



Pendle Community High School & College Design and Technology Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Design & Technology. The policy draws together National Curriculum (NC) guidelines and statutory requirements for Key Stage 3 (and where appropriate KS1 & KS2), British Nutritional Foundation (BNF) Core Competencies, The Food Safety Act 1990, Health and safety at Work Regulations 1999, General Food Hygiene Regulations 1995 onwards, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for Design & Technology which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught. This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School, Design & Technology is an inspiring and practical subject. Pupils use their creativity and imagination to design and make products within a variety of contexts. Pupils begin to acquire a knowledge of how to design, make and evaluate prototypes and products for a wide range of users. The Design & Technology curriculum draws on and links with other subjects such as mathematics, science, computing and art. Pupils are encouraged to trial new techniques, work with different materials and evaluate their success. Through consideration of past and present Design and Technology, pupils also begin to develop an understanding of its relevance and impact on their daily lives and the wider world. The Design & Technology curriculum is broad and balanced with cross curricular links, sets high expectations and is designed to provide appropriate challenge to all pupils and ensures they contribute to wider school life and local communities and charities.

Design & Technology aims to ensure that all pupils get opportunities to gain knowledge and skills

- to begin to develop the creative, technical and practical expertise needed to perform everyday
- tasks confidently and to participate successfully in an increasingly technological world
- to build and begin to apply a repertoire of knowledge, understanding and skills in order to design
- and make prototypes and products for a wide range of users
- to begin to critique, evaluate and test their ideas and products and the work of others
- to begin to understand and apply the principles of nutrition and learn how to cook

Cultural Capital

The Design & Technology policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, developing independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain. In addition, the Design & Technology curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visits to sustainability places in the community. i.e. wind farm, Whalley Hydro
- Enterprise for designing and selling produce
- Community café and meals for the foodbank
- Macmillan coffee afternoon making cakes
- Pupils designing cakes and meals to compile a freshly prepared and varied menu for the Community Café
- Visits to cafes and restaurants
- Workplace visits
- Engaging in projects with local schemes such as Fair Share and Food Banks
- Opportunities to take part in our Young Chef school competitions
- Taking part in sessions with local chefs
- Preparing functional 'buffets' for a variety of purposes – e.g. Erasmus visitors, Head Teacher Christmas, presentation afternoon and leavers assembly.
- Fundraising

Implementation

Design & Technology at Pendle Community High School is based on different units throughout the year but planned so that pupils can achieve depth and progression in their learning. Design & Technology is sequenced to enable pupils to use and build on prior learning and knowledge, and to continually develop key skills. Existing knowledge is checked prior to the commencement of each unit ensuring that teaching is planned accordingly from the pupils' starting points identified through the assessment system. The units take into consideration what the pupils need to know, and which units engage pupils' interests. Units are sequenced to provide maximum progression of skills whilst maintaining the focus of design, make and evaluate.

Independent learners are encouraged to be inquisitive, ask questions and work independently, where possible as part of the design process. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving.

Supported and experiential learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

Design & Technology is well resourced and specific resources are mapped to specific groups and units to support effective teaching and learning. In lessons, we use a range of resources and materials to support practical opportunities. The specialist corridor has a dedicated Design & Technology wall,

displaying simple facts about the subject including resistant materials, equipment, the Eatwell Plate and the seasonal cycle. Some groups make bespoke resources requested by subject leaders to facilitate learning in the classroom and other large-scale material products are utilised in the sensory garden e.g. planters, benches. Several herbs and vegetables are grown on site for use in cooking and nutrition lessons which ensures the school environment further supports learners in recognising the impact and importance of the subject.

Pupils will be taught

Design

- with support, to research and design purposeful, functional, appealing products for themselves and other users based on simple design criteria
- to generate, develop, model and communicate their ideas through discussion, drawings and sketches, templates, mock-ups and prototypes, and where appropriate, ICT

Make

- to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately and independently or with support
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their properties and characteristics

Evaluate

- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria and consider the views of others to improve their work
- to investigate new and emerging technologies with support
- to begin to understand how some key events and individuals in design and technology have helped shape the world

Technical knowledge

- to build structures, exploring how they can be made stronger, stiffer and more stable
- explore and begin to understand and use mechanical systems in their products [for example, sliders, wheels and axles, gears, pulleys, levers and linkages]
- to begin to understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- to begin to apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. For pupils at PCHS&C learning how to cook is a crucial life skill, promoting independence and aiming to enable pupils to feed themselves and others affordably and well, now and in later life.

Pupils will be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from
- prepare and cook a variety of dishes using a range of cooking techniques, with support
- begin to understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- become competent in a range of cooking techniques [for example, selecting and

preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

In KS4, all pupils continue to study Cooking and Nutrition to support the development of essential life skills and is accredited through AQA Entry level units and, where possible, pupils prepare to embark on NCFE Level 1 and 2 catering in KS5. Pupils continue to have access to working with resistant materials in the Workshop with a more defined focus on work related learning and personal development.

Meeting the needs of all pupils within Design & Technology

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within Design & Technology e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

The subject of Design & Technology is allocated the appropriate amount of time, considering NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	<p>Opportunities for reading recipe cards, information giving PowerPoints, interactive whiteboard games and posters. Writing opportunities to record evaluations, personal preferences, instructional texts, writing/re-drafting and adapting recipes and creating menus</p> <p>Product evaluation, instructional texts for construction kits. Designing, making and evaluating posters for different topics</p>
Numeracy	<p>Using scales to weigh in g, kg; measuring jugs to measure in l, ml. Counting equipment. Time: to calculate cooking times. Fractions to divide food into halves, doubling, quarters. Sorting plants and farm animals, sequencing, data collection, exploring 'Use By' dates on labels and learning to understand the 'traffic light' system displayed on labels.</p> <p>Measuring materials, creating/ drawing round templates/ accurate measurements to create products, strengthening products, angles, knowledge of shapes and right angles. Making classroom resources e.g. giant tangram sets</p>
Digital Literacy	<p>Use of short instructional films as a teaching aid, creating surveys, data presentation using digital graphs & charts. Creating PowerPoints to share information, cameras to record food production, IAWB games to reinforce nutritional information. Research information on the web. Interactive on-line webinar with Food a Fact of Life. Using design packages to develop a brand for the Food Room.</p> <p>Using computers to design products, early coding to control machines</p>
Geography	<p>Climate, where foods are grown and seasonality. Tasting different foods from around the world</p> <p>Designing and build a windmill in sustainability topic</p>
Science	<p>Find out about and describe the basic needs of animals, including humans, for survival. (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p>Electrical circuits, understanding batteries and their use. Making classroom resources e.g. solar system mobile</p>
MFL	Tasting foreign foods

Careers/ Voc Ed	Access to NCFE Level 1 and 2 Certificate in Food and Cookery Skills, development of a Community Café, development of a Food Bank for students in our community and potential to develop the offer to our wider community. Potential to introduce front of house hospitality qualification. Making items to sell for charity or Christmas Fair. Health & Safety of how to use tools and equipment safely. Following functional processes for Etsy business
PSHE	What constitutes a healthy lifestyle? Including the benefits of physical activity, rest, healthy eating and dental health. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. Tasting healthy foods, packed lunchboxes and their uses in our bodies. The Eatwell Plate, study own diet and how to improve life-styles.
Citizenship	Making products to raise money for charities/ fund raising etc
RE	Observing and respecting different food rituals and exploring foods eaten at specific religious festivals. Making classroom resources e.g. stable construction kit/ nativity character
Art	Designing and attaching applique. Using paint on products

Impact

As a pupil progresses through the school, they develop an understanding of how to design, make and evaluate own products as well as giving feedback to others. Skills and knowledge taught in Design & Technology are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days, buffets and craft carousels where pupils demonstrate and describe their creations.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving numeracy and technical skills. Some pupils will become more confident in analysing their own work and making suggestions for improvement. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school and educational visit opportunities for further relevant and contextual learning.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Annotation and Feedback

Digital evidence of a pupil's work should be named, dated and annotated by staff. This annotation should include comments regarding achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards pupil assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the pupil to gauge their progress and success immediately. This allows pupils to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of Design & Technology
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of Design & Technology
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the Design & Technology curriculum has a positive effect on all pupils with SEND
- ensure that the Design & Technology curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the Design & Technology curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in Design & Technology
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare

measures and procedures within their own department/ area of work. E.g. conducting risk assessments for the subject and associated educational visits. See separate



Other relevant information:

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning
3. Cooking & Nutrition Health and Safety
4. Workshop risk assessment.
5. DT audit

Links with other policies

- Curriculum Policy
- Annotation and Marking Policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety Policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

Policy approved by governors:	September 2023
Review Date:	September 2024
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	



Pendle Community High School & College
Cooking & Nutrition Health & Safety Annex to DT Policy

The Cooking and Nutrition element of the DT curriculum specifically aims

- To provide all learners with an opportunity to experience, engage and participate in all aspects of Cooking and Nutrition where Health and Safety allows.
- To understand the principals of nutrition and learn basic cooking skills and how to produce basic, healthy dishes from fresh ingredients.
- To develop a love of cooking predominantly savoury, healthy foods but to include baking and the making of pastries, preserves, pickles, ice creams and a variety of frozen meals to ensure a rounded cooking ability in students.
- To enable learners to explore their food likes and dislikes to help them make informed choices in order to maintain a healthy lifestyle.
- To provide regular practical opportunities for all learners to make healthy and good quality dishes or meals.
- To understand where food comes from, seasonality, how foods are grown and animals are reared/caught and processed.
- To develop an understanding of Health and Safety, how to keep themselves safe in kitchens, personal hygiene and good handwashing practice and a strong food hygiene knowledge, including 'use by' dates and how to avoid cross contamination.
- To develop skills, knowledge and understanding to the best of each learner's ability, using a range of ingredients, tools, cooking techniques and electrical and gas equipment safely including the correct storage of food stuffs and finished products.
- To nurture creativity and innovation through designing and making as well as adapting recipes to create food for staff, guests, students and the development of frozen meals and meals for the Community Café and Food Bank.
- To learn crucial skills for life with the aim of becoming as independent as possible with regard to feeding themselves and hopefully others, affordably and to a good standard, including cooking with limited resources.

Therefore, the following strategies and information are required to ensure safe delivery of the subject:

- Staff are considerate of learners' individual needs, for example dietary, religious or feeding requirements.
- Realistic food environments or simulations are used to increase the understanding and experience of learners.
- Batch production techniques and repetition of skills are used whilst ensuring progression in learning takes place.
- Equipment is used creatively or specialist equipment (e.g. big point, speaking scales and jugs for VI students and switch box to activate electrical equipment) are put in place to allow access for all learners where Health and Safety allows and the development of a VI station in the Food Room.
- A VI station will be developed where students have all equipment and resources to hand to limit the need for movement around the kitchen.

Storage:

- There should be no nut-based foods in the Food Store or used in ANY recipe this includes produce such as milk derived from nuts. (There is no evidence of nut allergies being linked to an allergy to coconut as coconut is classed as a fruit and therefore should be safe to use). Coconut allergies are not listed by the NHS.

<https://www.anaphylaxis.org.uk/knowledgebase/coconut/>

'The coconut is a member of the palm family and only distantly related to tree nuts. The botanical distance between coconuts and tree nuts would suggest that people with tree nut allergy should be able to tolerate coconut and studies have shown that this is generally true. Therefore, there is no general recommendation that patients with tree nut allergy should avoid coconut.'

- Food should be stored appropriately and labelled clearly if removed from its original packaging in either in the food store in the designated containers, in the fridge or freezer, according to the food labels with gluten free ingredients and products being kept separate and clearly labelled.
- Any tinned foods that have been opened and need to be stored need to be transferred to a plastic tub with the date clearly written on the lid and refrigerated and used within 3 days.
- Any produce placed in the freezer needs to be clearly labelled and dated. Freezer produce has a shelf life of 3 months and therefore needs to be disposed of 3 months after the date of freezing.
- Food should be wrapped and kept according to the 'Use By' date.
- Cooked food must be quickly cooled and stored in the pupil food fridge. Food can be left to cool at room temperature for 1 ½ hours. Hot food must not be transferred straight to the fridge as this will cause condensation and force the internal temperature above 5°C
- A limited supply of dry food ingredients such as flour, sugar, seasonings and fats/oils are stored in the Food Store, fridge or in food specific containers in the Catering Kitchen. New supplies are rotated to ensure that older stock is used first. This is funded by voluntary contributions from parents at the start of the academic year and monies made from enterprise.

Preparation:

- Students should only enter the food preparation area with a member of staff.
- All staff must model personal hygiene, wear an apron, tie hair back where necessary and remove jewellery. Staff and students preparing food to sell in the Community Café or prepare food for the Food Bank must wear full PPE as stipulated by the Health and Safety Executive guidelines, this includes clothing which is changed into to prepare food, head coverings and aprons.
- All entering the room MUST wash their hands at the hand wash basin, using soap and a paper towel and dry their hands thoroughly.
- Students should be discouraged from licking their hands or touching their faces, re-washing hands when they do.
- Food preparation tables should be scrubbed down with hot soapy water and thoroughly dried with a clean cloth.
- Food Preparation areas once cleaned must be sanitised following HSE guidelines using approved sanitiser.
- Covid 19 regulations for food preparation areas must be followed.
- Tools should be checked prior to cooking.
- Equipment cupboards and drawers must be checked as part of the lesson, leaving the Food Room ready for the next class.
- Cooked foods MUST be kept separate from raw foods.
- Correct temperatures MUST be used for cooking.

- Correct temperatures **MUST** be used for storing in fridges and freezers including the use of temperature logs.
- Food or boiling liquids cooking on the hob must not be left unattended.
- Correct Food Hygiene rules **MUST** be adhered to.
- Food to be taken home should be put in a clean container with a lid.
- Re-heating dishes at home- students should be given clear instructions on oven temperatures and timings for re-heating food products cooked at school.
- Food should not be left out uncovered.

General Health and Safety

The Subject Leader for Cooking and Nutrition has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the Food Room, Catering Kitchen or from the cooking trolley in a classroom have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the subject leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- It is advisable that all members of staff using the Food Room have a Food Hygiene certificate and participate in allergen training as stipulated by HSE.
- Jewellery, except for wedding/engagement rings, must be covered or removed. If removed, it is the responsibility of the member of staff to take care of their belongings.
- Nail varnish should not be worn when preparing food.
- The Food Room and store rooms **MUST** remain locked when not in use.
- Sharp knives must be placed in the labelled box and locked in the Food Store. They **cannot** be borrowed for lessons out of the Food Room.
- The gas isolator switch **MUST** be switched off when leaving the Food Room and Catering Kitchen and all equipment and lights switched off.
- Protective aprons and hats (plus chef's aprons for NCFE students) are laundered daily.
- Thick, high quality oven gloves are provided and washed as required. Pupils are taught to use them at all times when placing foods into, or removing them from a hot oven.
- Dishcloths and tea towels are laundered every day.
- Report damaged resources to Subject Leader. Any damages to static equipment to be reported via the Lend Lease desk and recorded.
- Spills are dealt with immediately to avoid slips and injury.
- Food preparation equipment should not be used for other purposes and should not be removed from the food room to prevent cross contamination or loss of equipment.
- Any cuts or sores should be correctly covered with a waterproof dressing. If it is not possible to cover the wound the child should not handle food and in extreme cases cannot enter the food preparation areas as stipulated in HSE guidelines.
- Students with skin conditions will not be allowed to prepare or be near food prepared for other people. (This will depend if the skin condition is on the face and neck causing excessive scratching and spreading of dead skin cells into an atmosphere where ventilation will propel it onto food to be served. This will not stop students learning how to cook, but they cannot prepare food for sale).

- Any person suffering from any form of food poisoning symptoms or ear, nose or throat infection should not handle foods until they have recovered and alternative provision outside the cooking lesson should be sought.
- Students who have vomited should be immediately removed from the food preparation area and not allowed to return to the food preparation area for 48 hours.
- Deep fat frying should be performed under close, constant supervision by staff.
- Boiling fruit and sugars to make jams and chutneys should be performed under close, constant supervision by staff.

High Risk Foods

High risk foods are mostly high protein foods which support the growth of food poisoning bacteria and won't be cooked any further, these include:

Cooked poultry

Cooked meats

Dairy produce (milk, cream etc.)

Soups, sauces and stocks

Shellfish, seafood Eggs and egg products.

Cooked rice.

- Any high-risk foods will be kept in the refrigerator until the end of the day. Learners are instructed to put these foods in the refrigerator as soon as they get home and insist they are eaten as soon as possible.
- Hazards Analysis Critical Control Point when planning food practical tasks, learners are required, with support, to identify possible hazards in the making process.
- Hazards Analysis Critical Control Points are undertaken by staff for high-risk foods and are to be kept alongside risk assessments.
- Due to concerns about the correct storage of high-risk foods at home, the unknown temperature and time in which they would be transferred to school and therefore the possibility of meat becoming contaminated, raw or cooked meats or fish should not be brought in by students to school. The new units of work have focused on non-meat products to prevent the possibility of food poisoning.

Special Dietary Needs

All parents are contacted to determine if any learners have any special dietary requirements or allergies to food. At PCHS&C we always take into consideration that some learners may:

- Be allergic or intolerant to certain foods
- Have a disorder which limits the types of foods they can eat
- Have religious reasons which means they must avoid certain foods
- Be vegetarian or vegan and may need to avoid certain foods containing animal products

All of our parents are required to provide permission for their child to take part in food tasting and preparation activities and these are renewed every year.