Promoting SMSC and British Values in Economic lessons

Year	Social	Moral	Spiritual	Cultural
Year 12 / 13	Students consider the social impact of various courses of action from economic agents within society (they are included in this as agents). They are encouraged to question the norm and find how they can best help society whilst ensuring that their utility is maximised. Through exploring the ripple of effects governmental action they develop their own understandings of what they stand for so as to aid in the creation of a society they can be proud of.	Through analysing the actions taken in an economy and the effects on direct/third party agents' pupils are encouraged to question what it means for something to be 'right/good'. From taxation to price controls, these topics are debated within a structured format so that all can feel comfortable conveying their own opinions, allowing all to become used to hearing differing viewpoints to allow them to become more tolerate and moral individuals.	When looking at measures of an economy's success 'gross national happiness' is discussed. With the consistent forerunners being spiritually open, though not focused on organised religions. This allows students to be exposed to new points of view and develop themselves.	Students develop their knowledge of economic history and why we are in the situation we are today. This enables them to see why movements toward equal opportunities are so important and why people have a variety of rights. By exploring labour supply we look at migration and how differing regions have differing views on work. Students can look at the many real examples of this and the effects this has on cultures. The cultural changes as a result of large-scale events such as Brexit (immigration and emigration) create great opportunities to discuss culture in an economics setting. From looking at changes of Government and other external factors that can impact on the economy students can look at changes of Tax and workers' rights. 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 Economics department. As such, these themes recur in many topics that we teach.
As part of our A Level Economics courses, the topics surrounding the labour market and types of externalities 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 lessons, these are key to students understanding how every individual has a place in today's society.

Democracy:
Economics: Teaches pupils about laws around employing people and what they are entitled to as employees as well. Consumer legislation teaches them about what their rights are as consumers, and how this then impacts the competitiveness of agents at both a macro and micro level. The EU – looking at countries within Europe and how they have different laws to that of the UK. In Economics, we discuss our economy in relation to other economies and we explore in quite a lot of detail in Economics governance of different countries.

We ensure that all pupils within the department have a voice that is listened to. This aims to demonstrate how democracy works by actively promoting democratic processes such as group discussion and debate around topics.

In Economics we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly. Pupils are given the opportunity to voice their ideas and are given choices when it comes to debates.

The 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, economies 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 Economics has taken place with regard to Brexit and the role of legislation in the free market. 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 economics 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 Economics.
- **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.