

Business British Values and SMSC Coverage

Unit	Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance	Social	Moral	Spiritual	Cultural
Unit 1	Embedded in group decision-making across planning, design, pricing, and final product selection Encourages equal voice and respect for majority decision when groups refine or vote on ideas How did your team make decisions fairly, and how did you make sure everyone's voice was heard?	Reinforced through the use of budgets, deadlines, action plans, and structured roles – mirroring real-world expectations Pupils learn that success requires following processes, being accountable, and delivering on commitments What happened when your team stuck to the plan or rules – and what happened when you didn't?	Pupils take ownership of ideas, roles and creative direction, choosing how they contribute to the success of the enterprise Supports development of confidence and independence in public-facing tasks like selling and presenting What choices did you make in your role that helped your team succeed – and why did you make them that way?	Deepened through peer feedback, team reflections, and respectful engagement with customers and stakeholders Promotes appreciation of differing viewpoints, styles and approaches within diverse enterprise teams How did you show respect for your teammates' ideas, even when you didn't agree with them?		Strengthens collaboration, role distribution and communication through structured teamwork over an extended period Builds real-world interpersonal skills during market research, customer interaction, and enterprise events How did working in a team change the way you approached your responsibilities or ideas?	Develops understanding of fairness in pricing, honest marketing, and ethical decision-making during sourcing and selling Fosters reflection on the consequences of poor planning or ignoring customer feedback, reinforcing responsibility and integrity Did your team make any decisions that affected others, and how did you make sure they were fair or responsible?	Encourages self-expression and personal belief through product design, branding, and presentation of ideas Promotes pride in personal achievements during the planning, creation and delivery phases of the enterprise project What part of this project are you most proud of and why does it matter to you personally?	Supports awareness of audience diversity and inclusivity in product design and marketing Encourages exploration of how enterprise ideas might appeal to different groups within the school community How did you make sure your product or service would appeal to different people in our school community?
Unit 2	Reflected through class discussions, collaborative learning tasks, and valuing all pupils' views in exploring enterprise examples. How did your group make sure everyone's ideas were heard during your reflections and tasks – and why is that important?	Explored through recognising how entrepreneurs work within legal, ethical, and community boundaries, and the need for structure in successful work. Why is it important for entrepreneurs to follow rules and responsibilities – and what happens if they don't?		Developed through respectful sharing of views, appreciation of others' strengths, and learning from different business journeys. <i>How did you show respect when learning about or working with others who had different experiences or strengths to you?</i>		Builds teamwork, communication, and empathy through exploring how entrepreneurs contribute to their communities and discussing personal development in a group setting. How can working together and learning from others help you develop your own enterprise skills?	Supports understanding of fairness, honesty, and resilience in the face of challenge, as seen through the journeys of real entrepreneurs. When the entrepreneurs you studied faced difficult choices or setbacks, how did their values and decisions shape their success?	Encourages self-reflection and personal pride through identifying one's own strengths and qualities in enterprise. What have you learned about yourself through completing your skills audit – and how might this help you in the future?	Promotes awareness and respect for local contributions and the diverse backgrounds and experiences of entrepreneurs. How do local entrepreneurs reflect the needs and identity of our community – and why does that matter?
Unit 3	Democracy Fostered through group decision-making, customer consultation, and peer voting in pitch preparation. How did your group make fair decisions when people had different ideas about your brand?	Explored through respecting branding boundaries (e.g. truthful advertising, not copying existing brands), following budgets, and working to deadlines. Why is it important for a business to follow rules about			Strengthened through collaborative work, listening to public feedback, and presenting ideas with empathy and professionalism. How did you show respect for people who had different tastes or ideas during	Develops teamwork, leadership, and communication through brand creation, consultation, and pitching. How did your team use each person's strengths to build your brand and make decisions?	Moral Promotes ethical thinking when considering how marketing influences people and the responsibility businesses have to be honest and fair. How can a brand be honest and still attract attention –	Encourages creativity and originality in designing logos, slogans, and product ideas, helping pupils express their values through brand identity. How does your brand reflect your values or personality – and	Encourages consideration of different preferences, identities, and social groups when targeting products and designing campaigns. How did you make sure your brand and marketing would appeal to different

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		advertising, money, and deadlines?			the research and branding process?		and what happens if it isn't?	why is that important?	types of people in your school or community?
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