



**Highsted Grammar School**  
**Spiritual, Moral, Social & Cultural Mapping**

**Subject: High Performance Learning**

**Year: 7**

| <b>Strand</b>    | <b>Explanation of provision</b>   | <b>Term 1</b>  | <b>Term 2</b>   | <b>Term 3</b>   | <b>Term 4</b>  | <b>Term 5</b>  | <b>Term 6</b>   |
|------------------|---|--|---|---|--|--|---|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>   | <i>Study of psychological approaches to personality will encourage a sense of enjoyment in fascination in learning about themselves and others</i> | <i>Study of representations of dreams will encourage use of imagination and creativity in learning.</i>   | <i>Study of representations of women and gender will encourage reflection on own experience and a perspective on life.</i>  | <i>Consideration of sociological debates will encourage students to be reflective on their own beliefs and perspective on life.</i>                            | <i>Development of knowledge and respect for the lives, beliefs and concerns of people from different societies through a study of the impact of environmental change.</i>                                      | <i>Study of the development of Sittingbourne post WW2 will promote fascination with Sittingbourne's recent past and influences on its development</i>                                 |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>   | <i>Discussion of nature and nurture will encourage the ability to understand and appreciate the viewpoints of others.</i>                          | <i>Appreciation of a range of psychological views and theories on the reason that human beings from all societies dream.</i>  | <i>Understanding of how legal changes have promoted equality across genders. Will promote an interest in understanding the viewpoints of others from different backgrounds or time periods.</i> | <i>Developing an informed, reasoned opinion on ethical issues such as the role of class and social mobility in modern society.</i>                             | <i>Development of understanding on the consequences of climate change and the impact of an individual upon this. Interest in appreciating the view points and experiences of young people around the world</i> | <i>Consideration of moral and ethical issues on the impact of immigration, forming a reasoned view as well as appreciating the views of others.</i>                                   |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> | <i>Students will have deeper understanding of personality traits which will help them in collaborating with others from different contexts.</i>    | <i>Appreciation of how dreaming and representations of dreams in culture have similarities across time and space. Promoting common view of humanity and what qualities and values unite us.</i> | <i>Students will engage with the development of gender equality which is a fundamental part of democracy and promotes the expectation of mutual respect</i>                                     | <i>Promoting an understanding of the views of people from different contexts in order to understand issues that are significant in modern British society.</i> | <i>Working with others in completing research and presentation. Demonstrating knowledge and attitudes which will allow them to contribute positively to the British and global community of the future</i>     | <i>Understanding of people from different religious, ethnic, and socio economic backgrounds in the local area. Promoting mutual respect and tolerance for all members of society.</i> |



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| Strand          | Explanation of provision  | Term 1   | Term 2  | Term 3   | Term 4   | Term 5  | Term 6  |
|-----------------|---|--|---|--|--|---|---|
| <b>Cultural</b> | <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul> | <i>Study of different psychological theories and ability to recognise and value things that we may share across ethnic, religious and socio-economic groups in the development of personality.</i> | <i>Study of literature and art which have shaped their heritage. Willing to respond positively to cultural opportunity.</i> | <i>Knowledge of changing attitudes to the role of women and gender stereotyping – understanding of cultural influences which have shaped these societal changes.</i> | <i>Through consideration of sociological questions students are encouraged to develop understanding and respect for religious, ethnic and socio-economic groups in the local and national community.</i> | <i>Developing respect and positive attitudes towards different groups across the global community. Recognising similarities in the values that are shared across these communities.</i> | <i>Promoting interest in exploring and improving understanding of different religious, ethnic and socio-economic groups in the local community.</i> |



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**Subject: High Performance Learning**

**Year: 8**

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|------------------|---|--|---|---|--|--|---|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>   | <i>Study of psychological approaches to personality will encourage a sense of enjoyment in fascination in learning about themselves and others</i> | <i>Study of representations of dreams will encourage use of imagination and creativity in learning.</i>   | <i>Study of representations of women and gender will encourage reflection on own experience and a perspective on life.</i>  | <i>Consideration of sociological debates will encourage students to be reflective on their own beliefs and perspective on life.</i>                            | <i>Development of knowledge and respect for the lives, beliefs and concerns of people from different societies through a study of the impact of environmental change.</i>                                      | <i>Study of the development of Sittingbourne post WW2 will promote fascination with Sittingbourne's recent past and influences on its development</i>                                 |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>   | <i>Discussion of nature and nurture will encourage the ability to understand and appreciate the viewpoints of others.</i>                          | <i>Appreciation of a range of psychological views and theories on the reason that human beings from all societies dream.</i>  | <i>Understanding of how legal changes have promoted equality across genders. Will promote an interest in understanding the viewpoints of others from different backgrounds or time periods.</i> | <i>Developing an informed, reasoned opinion on ethical issues such as the role of class and social mobility in modern society.</i>                             | <i>Development of understanding on the consequences of climate change and the impact of an individual upon this. Interest in appreciating the view points and experiences of young people around the world</i> | <i>Consideration of moral and ethical issues on the impact of immigration, forming a reasoned view as well as appreciating the views of others.</i>                                   |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> | <i>Students will have deeper understanding of personality traits which will help them in collaborating with others from different contexts.</i>    | <i>Appreciation of how dreaming and representations of dreams in culture have similarities across time and space. Promoting common view of humanity and what qualities and values unite us.</i> | <i>Students will engage with the development of gender equality which is a fundamental part of democracy and promotes the expectation of mutual respect</i>                                     | <i>Promoting an understanding of the views of people from different contexts in order to understand issues that are significant in modern British society.</i> | <i>Working with others in completing research and presentation. Demonstrating knowledge and attitudes which will allow them to contribute positively to the British and global community of the future</i>     | <i>Understanding of people from different religious, ethnic, and socio economic backgrounds in the local area. Promoting mutual respect and tolerance for all members of society.</i> |



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| Strand          | Explanation of provision  | Term 1   | Term 2   | Term 3   | Term 4   | Term 5  | Term 6  |
|-----------------|---|--|--|--|--|---|---|
| <b>Cultural</b> | <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul> | <i>Study of different psychological theories and ability to recognise and value things that we may share across ethnic, religious and socio-economic groups in the development of personality.</i> | <i>Study of literature and art which have shaped their heritage. Willing to respond positively to cultural opportunity</i> | <i>Knowledge of changing attitudes to the role of women and gender stereotyping – understanding of cultural influences which have shaped these societal changes.</i> | <i>Through consideration of sociological questions students are encouraged to develop understanding and respect for religious, ethnic and socio-economic groups in the local and national community.</i> | <i>Developing respect and positive attitudes towards different groups across the global community. Recognising similarities in the values that are shared across these communities.</i> | <i>Promoting interest in exploring and improving understanding of different religious, ethnic and socio-economic groups in the local community.</i> |



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**Year: 9**

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|------------------|---|--|--|---|--|--|--|
| <b>Spiritual</b> | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul> | <i>Yr 9 HPL Politics and philosophy – promotes use of imagination and creativity in creating fictional new society</i> | <i>Yr 9 HPL reflection on own experiences of HPL and where they have shown high performance ways of thinking and behaving.</i> | <i>Y9 sense of fascinating in investigating unsolved mysteries and what these reveal about the world and different people's values.</i> | <i>Y9 use of imagination and creativity in presenting their chosen mystery to the class.</i> | <i>Yr 9 HPL knowledge of and respect for the views of others in the study of different nations during the Cold War</i> | <i>Yr 9 developing knowledge and respect for different people's faiths, feelings and values as students consider the impact of globalisation</i> |
| <b>Moral</b>     | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul> | <i>Yr 9 HPL Politics and philosophy – promotes use of imagination and creativity in creating fictional new society</i> | <i>Yr 9 HPL reflection on own experiences of HPL and where they have shown high performance ways of thinking and behaving.</i> | <i>Y9 sense of fascinating in investigating unsolved mysteries and what these reveal about the world and different people's values.</i> | <i>Y9 use of imagination and creativity in presenting their chosen mystery to the class.</i> | <i>Yr 9 HPL knowledge of and respect for the views of others in the study of different nations during the Cold War</i> | <i>Yr 9 developing knowledge and respect for different people's faiths, feelings and values as students consider the impact of globalisation</i> |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul> | <i>Yr 9 HPL Politics and philosophy – promotes use of imagination and creativity in creating fictional new society</i> | <i>Yr 9 HPL reflection on own experiences of HPL and where they have shown high performance ways of thinking and behaving.</i> | <i>Y9 sense of fascinating in investigating unsolved mysteries and what these reveal about the world and different people's values.</i> | <i>Y9 use of imagination and creativity in presenting their chosen mystery to the class.</i> | <i>Yr 9 HPL knowledge of and respect for the views of others in the study of different nations during the Cold War</i> | <i>Yr 9 developing knowledge and respect for different people's faiths, feelings and values as students consider the impact of globalisation</i> |



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