



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Business Studies Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> • 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 • risks in learning 	<i>Y12 Business Business Objectives – knowledge of competing objectives of a firm to maximise or satisfice</i>	<i>Y12 Business Marketing Mix – to appreciate the factors influencing the elements of marketing mix</i>	<i>Y12 Business Marketing Mix – to appreciate the factors influencing the elements of marketing mix</i>	<i>Y12 Business Quality – to appreciate the importance as well as the costs of high-quality products</i>	<i>Y12 Business Income Statements – to appreciate the risks and rewards of a business and tolerance for the former</i>	<i>Y12 Business Models/theories – to reflect on their own lives as they look at various case studies. Students debate and share their own experiences.</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 • what if routes - stakeholders 	<i>Y12 Business Structures – consider the law difference between companies and sole traders and moral implications of limited liability</i>	<i>Y12 Business – ethical and environmental considerations when making decisions</i>	<i>Y12 Business Managing inventory and supply chain – influences on the choice of suppliers</i>	<i>Y12 Business Managing inventory and supply chain – influences on the choice of suppliers</i>	<i>Y12 Business Consider the ethical and financial influences on financial decisions</i>	<i>Y10 Business Entrepreneurs – consideration of the cost of production and implication on quality and customer satisfaction</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>Y12 Business Consider the measurement and importance of profit and how profit maximisation can conflict with other business objectives</i>	<i>Y12 Business – Consider how to manage stakeholders when making strategic decisions</i>	<i>Y12 Business Understanding customers and markets – How to use market research to inform decision making and to meet the needs of customers</i>	<i>Y12 Business Setting operational objectives such as quality and environmental considerations Pair work to consider the trade-off between profit and quality/having environmental considerations</i>	<i>Y12 Business Group/Pair work within lessons to discuss ways to improving cashflow and ways to improve profitability</i>	<i>Y12 Business – group/pair work within lessons as well as practical tasks when looking at theory topics</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • 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 	<i>Y12 Business – External environment consider how the external environment affects costs and demand Factors such as competition, income, demographic factors, environmental issues and fair trade.)</i>	<i>Y12 Business - Different cultures have different ways of working which affects the style of leadership and management.</i>	<i>Y12 Business Segmentation, Targeting and Positioning - Businesses can be multinationals and have to adapt to the culture of their host countries</i>	<i>Y12 Business Outsourcing – the implications of outsourcing</i>	<i>Y12 Business External and internal influences on financial objectives and decisions; Considering how changes in technology affect financial decisions and activities</i>	<i>Y12 Business Influences on HR objectives – Consider soft and hard approaches of Human resource management and how culture influences the choice of HRM.</i>

NOTES

Spiritual

Reflect on their own life and the lives of others as they look at various case studies. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.

Moral

- Consider issues such as minimum wage versus living wage and use of ethical suppliers and working conditions, especially where products are imported
- Look at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales

Social

Explore the concept of teams and the roles that individuals have to play and how this can impact a business. Look at the impact businesses have upon the different stakeholders who have an interest in the way that a business operates.

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.



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Economics

Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> 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 risks in learning 	<i>Y12 Economics – students link the lessons to their world and gain a sense of enjoyment now they are equipped with a supply/demand tool kit</i>	<i>Y12 Economics – students link the lessons to their world and gain a sense of enjoyment now they are equipped with a AD/LRAS/SRAS tool kit</i>	<i>Y12 Economics – students creatively use the supply/demand tool kit to model causes and solutions to micro economic market failures</i>	<i>Y12 Economics – students creatively use the AD/SRAS/LRAS tool kit to model causes and solutions to domestic macro-economic issues</i>	<i>Y12 Economics – students imagine they are the BOE Governor and make necessary decisions in the face of scenarios</i>	<i>Y12 Economics – students take risks in entering national essay competitions</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 what if routes - stakeholders 	<i>Y12 Economics – students questions moral link of growth (GDP) to living standards – not that simple?</i>	<i>Y12 Economics – students question fiscal mortality – should taxes rises? Who should face the majority of the burden?</i>	<i>Y12 Economics – students question monetary mortality – should QE continue? Is it fair that inequality is a consequence?</i>	<i>Y12 Economics – consider the morality of supply side policies. Are they more important than short term pressing issues?</i>	<i>Y12 Economics – consideration of using price mechanism to solve under/over production of goods</i>	<i>Y12 Economics – consideration of using price mechanism to solve under/over consumption of goods</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>Y12 Economics – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y12 Economics – awareness of differing socio-economic backgrounds and different behaviours to government policy</i>	<i>Y12 Economics – group/pair work within lessons as well as practical tasks when looking at creating 15 marker.</i>	<i>Y12 Economics – group/pair work within lessons as well as practical tasks when looking at creating 25 marker.</i>	<i>Y12 Economics – awareness of differing socio-economic backgrounds and different behaviours to central bank policy</i>	<i>Y12 Economics – students will have a more refined understanding of the world through issues as such food security, financial stability or inequality</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • 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 	<i>Y12 Economics–students will have awareness of different schools of thought within economics to assess viewpoints of how to solve micro or macro issues.</i>	<i>Y12 Economics–students to become aware of why certain products in UK culture can be taxed more than others – modelling elasticity with this.</i>	<i>Y12 Economics–importance and financing behind artistic, sporting, cultural events and opportunities</i>	<i>Y12 Economics–students to understand reasoning for who sets interest rates</i>	<i>Y12 Economics–students to understand reasoning for why interest rates change</i>	<i>Y12 Economics–students to understand reasoning for the consequences of interest rates changing</i>

NOTES

Spiritual

Reflect on their own life and the lives of others as they look at various economic agents. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.

Moral

Consider issues such as taxes, regulation, subsidies, min prices, max prices to change consumer behaviour

Social

Explore the concept regulation and economic nudges have to play and how this can impact consumer behaviour.

Cultural

Different cultures have different macro-economic management tools. For instance differing fiscal and/or monetary responses may culturally be more accepted



Highsted Grammar School
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Subject: Business Studies Year: 13

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> • 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 • risks in learning 	<i>Y13 Business Unit 7 – Be encouraged to explore discrimination within the workplace and also explore their feelings about ethics and its impact on stakeholders</i>	<i>Y13 Business Unit 8 – Be encouraged to apply and reflect on the value of strategic positioning and consider the difficulties to maintain a competitive advantage</i>	<i>Y13 Business Unit 9 – to appreciate the risks and rewards of organic and external growth</i>	<i>Y13 Business Unit 10 Causes of and pressures for change – Appreciate the value of change and strategies to manage and overcome barriers to change</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 • what if routes - stakeholders 	<i>Y13 Business Consider issues such as minimum wage and use models to consider why certain companies adopt ethical practices while others do not.</i>	<i>Y13 Business Strategic positioning models - How to compete in terms of benefits and prices (Consider influences on the choice of positioning strategy)</i>	<i>Y13 Business – To recognise the issues with growth and retrenchment and the impact they have on the stakeholders such as customers and employees</i>	<i>Y13 Business The value of flexible organisation - consider flexible organisations methods such as restructuring, delaying and their moral implications on stakeholders</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>Y13 Business Business External business environment – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y13 Business Strategic Decision making – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y13 Business Strategic methods - How to pursue strategies – group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y13 Business Managing strategic change - group/pair work within lessons as well as practical tasks when looking at theory topics and case studies</i>		



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NOTES

Spiritual

Students reflect on their own life and the lives of others as they look at various case studies. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.

Moral

Students are encouraged to explore the wealth of different countries and the ethics of trading with those countries as well as look at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales. They also look at the impact businesses have upon the different stakeholders who have an interest in the way that a business operates.

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

Businesses can be multinational, and students learn about how these are considered when trading with businesses in different cultural backgrounds. They look at the issues of unemployment and economic factors relating to businesses and think about how these external factors will have an impact upon society. Moreover, they consider the costs and benefits to society and the wider community because of business decisions.



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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 what if routes - stakeholders 	<i>Y13 Economics–questions moral link of governments avoiding certain market structures such as monopolies</i>	<i>Y13 Economics–students aware of moral purpose of the CMA</i>	<i>Y13 Economics–students aware of possible outcomes of collusion in oligopolies</i>	<i>Y13 Economics–students understand retaliatory nature of protectionist economies</i>	<i>Y13 Economics–question monetary mortality – should QE continue? Is it fair that inequality is a consequence</i>	<i>Y13 Economics–question monetary mortality – should QE be reversed? Is it fair that unemployment is a consequence</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>Y13 Economics–group/pair work within lessons as well as practical tasks when looking at theory topics</i>	<i>Y13 Economics–awareness of differing socio-economic backgrounds and different behaviours to government policy</i>	<i>Y13 Economics–group/pair work within lessons as well as practical tasks when looking at creating 15 marker.</i>	<i>Y13 Economics–group/pair work within lessons as well as practical tasks when looking at creating 25 marker.</i>	<i>Y12 Economics – awareness of differing socio-economic backgrounds and different behaviours to central bank policy</i>	<i>Y12 Economics–students will have a more refined understanding of the world through issues as such food security, financial stability or inequality</i>



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Different cultures have different macro-economic management tools. For instance, differing fiscal and/or monetary responses may culturally be more accepted.