

### **Spiritual development in BTEC Enterprise**

Within all elements of the BTEC enterprise curriculum, students are taught to accept people of all spiritual backgrounds and faiths. Within the curriculum discussions regarding target markets and customer needs facilitates in depth discussion regarding faith and spirituality of people from different social backgrounds.

Further to this, like all classroom environments at The Boulevard Academy, during lesson times, a sense of mutual respect for all peers and local communications is fostered.

### **Moral development in BTEC Enterprise**

The BTEC enterprise curriculum allows for in depth analysis of the concept of “right and wrong”. This is covered within the first coursework topic through the discussion of ethical trading standards of case study local enterprises. Students are directed to research if real world companies are trading in a legal and ethical manner. Further to this, within the examined unit, students learn about legal issues that are pertinent to local business owners, with a particular focus to legal financial management.

### **Social development in BTEC Enterprise**

Through the use of varied teaching methods, students are encouraged to develop their social skills throughout the course. This includes the use of professional communication methods and the ability to develop public speaking skills. The enterprise classroom is a social environment where students can share ideas and knowledge in a judgement free setting. Students are encouraged to take risks with their answers, and are aware that learning from mistakes is a vitally important way to develop new skills and knowledge.

### **Cultural development in BTEC Enterprise**

The enterprise curriculum allows for an exploration of the cultural impact that the actions of an enterprise can have, both within a local and national / international setting. Examples of this include the use of marketing techniques that have shifted the ways that individuals interact with companies and how social issues such as LGBTQ+ rights and the BLM movement have changed marketing choices made. Through the controlled assessment tasks, students are directed to ensure that the products they are designing are culturally appropriate for their target market, and to identify example, real world products, that have failed due to cultural insensitivity.