



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

**Subject: Business Studies Year: 10**

<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>• 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> <li>• risks in learning</li> </ul>	<i>Y10 Business Entrepreneurs – consider if students have or could develop the characteristics of successful entrepreneurs</i>	<i>Y10 Business Firms Objectives – knowledge of competing objectives of a firm to profit maximise or satisfy</i>	<i>Y10 Business Income Statements – to appreciate the risks and rewards of a business and tolerance for the former</i>	<i>Y10 Business Cash Flow Statements – to appreciate the risks and rewards of a business and tolerance for the former</i>	<i>Y10 Business Marketing ethics – to appreciate the right and wrong way to advertise a product</i>	<i>Y10 Business Marketing ethics – to appreciate the right and wrong way to create a product</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> <li>• what if routes - stakeholders</li> </ul>	<i>Y10 Business Entrepreneurs – consider the law difference between companies and sole traders and moral implications of limited liability</i>	<i>Y10 Business Entrepreneurs – what if consideration of business decisions on different stakeholders</i>	<i>Y10 Business Entrepreneurs – consider the size/aim and point of taxation and its moral implications to welfare</i>	<i>Y10 Business Entrepreneurs – consider interest rates and its moral implications to indebted stakeholders</i>	<i>Y10 Business Entrepreneurs – consideration of health and safety law in the productions of goods/services</i>	<i>Y10 Business Entrepreneurs – consideration of the cost of production and implication on quality and customer satisfaction</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>Y10 Business Business Ownership – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y10 Business Economies of Scale – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y10 Business Income Statement – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y10 Business Statement of FP – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y10 Business Advertising – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y10 Business Marketing Campaign – group/pair work within lessons as well as practical tasks when looking at theory topics</i>



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<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>Y10 Business - Different cultures have different ways of working and different beliefs that they need to follow.</i>	<i>Y10 Business - Businesses can be multinational and students learn about how these are considered when trading with businesses in different cultural backgrounds.</i>	<i>Y10 Business Outsourcing – the implications of outsourcing or reshoring a MNC</i>	<i>Y10 Business International Growth – the implications of an MNC growing – new stores/franchising</i>	<i>Y10 Business – advertising Students look at traditional media and advertising and how different beliefs can impact on the ways products are advertised</i>	<i>Y10 Business – advertising Students look at social media and advertising and how different beliefs can impact on the ways products are advertised</i>

**NOTES**

**Spiritual**

The different spiritual beliefs of people play a key role in business planning. Students are made aware that these beliefs need to be considered when bringing out new products due to the response they might get from people with different beliefs. This then gives the students the chance to use problem solving skills to work out ways which products could be adapted for people of different beliefs, to make them more successful

**Moral**

This issue is covered by students looking at the production of goods. Students learn how businesses have used these to keep the cost of their goods and services down to make more money. They also look at the other side of the argument that without these factories being set up, the people might have even less. Students move on to look at Fair-trade goods and how businesses look to use these

**Social**

Students complete a lot of group work within lessons as well as practical tasks when looking at theory topics. Students will need to work with a variety of people when they go into the world of work and these exercises will develop their social skills.

**Cultural**

Different cultures have different ways of working and different beliefs that they need to follow. Businesses can be multinational and students learn about how these are considered when trading with businesses in different cultural backgrounds.



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**Subject: Business Studies Year: 11**

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<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> <li>• what if routes - stakeholders</li> </ul>	<i>Y11 Business Legal Influences – consider the consumer laws relevant to business</i>	<i>Y11 Business Legal Influences – consider the ethical implication of business decisions such as Fair Trade</i>	<i>Y11 Business Legal Influences – consider the health and safety laws relevant to business</i>	<i>Y11 Business Operations – consider moral implications of switching towards capital intensive business models</i>	<i>Y11 Business HR – consideration of types of contracts – are zero-hour contracts morally right?</i>	<i>Y11 Business HR - consideration of types of training staff should have (and length)</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>Y11 Business External Influences– group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y11 Business External Influences – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y11 Business Operations – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y11 Business Operations – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y11 Business HRM – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y11 Business HRM work within lessons as well as practical tasks when looking at theory topics</i>



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