



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Modern Foreign Languages Year: 10

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Family and Relationships	Hobbies and Free time	Media	Celebrations and Festivals	Hometown and Local Area	Lifestyle and Health
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 on their lives and relationships, encouraging them to respect themselves and others.</i>	<i>Students are encouraged to reflect on their lives and activities, which give them enjoyment and learn about what makes others happy.</i>	<i>Students are encouraged to reflect on the role of media in their life. They evaluate how it helps them to connect with the world around them.</i>	<i>Students have opportunities to reflect on beliefs and practices of communities in various French or German speaking countries. Students describe and discuss differing faiths. Students are also encouraged to reflect on aspects of their own lives, traditions, routines and beliefs as well as those of others.</i>	<i>Students have opportunities to reflect on the community, in which they live. They evaluate and are reflective on what makes it a positive or negative place to live.</i>	<i>Students are encouraged to reflect on their life style choices, encouraging them to evaluate their own choices and accept that other people have differing perspectives on life.</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 a wide range of topics (eg. extended families, marriage and divorce). Students are encouraged to show empathy and understanding to others.</i>	<i>Students consider their own opinions and views of others on a wide range of hobbies (eg. sport, music and reading habits). Students are encouraged to show empathy and understanding to other who have different opinions.</i>	<i>Students consider the consequences of the use of social media and the ensuring safety implications.</i>	<i>Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.</i>	<i>Students look at their own local area as well as areas in the TL countries and look at the issues of litter. Graffiti and homelessness and the impact these have and their opinions on what makes an area a nice place to live and how we can improve it for ourselves and others.</i>	<i>Students are encouraged to show empathy and understanding to others and learn about right from wrong</i> <i>Discussions around what constitutes a healthy/unhealthy lifestyle which is helping to educate pupils on their own lifestyles.</i>



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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. 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 begin to discuss the rights and responsibilities of young people in their capacity as global citizens. They also explore and discuss voluntary work and related social issues.</i></p>		<p><i>Students are encouraged to investigate the impact of drugs and alcohol on young people's lives</i></p>
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>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>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>Discussions around the importance of modern media forms in society and how this can vary between individuals and across generations. Students are encouraged to recognise the value of things we have in common with others and also respecting differences.</i></p>	<p><i>Discussing, exploring and developing an interest in the different festivals and traditions in the TL countries and showing respect for cultural diversity and are able to celebrate it.</i></p>	<p><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><i>Discussions around what constitutes a healthy lifestyle and looking at the range of social factors which have an influence upon our life style choices and those of others.</i></p>



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Subject: Modern Foreign Languages Year: 11

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Global issues	Travel and Tourism	School, Education and Future Choices	The World of Work	Revision of all topics	
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 have opportunities to reflect on the community, in which they live. They evaluate and are reflective on what makes it a positive or negative place to live.</i>	<i>Students have opportunities to reflect on the types of holidays they enjoy and how they learn about the world around them. They are encouraged to reflect on their differing experiences of the world.</i>	<i>Students have opportunities to reflect on their experiences at school and be reflective on their own opinions,</i>	<i>Students have opportunities to reflect on the importance of the various jobs in the UK and the TL countries and appreciate the word around themselves.</i>	<i>Please see all previous topics</i>	<i>External Examinations</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 a wide range of environmental and social issues and their role in society. They are encouraged to explore the consequences of their behaviour and actions.</i>	<i>Students are encouraged to reflect on their lives and holiday activities, which give them enjoyment and learn about what makes them and others happy.</i>	<i>Students consider their own opinions and views of others on a wide range of school related issues such as the rules, uniform and the options they need to make after GCSEs. They are encouraged to explore the consequences of their current behaviour and actions as well as the consequence of behaviour and actions in the future.</i>	<i>Students consider their own opinions and views of others on a wide range of employment related issues such as the salary, hours and the related responsibilities of each job. They reflect on the choices they need to make after GCSEs. Students are encouraged to explore the consequences of their choices and actions in the future.</i>	<i>Please see all previous topics</i>	<i>External Examinations.</i>



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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>Discussions around the importance of environmental issues in society and how this can vary between individuals and across generations. In addition, how these issues are dealt with in the TL countries, such as differing attitudes to recycling. Students are encouraged to recognise the value of things we have in common with others and also respecting differences</i></p>	<p><i>Discussions around what constitutes an enjoyable holiday destination/ holiday activity and how this can vary between generations and cultures. References to the holiday preferences and trends in the TL countries.</i></p>	<p><i>Discussions around the cultural differences between the educational systems in UK and those in the TL countries, including Namibia. 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><i>Discussions to explore the diversity of different jobs and how the students see their future role in society. Showing respect to all members of society and the role they play.</i></p>	<p><i>Please see all previous topics</i></p>	<p><i>External Examinations.</i></p>