Curriculum section	**Notes**	**Key activities during this cycle**
Pre- learning	Students are encouraged to research definition of keyworks and watch videos on topics covered in lessons. The reading tasks offers opportunity to engage with the language and pre-learn concepts	1. **Glossary keywords in cycle sheets:** Students will create a glossary at the back of their cycle sheets from keywords listed on the cycle sheet (this is the first homework of the unit) 2. **Reading task**: Students will read about a current affair new article related concepts learnt in class which aids learning (This task is assigned in lesson at the start of the unit or as a mid-unit task) **3. QR codes for videos and quizzes shared with students on Teams and stuck in the books** **4. Knowledge Organisers**
PSHE/ SMSC	SMSC	SMSC: **DEMOCRACY** **The strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries.** Employment Legislation- Teaches them 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, 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. **RULE OF LAW** **Encourage respect for other people and encourage respect for democracy and support for participation in the democratic processes,**

		including respect for the basis on which the law is made and applied in England. Current 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. **Ensure that all pupils within the school 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 and Economic we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly. **Understanding of how citizens can influence decision-making through the democratic process.** In Business and Economics, the EU vote was discussed in detail and students understanding of the democratic process was strengthened. **<u>MUTUAL RESPECT</u>** **Encourage students to acquire a broad general knowledge of and respect for public institutions and services in England** in Business and Economics, we discuss the UK taxation system and this allows students to understand the importance of respecting our welfare system and public institutions. We also discuss Business

		impact of government on business, also where to gain advice and information such as banks and the citizen advice bureau, ACAS. We cover a wide range of topics that allows students to gain a general knowledge on matters such as personal finances, employment, recruitment and selection and different size organisations within the UK. **Enable students to develop their self-knowledge, self-esteem and self-confidence.** Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers. Industry days are focused on team working and building self-confidence to take an active part in the activity. **INDIVIDUAL LIBERTY** **Consider the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values.** School trips are used to motivate and encourage students whilst studying Business Studies and Economics. Trips to be organised to visit London, the Trafford Centre as well as Jaguar Land Rover and Barclays bank. **TOLERANCE OF THOSE OF DIFFERENT FAITHS & BELIEFS** **Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.**

	PSHE	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. **Acceptance that other people having different faiths or beliefs, gender, race or sexual orientation to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.** In Business and Economics, the study of employment law and our ethical unit of work enables students to accept that everyone in our society has rights and these rights should be protected. **<u>The topics covered within PSHE cover the three core themes:</u>** 1. Health and well-being, 2. Living in the wider world 3. Relationships **<u>Within these three core themes are the following topics: -</u>** • Drugs education • Bullying • Self-esteem • Radicalisation and extremism • Money/financial safety • Self-harm • Child sex exploitation • Body image • Careers • Relationships and sex education • County lines • Identity and values

		• Gangs/crime • Internet safety • Social media/music • Domestic violence • Opinions e.g., racism • Mental health **<u>Within Business and Economics, we cover the following for PSHE:</u>** • exercise their consumer rights; know who can help if they feel they have a grievance • manage contracts; understand the process of renting items and accommodation; know who can support them if they need help • plan their budget, especially when living away from home for first time • understand and manage taxation and national insurance • understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market • understand savings options; know where to save, when to save and why • understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money);

		•understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt • understand pensions and their importance; the benefits of starting early and making regular, realistic contributions • match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways • be enterprising in life and work •To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills. •To evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities •The implications of the global market for their future choices in education and employment work and career •How to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities •How to recognise career possibilities in a global economy employment rights and responsibilities. Their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'.

		•The importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols •To understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection •To recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation •The role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours financial choices •How to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) •To understand and manage salary deductions including taxation, national insurance and pensions •To evaluate savings options •To exercise consumer rights, including resolving disputes and accessing appropriate support core •To manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice •To evaluate the potential gains and risks of different debt arrangements and repayment implications to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers media literacy and digital resilience

		•To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate •To effectively challenge online content that adversely affects their personal or professional reputation •To build and maintain a positive professional online presence, using a range of technologies •How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this •To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
Reading/ literacy		1. **Keywords on Cycle sheets:** Students will engage with keywords to produce a glossary/ Dictionary 2. **Reading, comprehension**, **and keywords extraction (peer assessed):** Students will be set real world reading tasks and asked to answer question based on the data per cycle. • The students will use new keywords learnt in writing tasks 3. Retrieval Practice in lessons with focus on keywords, definition and explanation using accurate keywords 4. **Exam structure Mats** to help students with writing skills and structure of exam will be on each student table 5. **Marking for literacy (feedback)**

AS and A Level Business

Careers		1. Students will use Unifrog to research careers linked to the economics, they also watch a video a video and a career linking to economics. 2. Teachers have access to Unifrog and a library of career resources to aid discussion in the lesson 3. Students will have the opportunity to sign up to AT LEAST one virtual work experience per cycle.