



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: French Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Theme 1: Les changements dans la société française.</i></p> <p>Les changements dans les structures familiales</p> <p><i>Les changements dans les attitudes envers le mariage, les couples et la famille.</i></p> <p><i>Students have opportunities to reflect environmental issues and appreciate the word around themselves and how they and others impacts upon it.</i></p>	<p><i>Theme 1: Les changements dans la société française.</i></p> <p>L'éducation</p> <p><i>Le système éducatif et les questions estudiantines.</i></p> <p><i>Students have opportunities to reflect on their experiences at school and the educational opportunities available to others and be reflective on their own opinions,</i></p>	<p><i>Theme 1: Les changements dans la société française.</i></p> <p>Le monde du travail</p> <p><i>La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.</i></p> <p><i>Students have opportunities to reflect on the importance of the various jobs in the UK and the French speaking countries and appreciate the word around themselves.</i></p>	<p><i>Literary Text /Film 1</i></p> <p><i>Theme 2: La culture politique et artistique dans les pays francophones.</i></p> <p>La musique</p> <p><i>Les changements et les développements; l'impact de la musique sur la culture populaire.</i></p> <p><i>Students are encouraged to reflect on the role of music and popular culture in their life and the lives of others. They evaluate how it helps them to connect with the world around them.</i></p>	<p><i>Literary Text/Film 1</i></p> <p><i>Theme 2: La culture politique et artistique dans les pays francophones.</i></p> <p>Les médias</p> <p><i>La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.</i></p> <p><i>Students are encouraged to reflect on the role of television, digital, printed and online media in their life. They evaluate how it helps them to connect with the world around them.</i></p>	<p><i>Literary Text/Film 1</i></p> <p><i>Theme 2: La culture politique et artistique dans les pays francophones</i></p> <p>Les festivals et les traditions</p> <p><i>Les festivals, fêtes, coutumes et traditions.</i></p> <p><i>Students have opportunities to reflect on beliefs and practices of communities in various French 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></p>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Students consider their own opinions and views of others on attitudes towards marriage, couples and family.</i></p> <p><i>They are encouraged to explore their own ideas and be accepting of different opinions. Stereotypes are challenged,</i></p>	<p><i>Students consider their own opinions and views of others on the education system and student issues.</i></p> <p><i>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></p>	<p><i>Students consider their own opinions and views of others on a wide range of active life in France and attitudes towards work; the right to strike; gender equality.</i></p> <p><i>They reflect on the choices they need to make after they complete their A Levels. Students are encouraged to explore the consequences of their choice and actions in the future.</i></p>	<p><i>Students consider their own opinions and views of others on changes and developments; the impact of music on French popular culture.</i></p> <p><i>Students are encouraged to show empathy and understanding to other who have different opinions.</i></p>	<p><i>Students consider their own opinions and views of others on freedom of expression; print and online media; the impact on society and politics.</i></p> <p><i>Students are encouraged to show empathy/ understanding to other who have different opinions.</i></p> <p><i>Students consider the consequences of the use of social media and the ensuring safety implications.</i></p>	<p><i>Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.</i></p>
		<p>Key Skills</p> <ul style="list-style-type: none"> · discussion on a theme showing knowledge and understanding of the target language context and culture · expressing viewpoints and justifying opinions · developing an argument and reaching a logical conclusion. 					



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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 develop their social skills 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>					
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 marriage, couples and relationships. 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 the cultural differences between the educational systems in UK and those in France speaking countries.</i></p> <p><i>Students will learn about the differences in the structure of the educational system, the grading and examination systems and apprenticeships.</i></p>	<p><i>Discussions to explore the diversity of different jobs and how the students see their future role in society.</i></p> <p><i>Showing respect to all members of society and the role they play.</i></p> <p><i>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 the importance of music society and how this can vary between individuals and across generations.</i></p> <p><i>Students are encouraged to recognise the value of things we have in common with others and also respecting differences.</i></p> <p><i>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i></p>	<p><i>Discussions around the importance of freedom of speech in society and how this can vary between individuals and across generations.</i></p> <p><i>Students are encouraged to recognise the value of things we have in common with others and also respecting differences.</i></p> <p><i>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</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>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i></p>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: German Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Theme 1 – Gesellschaftliche Entwicklung in Deutschland</i></p> <p>· Natur und Umwelt Umweltbewusstsein; Recycling; erneuerbare Energie; nachhaltig leben.</p> <p><i>Students have opportunities to reflect environmental issues and appreciate the word around themselves and how they and others impacts upon it.</i></p>	<p><i>Theme 1 – Gesellschaftliche Entwicklung in Deutschland</i></p> <p>· Bildung Bildungswesen und die Situation von Studenten; Sitzenbleiben, Berufsausbildung.</p> <p><i>Students have opportunities to reflect on their experiences at school and the educational opportunities available to others and be reflective on their own opinions,</i></p>	<p><i>Theme 1 – Gesellschaftliche Entwicklung in Deutschland</i></p> <p>· Die Welt der Arbeit Das Arbeitsleben in Deutschland und die Arbeitsmoral; deutsche Geschäfte und Industrie.</p> <p><i>Students have opportunities to reflect on the importance of the various jobs in the UK and the German speaking countries and appreciate the word around themselves.</i></p>	<p><i>Literary Text /Film 1</i></p> <p><i>Theme 2 – Politische und künstlerische Kultur im deutschen Sprachraum</i></p> <p>· Musik – (künstlerische Kultur) Wandel und Trends; Einfluss der Musik auf die populäre Kultur.</p> <p><i>Students are encouraged to reflect on the role of music and popular culture in their life and the lives of others. They evaluate how it helps them to connect with the world around them.</i></p>	<p><i>Literary Text/Film 1</i></p> <p><i>Theme 2 – Politische und künstlerische Kultur im deutschen Sprachraum</i></p> <p>· Die Medien – (politische und künstlerische Kultur) Fernsehen, Digital-, Print- und Onlinemedien; Einfluss auf Gesellschaft und Politik.</p> <p><i>Students are encouraged to reflect on the role of television, digital, printed and online media in their life. They evaluate how it helps them to connect with the world around them.</i></p>	<p><i>Literary Text/Film 1</i></p> <p><i>Theme 2 – Politische und künstlerische Kultur im deutschen Sprachraum</i></p> <p>· Die Rolle von Festen und Traditionen – (künstlerische Kultur) Feste, Feiern, Sitten, Traditionen.</p> <p><i>Students have opportunities to reflect on beliefs and practices of communities in various 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></p>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>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></p>	<p><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></p>	<p><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 they complete their A Levels. Students are encouraged to explore the consequences of their choices and actions in the future.</i></p>	<p><i>Students consider their own opinions and views of others on a wide range of music and popular culture. Students are encouraged to show empathy and understanding to other who have different opinions.</i></p>	<p><i>Students consider their own opinions and views of others on a wide range of television, digital, printed and online media. Students are encouraged to show empathy and understanding to other who have different opinions. Students consider the consequences of the use of social media and the ensuring safety implications.</i></p>	<p><i>Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.</i></p>
		<p>Key Skills</p> <ul style="list-style-type: none"> · discussion on a theme showing knowledge and understanding of the target language context and culture expressing viewpoints and justifying opinions · developing an argument and reaching a logical conclusion. · developing an argument and reaching a logical conclusion. 					



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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 develop their social skills 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>					
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 the cultural differences between the educational systems in UK and those in German speaking countries. Students will learn about the differences in the structure of the educational system, the grading and examination systems, "sitzenbleiben" and apprenticeships.</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. 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 the importance of music and 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. Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</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. Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</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. Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i></p>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: French Year: 13

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Theme 3: <i>L'immigration et la société multiculturelle française</i> <i>L'impact positif de l'immigration sur la société française</i> <i>Les contributions des immigrés à l'économie et à la culture.</i> <i>Répondre aux défis de l'immigration et l'intégration en France</i> <i>Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.</i> <i>Independent Research Project</i> <i>Film/ Literary work</i></p>	<p>Theme 3: <i>L'immigration et la société multiculturelle française</i> <i>L'extrême droite</i> <i>La montée du Front National; les leaders du Front National; l'opinion publique.</i> <i>Independent Research Project</i> <i>Film/ Literary work 2</i></p>	<p>Theme 4: <i>L'Occupation et la Résistance</i> <i>La France occupée</i> <i>La collaboration; l'antisémitisme.</i> <i>Independent Research Project</i> <i>Film/ Literary work 2</i></p>	<p>Theme 4: <i>L'Occupation et la Résistance</i> <i>Le régime de Vichy</i> <i>Maréchal Pétain et la Révolution nationale.</i> <i>Independent Research Project</i> <i>Film/ Literary work 2</i></p>	<p>Theme 4: <i>L'Occupation et la Résistance</i> <i>La Résistance</i> <i>Jean Moulin, Charles de Gaulle et les femmes de la Résistance; la résistance des français.</i> <i>Revision and Review</i></p>	<p>External Examinations.</p>
		<p><i>The above content allows students to develop the ability to be reflective about their own perspectives on life and look at the values of others and a respect of situations they may not have experienced themselves.</i></p> <p><i>The IRP encourages a personalised opportunity to develop the fascination and enjoyment of students to learn about the world around them</i></p>					



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Students consider their own opinions and views of others on the positive impact of immigration on French society</i></p> <p><i>The contributions of immigrants to the economy and culture.</i></p>	<p><i>Students consider their own opinions and views of others on responding to the challenges of immigration/ integration in France</i></p> <p><i>Community activities; marginalization and alienation from the perspective of immigrants.</i></p> <p><i>Students consider their own opinion and views of others about the far right, the rise of the National Front; the leaders of the National Front; public opinion.</i></p>	<p><i>Students consider their own opinions and views of others about occupied France</i></p> <p><i>Collaboration; anti-Semitism.</i></p>	<p><i>Students consider their own opinions and views of others about The Vichy regime Marshal Pétain and the National Revolution.</i></p>	<p><i>Students consider their own opinions and views of others about The Resistance Jean Moulin, Charles de Gaulle and the women of the Resistance; the resistance of the French.</i></p>	<p>External Examinations.</p>
		<p>Key Skills</p> <ul style="list-style-type: none"> · discussion on a theme showing knowledge and understanding of the target language context and culture · expressing viewpoints and justifying opinions · developing an argument and reaching a logical conclusion. 					



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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 develop their social skills 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>External Examinations.</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>Theme 3 is set in the context of France only. This theme covers social issues and trends.</i></p> <p><i>Theme 4 is set in the context of France only. This theme covers political culture.</i></p>		<p><i>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i></p> <p><i>The Independent Research Project develops an interest in exploring, improving understanding and showing a respect towards an aspect of culture in the French speaking communities, of the student's own choice. It fosters an understanding and appreciation of a different culture.</i></p>		<p><i>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i></p>	<p>External Examinations.</p>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: German Year: 13

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Theme 3 – Immigration und die deutsche multikulturelle Gesellschaft.</p> <p>· Die positive Auswirkung von Immigration</p> <p>Beitrag der Immigranten zur Wirtschaft und Kultur.</p> <p>· Die Herausforderungen von Immigration und Integration</p> <p>Maßnahmen von Gemeinden und örtlichen Gemeinschaften; Ausgrenzung und Entfremdung aus der Sicht von Immigranten.</p> <p>Independent Research Project</p> <p>Film/ Literary work</p>	<p>Theme 3 – Immigration und die deutsche multikulturelle Gesellschaft.</p> <p>· Die staatliche und soziale Reaktion zur Immigration</p> <p>Rechtsextremismus; politische Annäherung an Gastarbeiter, Immigranten und Asylbewerber; die öffentliche Meinung.</p> <p>Independent Research Project</p> <p>Film/ Literary work 2</p>	<p>Theme 4 – Die Wiedervereinigung Deutschlands.</p> <p>· Die Gesellschaft in der DDR vor der Wiedervereinigung</p> <p>Arbeit; Wohnungswesen; kommunistische Prinzipien; das Verhältnis zum Westen.</p> <p>Independent Research Project</p> <p>Film/ Literary work 2</p>	<p>Theme 4 – Die Wiedervereinigung Deutschlands.</p> <p>· Ereignisse vor der Wiedervereinigung</p> <p>Der Zusammenbruch des Kommunismus; der Fall der Berliner Mauer.</p> <p>Independent Research Project</p> <p>Film/ Literary work 2</p>	<p>Theme 4 – Die Wiedervereinigung Deutschlands.</p> <p>· Deutschland seit der Wiedervereinigung</p> <p>Migrations von Ost nach West; Arbeitslosigkeit in der früheren DDR; Auswirkungen auf Schulen in Deutschland.</p> <p>Revision and Review</p>	<p>External Examinations.</p>
<p><i>The above content allows students to develop the ability to be reflective about their own perspectives on life and look at the values of others and a respect of situations they may not have experienced themselves.</i></p> <p><i>The IRP encourages a personalised opportunity to develop the fascination and enjoyment of students to learn about the world around them</i></p>							



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Students consider their own opinions and views of others on the positive impact of immigration and contribution of immigrants to the economy and culture.</i></p>	<p><i>Students consider their own opinions and views of others on the challenges of immigration and integration, action by municipalities and local communities; Exclusion and alienation from the point of view of immigrants. Students consider their own opinions and views of others about the state and social response to immigration, Right-wing extremism. Political and public response to guest workers, immigrants and asylum seekers.</i></p>	<p><i>Students consider their own opinions and views of others about Society in the DDR before reunification, work, housing; communist principles; the relationship with the West.</i></p>	<p><i>Students consider their own opinions and views of others about events before reunification and the collapse of communism and the fall of the Berlin Wall.</i></p>	<p><i>Students consider their own opinions and views of others about Germany since reunification, migration from East to West; unemployment in the former DDR; Effects on schools in Germany.</i></p>	<p>External Examinations</p>
		<p>Key Skills</p> <ul style="list-style-type: none"> · discussion on a theme showing knowledge and understanding of the target language context and culture · expressing viewpoints and justifying opinions · developing an argument and reaching a logical conclusion. 					



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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 develop their social skills 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>External Examinations.</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>Theme 3 is set in the context of Germany only. This theme covers social issues and trends.</i> <i>Theme 4 is set in the context of Germany only. This theme covers political culture.</i></p> <p><i>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i> <i>The Independent Research Project develops an interest in exploring, improving understanding and showing a respect towards an aspect of culture in the French speaking communities, of the student’s own choice. It fosters an understanding and appreciation of a different culture.</i></p>				<p><i>Students are given the opportunity to appreciate the film/ literature of another culture and respond positively to these cultural opportunities.</i></p>	<p>External Examinations.</p>

For a full statement on how MFL develops all strands of SMSC across the curriculum, please see the MFL SMSC statement in addition to this curriculum map.