

## SMSC in English Language and Literature

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### **Spiritual development in English**

In English, we explore a range of literature that fosters spiritual development through discussion and debate. At KS3, beliefs are explored through units such as **Myths & Legends** in Yr7, **The Merchant of Venice** and **Midwinterblood** in Yr8, and **Race in Literature** in Yr9. These units allow students to explore the beliefs of a vast range of people and cultures: from how different civilizations have viewed the afterlife through the ages to concepts of reincarnation and understanding of the natural world.

At GCSE, the poems from the **Power and Conflict Anthology** explore the power of man and nature, and the consequences of misusing this power. This topic nurtures reflection on how our actions affect the world around us, using a mixture of real historical events and personal experiences.

Throughout the whole curriculum, creative writing and poetry give students numerous opportunities to develop their imagination, reflect on their own beliefs and help them express this through their relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.

### **Moral development in English**

A wide range of moral issues and topics are explored in English through both the texts students read and their own creative work. Key values such as tolerance and respect, and issues of prejudice and discrimination are introduced to students in KS3 to prepare students for life beyond education.

Throughout KS3, set texts and poetry deal with moral questions, such as racism, homophobia, sexism and prejudice amongst others to allow students to reflect on the different perspectives of others. Pupils are encouraged to empathise with characters on a range of moral journeys.

At GCSE, the study of **Macbeth**, **The Strange Case of Dr Jekyll and Mr Hyde** and **An Inspector Calls** encourage discussion of the differences between good and evil, considering the impact of conscience. It also affords students opportunities to think about the internal and external consequences of right and wrong behaviour and abuses of power, applying this to their own lives and how our decisions impact others.

Throughout all years, writing non-fiction texts (such as newspaper articles, leaflets, reports and reviews) also helps to develop students' ability to apply fiction to real-life scenarios and comment on moral issues that happen in the world around them.

### **Social development is English**

In English lessons, emphasis is placed on developing students' speaking and listening skills through a range of activities – groupwork, presentations, debates – in order to help students develop ways of expressing their opinions assertively, rationally and respectfully. Being able to construct and deliver logical, compelling arguments on a range of topics is a key skill that students must acquire for the next stage in their education and for life.

As well as learning to communicate their views, students are also encouraged to develop active listening skills and empathy. By using structures debates and discussions, pupils learn to understand the perspectives of others, and to agree or disagree with these in a respectful and thoughtful manner.

Self and peer assessment are also an integral part of the subject, and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success.

### **Cultural development in English**

The English curriculum actively seeks to be culturally diverse in order to reflect the reality of our classrooms and the wider community and world we live in. It is crucial that our students see themselves represented in the range of stories and characters we explore throughout their time in English, as well as being exposed to different perspectives and worldviews from those who are different to them.

The study of Victorian and WWI literature gives opportunities for students to appreciate British history and culture through pivotal authors, such as Sir Arthur Conan Doyle or Wilfred Owen. Pupils study units on Detective and Gothic Fiction, as well as WWI poetry and a unit focused on Edgar Allan Poe in Year 9, an author of British and American heritage.

Through poetry in KS3, pupils work with a range of diverse poems and authors that deal with topics of culture and heritage: displacement, migration, discrimination and more. In Year 9 specifically, pupils study extracts from Othello and the Noughts and Crosses play to explore how issues of race have been presented through literature across time.

In Year 9, students are required to read from either our Diverse Fiction or Empathy Fiction reading lists each term. These lists have been curated to include a wide range of authors of colour, LGBTQ authors and female authors. The stories in these lists encourage students to develop empathy and kindness by reading about a range of issues that affect many around them, from racism and homophobia to poverty and domestic abuse.

Theatre performances and visits from published authors through the LRC give all students the opportunity to access cultural activity, which otherwise some students may not have the opportunity to experience.