

Spiritual, Moral, Social and Cultural Development: English

	Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
KS2	- Children use their imagination when reading, writing and engaging in regular drama activities. - Opportunities are given for creativity in different ways of writing, such as using storyboards, videos, tables, books and graphs. - Children are encouraged to reflect on successful authors and the impact their work can have. - Children express themselves through regular drama activities (DEAL: hot-seating, tableaux, conscience alley etc.), as well as spoken language, through poetry recitals and book reviews. - Children learn about different ways of communicating, through words, movements, gestures and facial expressions. - In Year 3 all children are involved in a Christmas production and Year 6 children are involved in a summer production. We have also had whole school productions. - Children also take part in a class assembly which generally follows a theme and celebrates their work. - In Year 6 children study <i>Skellig</i> by David Almond and look at themes of angels and death and evolution	- Children learn that they can improve their work and are given opportunities to redraft their writing and make improvements. - Children are made aware of moral dilemmas through specific texts such as <i>The Miraculous Journey of Edward Tulane</i> in Year 4 or <i>The Boy at the Back of class</i> in Year 5 which deal with wide-ranging issues such as bereavement, loss, alcoholism, acceptance, refugees etc. - Myths and legends which explore moral issues are a particular focus in Year 4. Various traditional tales are also read such as <i>The 3 Little Pigs</i> in Year 3. - Children are asked to consider moral issues as part of discussions and debates. They are given the opportunity to have a debate about real issues with a real audience. - Books that deal with social or moral issues such as bullying and homelessness are studied, such as <i>The Night Bus Hero</i> in Year 6. - Children write and read stories containing moral issues to help them distinguish between right and wrong.	- Children learn to respect one another through the process of peer evaluation as well as giving and taking criticism positively. This also builds self-esteem and confidence, giving a sense of identity. - Pair and group work encourages collaboration, co-operation and respect for others. - Each class is partnered with another class from another year group in the school. Older children read and complete tasks with their younger counterparts, giving help and encouragement. They also re-visit learning. This develops respect, tolerance and understanding, as well as giving the older children the opportunity to pass on their knowledge, building up their own confidence. It also gives the younger children a good role model. - Children are encouraged to use the school library and can become librarians, taking on responsibilities and dealing with other children. - Social acceptance and fitting in are explored through English texts such as <i>Wonder</i>, Yr5, <i>The Arrival</i>, Yr6, <i>The Miraculous Journey of Edward Tulane</i>, Year 4 - Year 6 study the changing role of women with links to English and History	- Stories are shared from many different cultures facing diverse issues, such as: Nelson Mandela, <i>Road to Freedom</i>, which deals with apartheid; <i>The Arrival</i> by Shaun Tan, which deals with immigration; <i>The Silence Seeker</i> by Ben Morley which is about an asylum seeker. - Children are exposed to a range of stories from other cultures in order to help them acquire an appreciation, respect and greater understanding for their own and other cultures. - Authors of from a range of different backgrounds, genders and cultures are chosen to give a diverse mix across the school. - Work is linked through English and History to Black History month each October. Children research famous individuals who fought for justice.	- Debates take place during English lessons to help children understand how citizens can influence decision-making through the democratic process. - Children write persuasive speeches which helps teach them to learn how to argue and defend points of view. - Class texts have a variety of different settings such as <i>The Firework Maker's Daughter</i> in Year 4 or <i>Flotsam</i> in Year 5. - Classic texts and poems from our literary heritage such as <i>The Lion, the Witch and the Wardrobe</i>, <i>The BFG</i>, <i>The Highwayman</i>, <i>The Raven</i>, <i>From a Railway Carriage</i> etc. are enjoyed and celebrated. - Some texts are chosen to develop an understanding of mutual respect, tolerance and British Values. Examples include the <i>The Firework Maker's Daughter</i> and <i>The Boy at the Back of Class</i> and <i>The Night Bus Hero</i> introduces themes in including changing stereotypes and acceptance.

Spiritual, Moral, Social and Cultural Development: English