Business Studies- Spiritual, Moral, Social and Cultural Development

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
Year 10	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. Students will need to present their work in a similar fashion to when they move into the world of work and present to their co-workers.	By looking at stake holders within businesses, students can look at why some staff may have conflicting views when looking at how morally it may be best to make a business a success. By studying famous examples of how businesses are run and also by researching in to local businesses, students learn how to treat people in a morally good way. By being considerate to all staff within a business, students can focus on all roles and why people cannot be discriminated against because of who they are. The students also focus on child labour laws and why exploitation can be morally wrong but also needed for some businesses to survive. From looking at how a recruitment and selection process can take place, students can look at how all workers can be valued by a company and focus on pay and roles that can be taken on by various people within a business or company.	Students are encouraged to explore different businesses and challenge the actions that all businesses take. When developing their own understanding of businesses around the world, students develop their empathy and questioning skills by asking why? Students develop their own understanding of human experiences by looking at exploitation and how workers can be victims based on who they work for. When looking at the topic of cost benefit analysis, students are encouraged to form an opinion and decide whether a business should continue or stop for the benefit of the workers and society.	Students looking 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
Year 11	Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals must play and how this can impact a business. Students often work collaboratively to understand new concepts and share information researched, thus giving them responsibility over their work.	Moral development within Business Studies involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this using observations, gathering of information and reviewing given case studies to support this. Students will consider these moral and ethical dilemmas and apply them to their own business set up to make valid judgements. Students spend a large proportion of the course investigating the impact of the action of a business upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of business decisions. Students also draw upon their own knowledge to distinguish between what is right and wrong.	Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion and application of employment laws to businesses. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop students' empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs	Cultural development within Business Studies involves students being given the chance to see how the functions of a business operates. Students look at the changes within society and how they may impact on businesses. In year 11 students explore how businesses grow and our reliance on global business trade. Students are encouraged to explore the wealth of different countries and how developed they are. The department is planning opportunities for students to look at how organisations work by visiting businesses and arranging for business people such as PWC to speak to them at school, to enhance their knowledge and skills.
Year 12	Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also	By looking at stake holders within businesses, students can look at why some staff may have conflicting views when looking at how morally it may be best to make a business a success. By studying famous examples of how businesses are run and also by researching in to local businesses, students learn how to treat people in a morally good way. By being considerate to all staff within a business, students can focus on all roles and	Students are encouraged to explore different businesses and challenge the actions that all businesses take. When developing their own understanding of businesses around the world, students develop their empathy and questioning skills by asking why? Students develop their own understanding of human experiences by looking at exploitation and how workers can be victims	Students develop their knowledge of equal opportunities and why people have a variety of rights because of who they are. By focusing on migration and how workers may have different ideas about work ethic, students can look at the cultural change in of workers because of Polish people moving to the UK after 2005 and the effect they had on businesses. The cultural

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	explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.	why people cannot be discriminated against because of who they are. The students also focus on child labour laws and why exploitation can be morally wrong but also needed for some businesses to survive. From looking at how a recruitment and selection process can take place, students can look at how all workers can be valued by a company and focus on pay and roles that can be taken on by various people within a business or company.	based on who they work for. When looking at the topic of cost benefit analysis, students are encouraged to form an opinion and decide whether a business should continue or stop for the benefit of the workers and society. Within the examination style questions, students must think about what a business should be like and then justify if it is acceptable in relation to many ethical areas. By focusing on famous examples of businesses and ethical issues raised by them such as the Body Shop, Coca Cola and Nestle, students learn to think and consider the treatment of others around the world. From focusing on companies such as Primark and call centres based in India, students can identify and think about how a damaged reputation may impact on a business and how this may make the workers feel.	changes as a result of Brexit (immigration and emigration) and its effect on businesses. From looking at changes of Government and other external factors that can impact on the economy and also businesses, students can look at changes of Tax and workers' rights. Students also develop an understanding of why the location of a business may impact upon the way it works. There may also be factors contributing to how a business works because of culture such as currency, time differences, communication issues also.
Year 13	Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.	By looking at stake holders within businesses, students can look at why some staff may have conflicting views when looking at how morally it may be best to make a business a success. By studying famous examples of how businesses are run and also by researching in to local businesses, students learn how to treat people in a morally good way. By being considerate to all staff within a business, students can focus on all roles and why people cannot be discriminated against because of who they are. The students also focus on child labour laws and why exploitation can be morally wrong but also needed for some businesses to survive. From looking at how a recruitment and selection process can take place, students can look at how all workers can be valued by a company and focus on pay and roles that can be taken on by various people within a business or company.	Students are encouraged to explore different businesses and challenge the actions that all businesses take. When developing their own understanding of businesses around the world, students develop their empathy and questioning skills by asking why? Students develop their own understanding of human experiences by looking at exploitation and how workers can be victims based on who they work for. When looking at the topic of cost benefit analysis, students are encouraged to form an opinion and decide whether a business should continue or stop for the benefit of the workers and society. Within the examination style questions, students must think about what a business should be like and then justify if it is acceptable in relation to many ethical areas. By focusing on famous examples of businesses and ethical issues raised by them such as the Body Shop, Coca Cola and Nestle, students learn to think and consider the treatment of others around the world. From focusing on companies such as Primark and call centres based in India, students can identify and think about how a damaged reputation may impact on a business and how this may make the workers feel.	Students develop their knowledge of equal opportunities and why people have a variety of rights because of who they are. By focusing on migration and how workers may have different ideas about work ethic, students can look at the cultural change in of workers because of Polish people moving to the UK after 2005 and the effect they had on businesses. The cultural changes as a result of Brexit (immigration and emigration) and its effect on businesses. From looking at changes of Government and other external factors that can impact on the economy and also businesses, students can look at changes of Tax and workers' rights. Students also develop an understanding of why the location of a business may impact upon the way it works. There may also be factors contributing to how a business works because of culture such as currency, time differences, communication issues also.

British values

British Values underpin many aspects of the course that we deliver within the Business department. As such, these themes recur in many topics that we teach. As part of our GCSE and A Level Business Studies courses, the HR unit and topics give us an opportunity to analyse the impact of mutual respect, tolerance and equal opportunities when working with employees. Discussions and debates on how different ethnic groups and religious beliefs help contribute to the overall success of the global economy are regularly witnessed within business lessons, these are key to students understanding how every individual has a place in today's society.

Democracy:

Business Studies: Employment Legislation- Teaches them about laws around employing people and what they are entitled to as employees as well. Consumer LegislationTeaches them about what their rights are as consumers, what to expect from a business when buying products online and how European Legislation. The EU – looking at countries within Europe and how they have different laws to that of the UK. In Economics and Business, we discuss our economy in relation to other economies and we explore in quite a lot of detail in Economics governance of different countries.

- **Ensure that all pupils within the department have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.**

In Business we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly.

Rule of law:

We teach the role of legislation and regulation within many topics – in particular how governments can use punishment, rules, guidelines, constraints to change the behaviour of firms (and to some extent consumers) e.g. minimum wages, compulsory taxes, health and safety etc. Students are required to understand what laws they as consumers and individuals in society need to abide by as well as those that businesses need to follow in order to behave ethically and socially responsible.

Past discussion in Business and Economics have taken place with regards the UK position on Europe. We explored in detail the advantages and disadvantages of staying and leaving the EU and if you voted to remain why because of democracy you need to respect the decision. In Business we cover all employment, consumer, environmental and competition laws. This provides students with opportunity to understand the British legal system.

Individual liberty and mutual respect:

Discussions surrounding how firms need to consider, respect and value the needs and interests of all stakeholder groups and just shareholders in search of high returns. This comes in to play especially when discussing large public-brand firms e.g. Why does BP sponsor the Tate Modern?

- **Trips**: School trips will be used to motivate and encourage students whilst studying Business Studies.
- **Impact of migration**: As part of our study of the economy we look at the role migration plays in our economic growth; this allows students to appreciate the value people from other countries play in our economy.
- **Business Studies**: Cross curricula links with RE when we study the ethical side of Business