

# Spiritual Moral Social Cultural



As Curriculum Leader of English, please explain the role you play in promoting SMSC and British Values across your curriculum.

SMSC is explicit in everything we do. We teach empathy, other cultures, historical and religious context, current world affairs and issues around morality through the texts that we study every day.

	Examples of developing students' SMSC awareness in your curriculum area.
Year 7	Media and on-line safety. Novels which deal with challenging themes (cancer, loss, terrorism etc). Poetry from other cultures. The history of British literary traditions.
Year 8	Shakespeare and British heritage. Drama which deals with challenging themes (poverty, education and racism). War literature from our culture and others.
Year 9	Novels which deal with challenging themes (racism, sexual violence, war etc). Non-fiction which is based around pertinent current affairs. Poetry from our own literary tradition and that of other cultures.
Year 10	Novels which deal with challenging themes (racism, sexual violence, war etc). Non-fiction which is based around pertinent current affairs. Poetry from our own literary tradition and that of other cultures. Speaking and listening which focused on a number of issues that impact teenagers today such as gender stereotyping or exam pressure.
Year 11	Novels which deal with challenging themes (racism, sexual violence, war etc). Non-fiction which is based around pertinent current affairs. Poetry from our own literary tradition and that of other cultures. Speaking and listening which focused on a number of issues that impact teenagers today such as gender stereotyping or exam pressure.
Enrichment	Film club. Debate club. Book group. Writing club.

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**Spiritual** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and value
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

**Moral** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**Social** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Cultural** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities