





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

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>Why is the Album cover for ‘Dark side of the Moon’ such a cultural icon.</i>	<i>Co-operation between International scientists at the LHC</i>	<i>How is electronics going to bring us together further apart?</i>	<i>Energy use and society – should we change our behaviour due to Climate change?</i>	<i>The impact of sport science on achievement.</i>	<i>How materials have changed the way we dress, protect ourselves, enjoy life and explore the wilderness e.g. Goretex.</i>



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**Subject: Physics Year: 13**

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Thermal Physics</b>	<b>Nuclear Physics</b>	<b>Fields</b>	<b>Turning points</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>The possible origins of the Universe and the first iteration of thermal energy.</i>	<i>Encourage sense of fascination describing how scientist have used experiments to determine the constituent parts of the atom</i>	<i>Use of imagination in forming the idea of infinity</i>	<i>May key misconceptions and misinterpretations of science covered throughout this unit</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>Why we use the idea of a model and how has evidence shown that this has benefited progress</i>	<i>Discuss the use of nuclear fuels and ionising radiation in medicine, both in humans and animals.</i>	<i>The discovery of Electromagnetic induction and how that has influenced the lives of everyone on the Planet.</i>	<i>The sharing of ideas over the ages has benefited Science e.g. Newton's famous statement about Standing on the Shoulders of Giants</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>Group / pair work throughout the course</i>	<i>Group / pair work throughout the course</i>	<i>Group / pair work throughout the course</i>	<i>Group / pair work throughout the course</i>		



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**Notes**

Reflect on the wonder of the natural world.

**Moral**

Understand the moral dilemmas that can result in scientific developments. Cooperate in practical work. Become aware that scientific developments are the product of many different cultures. Learn the influence and limitations of scientific knowledge in debates about social issues arising from the different ways in which evidence can be interpreted.

**Social**

Cooperate in practical work. Become aware that scientific developments are the product of many different cultures. Learn the influence and limitations of scientific knowledge in debates about social issues arising from the different ways in which evidence can be interpreted.

**Cultural**

Become aware that scientific developments are the product of many different cultures. Learn the influence and limitations of scientific knowledge in debates about social issues arising from the different ways in which evidence can be interpreted.