

Spiritual, Moral, Social and Cultural Development (SMSC) in

English

Spiritual Development

We acknowledge that our students have varying backgrounds and as such, first and foremost, our curriculum provides a deep and rich learning experience which supports this. Texts are chosen to spark curiosity and opportunity is given for students to debate different ideas and viewpoints. Students are taught to accept, embrace and respect other cultures and traditions. For example, year 7 study Romeo and Juliet and discussions into the spiritual awareness of the text and holy references made by Shakespeare are explored. At GCSE Students expand on this knowledge through their study of Macbeth and questions are raised with regards acceptance of beliefs at the time (The supernatural and England's shifting from catholic to protestant) and how Shakespeare seeks to enlighten a contemporary audience to these spiritual ideologies.

Moral Development

We want our students to feel confident about thinking, to have the belief in themselves and the ambitions to read and write about things that are important to them. These views are intrinsically linked to the wider world when exploring texts from both the literary heritage to the 21st century, giving students opportunity to reflect on the past and visualise and how these moral lessons have shaped the world around us. Our curriculum gives students the appropriate knowledge and skills to ensure they can be responsible members of society. Texts have been chosen to give students opportunities to read, write, discuss and debate a range of current affairs, ideas and concepts thus appreciating the importance of communicating in the real world. Topics range from how Greek Mythology was used to display moral messages, to more in depth social and emotional moral issues raised in the play An Inspector Calls studied at GCSE.

Social Development

Throughout both English Language and English Literature, an awareness of social context is crucial for the understanding of texts studied and to enable students to discuss them at depth. From exploring 'People Poetry' in year 7, to reading a modern play such as Noughts and Crosses in year 9 to then examining Dickens' portrayal of society in A Christmas Carol – students will have ample opportunity to explore and discuss our role in society and how this role has evolved and changed over time. This social context is often cross curricular and enables students to see the links in their learning across the school, broadening their own social development both inside and outside of English lessons.

Cultural Development

We like to challenge our students to put themselves in the place of another, to walk in someone else's shoes, harnessing empathy and acceptance for all no matter what their viewpoint. To accomplish this, we study an array of texts from across the globe and actively encourage students to think not only about their own culture and the culture of our community, but how this stands alongside the cultures of others. British Values of respect and tolerance are encouraged as students are given the opportunity explore and embrace an array of different cultures. For instance, year 9 study a non-fiction travel writing topic enabling them to 'visit' different places during different time periods sparking debate and discussion as to how other cultures have helped shape our own. At GCSE, students study a poetry anthology brimming with different cultures and topics which they are then able to incorporate in their everyday lives.