



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Modern Foreign Languages

Year: 7

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	French	Getting to know you.	Family pets and home.	Personal descriptions.	School	Hobbies	Where you live.
	German	Getting to know you.	School.	Family	Hobbies	Where you live	Food
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 	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p>	<p><i>Students are encouraged to reflect on aspects of their own family and school lives as well as those of others.</i></p> <p>German <i>Students consider their own opinions and views of others on a wide range of school related issues such as the rules, uniform</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>German <i>Students are encouraged to reflect on their lives and relationships, encouraging them to respect themselves and others.</i></p> <p>French <i>Students are encouraged to reflect on their lives and activities, which give them enjoyment and learn about what makes others happy.</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives, including school lives, which bring a sense of enjoyment, as well as those of others.</i></p> <p>German <i>Hobbies and leisure – reflecting on media and social media considering their impact on society and life.</i></p> <p>French <i>Students consider their own opinions and views of others on a wide range of school related issues such as the rules, uniform</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>German <i>Where I live and where you live – different towns and the understanding of relative advantages and disadvantages of places where you live.</i></p> <p>French <i>Hobbies and leisure – reflecting on media and social media considering their impact on society and life.</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French <i>Where I live and where you live – different towns and the understanding of relative advantages and disadvantages of places where you live</i></p> <p>German <i>Students are encouraged to reflect on aspects of their traditional foods as well as those of others.</i></p>



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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>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study meeting and greeting new people and the differences in the formation of other languages compared to English.</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study family life (French) and school life (German.)</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study family life (German) and personal descriptions (French.)</i></p> <p><i>Students are encouraged to show empathy and understanding to others</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study hobbies (French) and home (German...).</i></p> <p><i>Students are encouraged to show empathy and understanding to others</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study hobbies (French) and house and home (German.)</i></p> <p><i>Students are encouraged to show empathy and understanding to others</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study home (French) and food (German.)</i></p> <p><i>Students are encouraged to show empathy and understanding to others</i></p>



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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>Students learn how to communicate and share ideas and opinions through class work, pair-work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair-work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair-work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair-work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair-work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair-work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>



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Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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 	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding</i></p> <p>French <i>Discussions around what constitutes a modern family set-up which most children may resonate with. By talking about these examples, it helps to normalise it.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>German <i>Discussions around what constitutes a modern family set-up which most children may resonate with. By talking about these examples, it helps to normalise it.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>German <i>Discussions around what constitutes an enjoyable free time activity and how this can vary between cultures. References to the importance of handball in Germany and pertanque in France.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Discussions around what constitutes an enjoyable free time activity and how this can vary between generations and cultures. References to the importance of handball in Germany and pertanque in France.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Discussions around what constitutes a desirable place to live and looking at the area we live in and making comparisons with areas in the TL countries.</i></p>



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Cultural <i>continued</i>			<p>German <i>Discussions around the cultural differences between the educational systems in UK and those in the TL countries, Students will learn about the differences in the structure of the school day, the grading and examination systems, uniform and the types of school that are available.</i></p>	<p>French <i>Discussions around what makes you happy and how this can vary between people cultures.</i></p>	<p>French <i>Discussions around the cultural differences between the educational systems in UK and those in the TL countries, Students will learn about the differences in the structure of the school day, the grading and examination systems, uniform and the types of school that are available.</i></p>	<p>German <i>Discussions around what constitutes a desirable place to live and looking at the area we live in and making comparisons with areas in the TL countries.</i></p>	<p>German <i>Looking at the cultural differences in eating habits in Germany, Austria and the UK, including the timings of meals and traditional foods.</i></p>



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Year: 8

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	French	My Town	Countries and Future Holidays	Hobbies and Media	Holiday activities in the Past	Sport and Health	Healthy Eating
	German	My Town	Holidays	Food and Shopping	Health	After School Activities	Giving and Accepting Invitations.
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life for example when discussing different types of towns, holidays, sports and how to keep fit. knowledge of, and respect for, different people’s faiths, feelings and values, regularly shown in the classroom when working in groups and compassion when doing Peer Assessment. Pupils work to help each other learn and complete tasks such as dialogues. All pupils are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect which helps develop self-confidence and the ability to work collaboratively. sense of enjoyment and fascination in learning about themselves, others and the world around them, for example when learning about Paris, different types of towns, media, social media and sports in French speaking countries. Also completing a cultural project by researching and presenting a town in France/ Germany (or French/ German speaking country) use of imagination and creativity in their learning, for example by creating their ideal holiday or ideal town 	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French and German <i>Where I live and where you live – different towns and the understanding of relative advantages and disadvantages of places where you live</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French and German <i>Holiday destinations – understanding and accepting different cultures and countries</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French <i>Y8 Hobbies and leisure – reflecting on media and social media considering their impact on society and life</i></p> <p>German <i>Pupils work to help each other learn and complete tasks such as dialogues. Imagination and creativity are used to create recipes.</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French <i>Paris, past holidays and activities - how to respect and enjoy new countries and cultural differences</i></p> <p>German <i>Illness and Healthy living – understanding the importance of healthy living including healthy eating and sleeping to support mental and physical wellbeing</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French <i>Sport and fitness- understanding the importance of sport for mental and physical wellbeing, sports associated to different countries</i></p> <p>German <i>Hobbies and leisure – reflecting on media and social media considering their impact on society and life</i></p>	<p><i>Students are encouraged to reflect on aspects of their own lives as well as those of others.</i></p> <p>French <i>Illness and Healthy living – understanding the importance of healthy living including healthy eating and sleeping to support mental and physical wellbeing</i></p> <p>German <i>Pupils work to help each other learn and complete tasks such as dialogues. All pupils are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect.</i></p>



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Moral	<ul style="list-style-type: none"> • understanding of the consequences of their behaviour and actions in line with the school policy. For example, through an introductory lesson where classroom rules and expectations are taught in target language and students are encourage to continue using that language • 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. For example, when learning about different type of towns and how each person’s ideal holiday can vary • The MFL schemes of learning identify and explore many moral issues in a global society context, covering issues relating to the environment (problems in a town), travel as a means of exploring the world and the consequences of this, and media and new technology, including social media, texting and the Internet as a means of communication (and discussing the moral outcomes of this). • Through reflection on texts, pupils express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and texts read in class for example when learning about media and healthy living. 	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study home town (F) and (G).</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study holidays (F) and (G).</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study hobbies (F) and food and shopping (G).</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study holidays (F) and health (G).</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study sport and health (F) and food and after school (G).</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>	<p><i>Stereotypes and intolerance are challenged through the teaching of language.</i></p> <p><i>Students study healthy eating (F) and accepting invitations (G).</i></p> <p><i>Students are encouraged to show empathy and understanding to others.</i></p>



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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 • 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 • showing humility when working in groups and compassion when doing Peer Assessment. Pupils work to help each other learn and complete tasks such as dialogues. All pupils are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect which helps develop self-confidence and the ability to work collaboratively. 	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen each other with respect.</i></p>	<p><i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work.</i></p> <p><i>Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning. Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i></p>



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Cultural	<ul style="list-style-type: none"> • 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, for example by talking about different sport and different towns in French and German speaking countries • interest in exploring, improving understanding of and showing respect for 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, for example by learning about French/ German culture exploring historical sites of Paris/ Berlin as well as Christmas traditions • being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet understanding that cultures are always changing and coping with change. ensuring we value our cultural diversity for example by using authentic resources from media and social media (for example looking at French / German TV series that have an equivalent in the UK) • Visits to target language countries and links with schools in target language countries have been established to encourage an appreciation of the culture and society of target language countries and communities (pen pals for German and visit to Boulogne for French) • Classroom-based discovery sessions such as the European Day of Languages have been organised. Through this, we aim to make our students understand the meaning, nature and value of the multicultural make-up of target language countries. • Pupils are encouraged to reflect on aspects of their own and other cultural environments, as they are given the opportunity to work with authentic materials from countries where French and German are spoken; recognise cultural attitudes as expressed in language and learn the use of social conventions; identify with the experiences and perspectives of people of these countries for example through Christmas celebrations, sports, cultural projects on Towns and Food from French and German speaking countries. 	<p><i>Exploration of students' own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Where I live and where you live – different towns and the understanding of relative advantages and disadvantages of places where you live</i></p> <p>German <i>As above</i></p>	<p><i>Exploration of students' own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Holiday destinations – understanding and accepting different cultures and countries</i></p> <p>German <i>As above</i></p>	<p><i>Exploration of students' own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Hobbies and leisure – reflecting on media and social media considering their impact on society and life</i></p>	<p><i>Exploration of students' own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Paris, past holidays and activities - how to respect and enjoy new countries and cultural differences</i></p>	<p><i>Exploration of students' own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Sport and fitness- understanding the importance of sport for mental and physical wellbeing, sports associated to different countries</i></p>	<p><i>Exploration of students' own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding.</i></p> <p>French <i>Illness and Healthy living – understanding the importance of healthy living including healthy eating and sleeping to support mental and physical wellbeing</i></p>



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Cultural <i>continued</i>				German <i>Understanding the different currency in Germany and cultural differences in shopping, such as medicines can only be brought in an official pharmacy and bread and cake in a bakery but that pies, sausage rolls etc are not available.</i>	German <i>Sport and fitness- understanding the importance of sport for mental and physical wellbeing, sports associated to different countries</i>	German <i>Discussions around what constitutes an enjoyable free time activity and how this can vary between generations and cultures. References to the importance of handball in Germany and pertanque in France.</i>	German <i>Understanding the cultural etiquette of giving, receiving and turning down invitations politely.</i>



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Year: 9

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	French	Hobbies and Interests	The World of Work	Holidays	The Way things used to be	The Environment	Cultural Insight: Francophone Countries
	German	Media	School	My Ambitions	Role Models	Social Responsibility	Childhood Experiences
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>Students are encouraged to reflect and share about their own personal interests and the role that the media plays in their own lives.</i>	<i>Students reflect on the importance of languages, cultures and education in their own lives.</i>	<i>Reflecting on different holiday types and activities. Thinking about their own past holiday experiences. Being creative and imaginative about their ambitions.</i>	<i>Comparing different periods in our lives and empathizing with different lifestyles. Being willing to reflect on the experience of others.</i>	<i>Studying environmental and social problems and thinking creatively about how to solve such problems.</i>	<i>Students are encouraged to embrace diversity and accept new ideas and lifestyles.</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>Students consider their own opinions and views of others on the topics of media and hobbies.</i>	<i>Appreciating the importance of education. Considering moral and ethical issues around future plans.</i>	<i>Stereotypes and intolerances are challenged through the teaching of language.</i>	<i>Appreciating the view points of other people in different cultures and at different moments in history.</i>	<i>Students are encouraged to think about their own responsibility as global citizens.</i>	<i>Stereotypes and intolerance are challenged through the study of other cultures and eras.</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>Students learn how to communicate and share ideas and opinions through class work, pair work and group work about media and hobbies.</i>	<i>Opportunities are given to students to develop their skills in listening and speaking to each other.</i>	<i>All contributions are valued and respected to demonstrate respect, tolerance and co-operative learning.</i>	<i>Students are encouraged to 'have a go', experiment with speaking a new language independently to build confidence and to listen to each other with respect.</i>	<i>Opportunities are given to students to develop their skills in listening and speaking to each other.</i>	<i>Students learn how to communicate and share ideas and opinions through class work, pair work and group work about media and hobbies.</i>



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Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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 	<p><i>Recognising similarities and differences in ourselves.</i></p> <p><i>Showing an interest in developing cultural outlooks by using studying authentic resources.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language in the world of work, school and the importance of studying other languages.</i></p>	<p><i>Authentic resources are used, where possible, to help students open their minds and develop their cultural outlooks and understanding</i></p>	<p><i>Students are encouraged to appreciate the cultural differences which have shaped their world and others.</i></p>	<p><i>Preparing for their lives as global citizens by understanding the problems facing our world and the role this must play in every culture.</i></p>	<p><i>Exploration of students’ own cultures and the cultures of others in the target language countries is Paramount, Students are encouraged to embrace diversity and accept new ideas and lifestyles.</i></p>