



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Biology Year: 9

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>How microscopes can help you visualise things you have no way of seeing and reflect on what they thought it was like before we had them.</i>	<i>Evaluating their own beliefs in reflection of stem cell research and dilemmas.</i>	<i>Learning about self- digestive system function</i>	<i>Learning about self- heart and blood</i>	<i>Learning about the world- how plants work Learning about self- respiratory system</i>	<i>How their breathing system works. Reflection on progress so far this academic year.</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Safety in practicals and the consequences of not being safe on self an others: risk assessments</i>	<i>Stem cell moral/ethical issues</i>	<i>Safety in practicals and the consequences of not being safe on self an others: risk assessments</i>	<i>Evaluating the use of some medicines for solving lifestyle related issues and moral responsibility of the NHS</i>		<i>Safety in practicals and the consequences of not being safe on self an others: risk assessments</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Team work in learning and presenting a specialised cell to one another.</i>	<i>Why use of embryos to clone human is illegal globally and embryo rights.</i>		<i>Why heart disease is more prevalent in some socio-economic and ethnic backgrounds.</i>		



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Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Risk assessments and mitigation during practical work.</i>	<i>Risk assessments and mitigation during practical work.</i>	<i>Risk assessments and mitigation during practical work.</i>	<i>Risk assessments and mitigation during practical work.</i>	<i>Risk assessments and mitigation during practical work.</i>	<i>Risk assessments and mitigation during practical work. Role of IVF and contraception</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Team work in producing a section of knowledge to teach peers</i>	<i>Law of drug trialling process and global impact of collaboration in vaccine production- Covid. Research into articles of drug trials and how they have impacted their knowledge and share this with others. How to use monoclonal antibodies in LFT etc</i>	<i>Efforts to stop smoking or alcohol consumption, government control vs individual liberties Impacts socially of drug use and impact on the NHS and prisons systems due to poor educations and reform issues.</i>	<i>Team work in producing a section of knowledge to teach peers</i>	<i>Reflex arc and impact on synapses of drugs and lack of sleep.</i>	<i>IVF issues in fertility debate</i>



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Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<p><i>IVF and contraception usage</i> <i>Organ donation</i> <i>Risk assessments and mitigation during practical work.</i></p>	<p><i>Risk assessments and mitigation during practical work.</i></p> <p><i>Sustainable food production</i></p>	<p><i>Genetic engineering issues</i> <i>Cloning animals/humans</i></p>	<i>Risk assessments and mitigation during practical work.</i>	<i>Risk assessments and mitigation during practical work.</i>	
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<p><i>IVF and contraception usage</i></p> <p><i>Kidney treatment issues</i></p>	<p><i>DNA genome mapping, access to genetic information</i></p> <p><i>Food security</i></p>	<p><i>Genes for genes and the impact of sickle cell on society.</i></p> <p><i>Designer babies.</i></p>	<i>Carbon offset and COP24 etc.</i>	<i>Why are there conflicts in ecology and conservation.</i>	



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