

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>The English Department are proud to offer a range of Spiritual, Moral, Social and Cultural experiences through English lessons and extracurricular activities. These visits extend spiritual, moral, social and cultural appreciation and understanding of society. Students express their creativity and understanding of other cultures through their study of literature and non-fiction texts.</p>	<p><u>SP3</u> - In all year groups, students look at a variety of moral dilemmas and focus on how they may cope if they were faced with a situation that required a moral decision similar to those that are studied.</p> <p><u>SP5</u> - By looking at a range of texts and non-fiction stories, students can look at current affairs and self-reflect as to how they would react or behave if they encountered such situation.</p> <p><u>SP4</u> - When students study the book ‘The boy in the striped pyjamas’ the students are asked to reflect and show empathy for each of the characters and think about their own feelings and how they would face a situation or experience as described in the book.</p>	<p><u>M4</u> - Within the whole of Key Stage 3, students look at the moral issues that feature within Shakespeare plays and look at the variety of decisions that the characters have to make.</p> <p><u>M1</u> - By focusing on the moral dilemmas that Romeo and Juliet have to face, students can look at whether they agree or disagree based on the decisions that are made.</p> <p><u>M4</u> - Students can create a dramatic monologue by focusing on the theme of heroes and villains from reading the text called Heroes.</p> <p><u>M5</u> - All students in every Key Stage are encouraged to share and discuss their own opinions. <u>M3</u> - There is no censorship in the study of English and all students can express their own moral viewpoints and opinions.</p>	<p><u>So4</u> - By looking at the social and historical context of all texts that are studied in English, students can gain an idea as to how society is made up in terms of a class system and also diversity.</p> <p><u>So5</u> - Students are offered many opportunities to develop their social skills within their lessons by taking part in speaking and listening tasks, debating exercises and developing their clarity of communication.</p> <p><u>So5</u> - By looking at the purpose, audience and form in every task that is completed within English lessons, students can develop their writing skills for adult life.</p> <p><u>So1 / So4</u> - An example of when students develop their speaking and listening skills can be shown in a debate</p>	<p><u>C3 / C4</u> - When students are introduced to a new text in English, they are always informed about the cultural context of the author, poet or creator of the work.</p> <p><u>C5</u> - Students look at a range of poetry from a variety of different cultures and think about how the culture they are studying differs to traditional British culture.</p> <p><u>C3 / C4</u> - Specific books that are studied as a possible option at Key Stage 4 include many different culturally diverse texts such as:</p> <ul style="list-style-type: none"> • Frankenstein – difference in culture • A Christmas Carol – • Orange is not the only fruit – gender roles.

	<p>SP4 - In year 8, students are able to look at a book called 'millions' and this allows the students to use their imagination and think about what it may be like to win one million pounds.</p> <p>SP5 - By thinking and questioning what they may do with their newfound wealth or how this change of circumstance may affect their own life, leads to good discussion and thinking skills also.</p> <p>SP6 - In year 7 students are encouraged to speak and listen to each other and focus on topics such as what are their hopes and dreams for the future and why do they have these opinions?</p>	<p>M1 / M5 - Within all texts, students focus on the cultural, historical and social context of when it was written and how these may have influenced the moral behaviour that feature within them.</p> <p>M2 - In the book, 'an Inspector calls' which is studied at Key Stage 4, students can look at the moral dilemmas that are faced by all characters and what it would have been like to face a situation in which social justice and moral responsibility were required.</p> <p>M3 - Students focus on American culture and look at themes such as segregation, slavery and race relations. M4 - By thinking about all of the moral behaviour and decisions that are made in the texts that are studied, students can develop their own reflective and empathy skills also.</p>	<p>that takes place within year 8 lessons. Here the students assume the role of slave owner and slaves and a developed discussion take place from the point of view of both parties.</p> <p>So3 / So5 - By thinking about the roles of characters within the texts that are studied, students can think about how these roles may feature in society. By focusing on the experience of WW1 for soldiers in 'an inspector calls' and writing an interview with a Police officer based on what they learn from the 'ancient mariner'.</p> <p>So1/So5 - In year 9, students are now asked to take part in the BBC News Report and have their work uploaded and entered into this writing competition. Many contemporary and up-to-date news stories are used as inspiration for this task, allowing students to</p>	
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