KO.pdf> |