

| <u>Key information about the subject and schemes of work</u> | <u>Spiritual</u> | <u>Moral</u> | <u>Social</u> | <u>Cultural</u> |
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| <p>In Business Studies students are encouraged to develop their Spiritual, Moral, Social and Cultural education across all lessons. Students are required to use a variety of skills in order to investigate different businesses and be able to make appropriate judgements.</p> <p>Students are encouraged to spend time outside of the classroom in the form of school visits, which encourage the students to explore local and national businesses in order to help enhance their knowledge.</p> <p>Students are encouraged to develop their own opinions and how to justify these to their peers.</p> | <p><u>SP4</u> - Students are encouraged to explore different businesses and challenge the actions that all businesses take.</p> <p><u>SP6</u> - 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.</p> <p><u>SP5</u> - When developing their own understanding of businesses around the world, students develop their empathy and questioning skills by asking why?</p> <p><u>SP6</u> - Students develop their own understanding of human experiences by looking at exploitation and how workers can be victims based on who they work for. <u>SP4</u> - By focusing on famous examples of businesses and ethical</p> | <p><u>M4</u> - 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. <u>M1</u> - 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.</p> <p><u>M3</u> -The students also focus on child labour laws and why exploitation can be morally wrong but also needed for some businesses to survive.</p> <p><u>M4</u> - 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.</p> | <p><u>So1</u> - When the students begin the Key Stage 4 course, they look at researching into a local business and investigate what their role is within society and a business and also an employment opportunity.</p> <p><u>So5</u> - By studying a range of business related topics, students can develop a clear understanding of what impact a business can have on members of society. These include:</p> <ul style="list-style-type: none"> • Unemployment and consumer protection. • The rights of an employee. • Equal opportunities for all in a company. <p><u>So3</u> - The students can focus on these and look at how they can prepare if they become a business owner and why they must be</p> | <p><u>C5</u> - Students develop their knowledge of equal opportunities and why people have a variety of rights because of who they are.</p> <p><u>C4</u> - 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 an the effect they had on businesses.</p> <p><u>C6</u> - 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.</p> <p><u>C3</u> - Students also develop an understanding of why the location of a business may impact upon the way it</p> |

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| | <p>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.</p> <p>SP4 - 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.</p> <p>SP5 - 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.</p> | <p>M5 - 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.</p> | <p>tolerant of all people and apply all equal opportunities for all workers that they may employ.</p> <p>So5 - When looking at the topic of social cost relocation, students focus on how this may have an impact on people, communities and whole areas of the UK if a business may relocate.</p> <p>So1 - Students now focus on areas of social enterprise and why some companies may be non-profit organisations. From investigating Jamie Oliver's 15 restaurant and the Big Issue magazine, students then complete their own research tasks related to these.</p> <p>So1 - By looking at the varied make-up of society and how people who can be used for market research can be different, students develop their knowledge of what British society is like.</p> | <p>works. There may also be factors contributing to how a business works because of culture such as currency, time differences, communication issues also.</p> |
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| | | | <p>From listening to staff with a background in industry and managerial positions, students understand that society is made up of many different types of people that can be asked for their feedback.</p> <p>So4- Students also get the opportunity to experience a visit to London and see City Hall and follow a Fleet Street journalist about and see what society is like in our Capital city.</p> | |
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