

Key Stage 1 – What should we eat and why?



ABOUT THE UNIT

In this unit, children are invited to consider some of the choices they make in considering what they eat they are given opportunities to reflect upon these choices and those of others including both religious and non-religious people. They are asked to explore a range of issues including their potential responsibility for themselves, for others and for the world around them. They are enabled to acquire skills and attitudes relevant not merely to RE but also to their own personal development. The unit provides them with a context in which they can both learn about and learn from religion and other belief systems.

PRIOR LEARNING

It is helpful if pupils have:

- had previous opportunities to think about their practices and actions
- begun to develop the attitudes and skills necessary for successful participation in discussion and debate.

WHERE THE UNIT FITS IN

This unit has been designed to be delivered as a coherent whole. It has been planned to cover approximately six hours of curriculum time.

However, some teachers may prefer to simply select particular sections from the unit and integrate these with other existing units if the need arises.

This unit – either in its entirety or in individual sections - may also help to fulfil some of the requirements of the Citizenship and PSHE programmes. It is also closely linked with key aspects of the *Every Child Matters* agenda.

LANGUAGE FOR LEARNING

Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to the study of:

- a range of different religious traditions and belief systems

e.g Halal, Kosher, Vegan and Vegetarian

Through the activities, pupils will be able to engage in speaking and listening tasks when they have opportunities to:

- Talk about their own choices ideas and values
- Contrast these with those of other people

Begin to practise their questioning and research skills

Acquire skills (Analysing, discussion, identifying, interpreting) and attitudes (empathy respect and sensitivity) intrinsic to RE

<p>EXPECTATIONS</p> <p>Most children will: Use religious and other relevant words and phrases to identify some of the beliefs and practices associated with food in different religions and belief systems; begin to show awareness of similarities in religions and belief systems in relation to food; identify how religious and other beliefs are expressed through every day actions; ask and respond sensitively to questions about their own food choices and to those of other people; recognise their own values and those of other people in relation to moral choices about food.</p> <p>Some children will not have made so much progress and will: Use some religious and other relevant words to recognise and name features of beliefs and practices associated with food in different religions and belief systems; can recall examples of practices associated with food within different religions or belief systems; talk about their own food choices and what is of value to them and to others.</p> <p>Some children will have progressed further and so will: Use a developing vocabulary of religious and other relevant words and phrases to describe some key features associated with choices about food in different religions and belief systems, recognising similarities and differences; make links between beliefs about food and their sources; identify the impact religious and other beliefs about food have on the lives of some people; identify what influences their own food choices and make links between these and those of other people; ask important questions about religious and other beliefs about food; make links between their own attitudes and behaviour with those of other people, including those who are members of faith communities.</p>	<p>RESOURCES</p> <p>As well as a range of textbooks and published resources this unit will be enhanced by the use of ancient and modern materials from believers' sources, including:</p> <ul style="list-style-type: none"> - Fairtrade products and publicity materials - Visits from members of faith communities - Websites including those of various charities
	<p>OUT OF SCHOOL LEARNING</p> <p>Pupils could:</p> <ul style="list-style-type: none"> • begin to apply some of the principles they have discussed to their own food choices beyond the school setting.
	<p>FUTURE LEARNING</p> <p>Pupils could:</p> <ul style="list-style-type: none"> • become more fully involved in whole school decision making in relation to a variety of issues, such as catering for a diverse community, encouraging healthy eating options or a commitment to Fair Trade products.

What do I eat and why?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> that there are various factors which determine what they eat and do not eat 	<p>In preparation for the unit, ask the children to keep a food diary for a week. This could be done in the form of a zigzag-style book, using pictures or words or a combination of both.</p> <p>When the diaries are completed, analyse the results and talk to the children about what they have eaten and why. Encourage them to identify a variety of different reasons to explain the information they have provided. Begin by discussing their likes and dislikes, taking care to highlight the importance of a healthy and balanced diet (for example, the need to eat five portions of fruit and/or vegetables a day). Some children may also have particular dietary needs for specific health reasons, such as a food allergy relating to dairy products or gluten intolerance. It may also be appropriate to mention seasonal factors determining food choices, such as the prevalence of salads and picnic style food in the summer months, or warming dishes during the cold of the winter. In addition, remind children that the cost of certain items may determine what their families are able to provide for them. Finally, draw attention to the fact that some food choices are a result of religious or other moral beliefs, which may mean that some people will only eat food which is halal, kosher, vegetarian and vegan or which has been sold according to the principles of Fair Trade.</p> <p>Set up specific investigative group activities into what is meant by halal, kosher, vegetarian and vegan and also Fair Trade. If possible, create opportunities for the children to meet and question some people who make their food choices according to one or more of these criteria.</p>	<ul style="list-style-type: none"> talk about or record (in pictures or words or both) what they eat and do not eat identify several different factors which determine their food choices and those of other people produce their findings in the form of a class book, PowerPoint or wall display. 	<ul style="list-style-type: none"> sensitivity needs to be shown to children who come from deprived and impoverished backgrounds sensitivity may also need to be shown to children who are markedly over or under weight remember that there are different levels of practice among religious believers in relation to food laws, so avoid any wide ranging generalisations.

What does it mean to buy and eat Fair Trade products?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • some basic facts about the Fair Trade initiative • to reflect on the significance of their food choices and the effect these may have on producers 	<p>Encourage the children to recall some of the factors determining food choices which were discussed in the previous lesson.</p> <p>Display a selection of everyday foods (such as bananas, bread, chocolate or potatoes) and talk about their origins, drawing the children's attention to where they were produced and how. Take one popular product from that display like a banana or a bar of chocolate and also find an example of its Fair Trade equivalent. Ask the children to sample the two bananas or two chocolate bars (one conventionally produced and distributed and the other with the Fair Trade brand). After the sampling, set up a discussion so that children can compare and contrast the two products according to criteria such as availability, cost and taste.</p> <p>Talk to the children about the basic principles of Fair Trade and where possible, give them an opportunity to investigate the stories of individual farmers and growers via websites, such as www.oxfam.org.uk or www.tre.ngfl.gov.uk/ Explain that some people choose to buy Fair Trade products wherever possible because this is in accordance with their religious or moral beliefs and values. Investigate what different religions and secular belief systems have to say about treating others as you would like to be treated yourself.</p> <p>In conclusion, ask the children to decide which product they would buy and why!</p>	<ul style="list-style-type: none"> • talk or write about the basic principles of Fair Trade • explain their own views about Fair Trade and give reasons for their personal point of view 	<ul style="list-style-type: none"> • sensitivity again needs to be shown to children who come from deprived and impoverished backgrounds where the cost of food may be more important than any other ethical or moral concerns.

Are we in a Fair Trade School?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<p>that beliefs can be translated into actions by both religious and non-religious people</p>	<p>Set up opportunities for the children to investigate the rules which exist in school overall and/or individual classes. Ask them to see if they can find any references to a requirement to treat others as they would like to be treated themselves – these may be located in these sets of rules and/or the school's mission statement.</p> <p>Most schools do place an emphasis on equality and fair treatment for all, so talk with the children how this principle might link with the discussion about Fair Trade in the previous lesson.</p> <p>Ask the children to carry out investigations into whether or not Fair Trade products are used in a variety of different school contexts, such as the school kitchen, in the staff room or during a range of social events like PTA evenings or end of term celebrations and parties.</p> <p>Visit a local place of worship (such as a nearby church) which is both promoting and using Fair Trade products whenever possible. Encourage the children not only to ask questions about how this works, but also to focus on why this has become the accepted practice in that particular faith community.</p>	<ul style="list-style-type: none"> • Publish the results of their research findings in the school newsletter or on the school website 	<ul style="list-style-type: none"> • If this unit of work is planned to coincide with the school's celebration of Harvest Festival, there will be many opportunities to focus on Fair Trade principles in that context too • Many schools are currently in the process of considering becoming eco-aware and ethically sound, so this section of the unit will help to engage pupils in that process as well as staff and the wider school community.

How is our food packaged and how do we dispose of food waste?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<p>know how members of some religious and non-religious communities adapt their food habits to accommodate their beliefs</p>	<p>Encourage the children to think about the wastage connected with food. Ask them to keep a record of how much food is thrown away - if any! - by them and their families in one week and/or carry out the same research in the school lunch hall. Invite them to think about why this might be the case and to suggest ways in which this could be avoided and why.</p> <p>Find out what can be done to make good use of certain discarded food stuffs, like fruit peelings or tea bags. Set up a competition for the children to find the most creative and successful ways to do this, perhaps by composting materials and using the end product to enhance the school conservation area or garden.</p> <p>Invite the children to look at food packaging, including plastic carrier bags. Allow them to carry out surveys into recycling initiatives at home and/or at school and also into how many people are using 'bags for life' or other environmentally friendly containers for shopping. Encourage children to engage in a competition to design more appropriate food packaging.</p> <p>Investigate some of the creation stories from the major world religions and take care to highlight that these show that many people believe that God created the world. Ask the children to think about the implications of that belief for members of faith communities and how it might influence the way they dispose of their rubbish!</p>	<ul style="list-style-type: none"> • set up a display of the results of their records of the wastage connected with food • publish the results of their surveys and talk about their findings • give a prize to the winning entry in the alternative food packaging competition! 	<ul style="list-style-type: none"> • Remember that it is not only religious people who believe it is important to treat the planet with care and respect.

Why do some people give thanks before and after eating?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> that some religious believers have use prayers to express their thanks for the food they enjoy the key elements in some common prayers associated with food and identify why they are significant for believers to articulate their own feelings about the food they have 	<p>Present the children with some simple prayers from a range of religious traditions which all offer thanks for food. Talk about their meaning and encourage them to thinks about why these prayers are said. Websites such as www.prayerguide.org.uk/dinnerprayers and www.home.comcast.net/~judaism/Siddur/ may be useful.</p> <p>Invite local religious believers into the classroom to talk about their own prayers in relation to food and why they feel it is important to give praise and thanksgiving for what they receive.</p> <p>Create a collection of prayers and or thoughts for use at mealtimes. The children can be invited to contribute their own materials, as well identifying and selecting those already available.</p>	<ul style="list-style-type: none"> give reasons for the use of prayer in association with food talk about how particular beliefs are expressed through prayer and why. 	<ul style="list-style-type: none"> remember that not all religious people will pray before or after eating.

What sort of food should be provided in our school?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • that they can apply their own principles about food to wider contexts, such as the school environment • to identify some of the key principles which govern the operation of a langhar, such as serving only vegetarian food to promote inclusion and the absence of a 'top table'. 	<p>Ask the children to reflect on what they have learned about food choices during the unit and to apply that learning to the school context. Encourage them to investigate what is on offer in school, particularly at lunch time and to analyse the options available with reference to taste, cost, the importance of a balanced diet and the requirements of those with a religious or other ethical perspective.</p> <p>Set up an opportunity for children to visit the school kitchen and/or to interview the cooks or catering manager about what appears on the menu and why. Carry out an investigation into pupils' attitudes to school meals and invite suggestions for improvements inspired by the learning which has already taken place.</p> <p>Visit a local gurdwara and eat in the langhar, contrasting the provision in place there with what is on offer in school. Encourage the children to think about the similarities and differences in the needs of both the school and the langhar in catering for large numbers of people.</p>	<ul style="list-style-type: none"> • apply what they have learned to the particular context of their on school's catering operation and perhaps work with staff to create changes in current provision • provide guidance to non-Sikhs on the langhar and how it operates and why. 	<ul style="list-style-type: none"> • remember that not all religious people will pray before or after eating.