

SMSC and British Values covered by English	Lesson offering coverage per item for each year group:				
	Year 7	Year 8	Year 9	Year 10	Year 11
(1) Are 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 values	<p>Transactional writing units in all years encourage pupils to take their own viewpoint and reflect on the views and positions of others within the class and in response to non-fiction texts produced by writers from different faiths, cultures, occupations, genders, etc from modern and historical texts. Lessons exploring argument, counter-argument and persuasion focus on understanding viewpoint, valuing the feelings and ideas of others, as well as responding in an appropriate and respectful manner in both spoken and written form.</p> <p>Narrative writing units in all years all allow pupils to write from a viewpoint which might be personal, imagined or empathetic in response to various stimuli.</p> <p>All year groups read, respond to and learn about a range of modern and historic literary texts in poetry, prose or drama. Pupils learn how to consider the writer's viewpoint, feelings, values and faiths alongside their own, as well as exploring how these are related to contemporary or historical contexts.</p>				
	<p>Writing to Express a Viewpoint – 'Our Planet', writing to argue</p> <p>Introducing Modern Fiction –eg. <i>Coraline</i>, <i>Buddy</i>, etc</p> <p>Introducing Poetry</p> <p>Introducing Shakespeare and Shakespeare independent project.</p> <p>Historical Fiction – the Gothic novel</p>	<p>Writing to Express a Viewpoint – persuasive letters and articles</p> <p>Exploring Poetry – poems from other cultures</p> <p>Creative writing to express and explore identity with links to above</p> <p>Descriptive writing – Travel and different places</p> <p>Introduction to Modern Drama – <i>Blood Brothers</i></p>	<p>Mastering Context and Historical Fiction – 19th century Prose and unseen narrative texts from different viewpoints</p> <p>Mastering Shakespeare – <i>Romeo and Juliet</i></p> <p>Transferring Skills – unseen non-fiction extracts from different times and viewpoints</p> <p>Mastering Modern Fiction – novel from 20th Century onwards</p> <p>Independent Project – poetry from different viewpoints</p>	<p>AQA English Literature: 19th Century Novel – usually <i>A Christmas Carol</i> or <i>The Strange Case of Dr Jekyll and Mr Hyde</i></p> <p>AQA English Literature: Modern Texts – usually <i>An Inspector Calls</i> or <i>Blood Brothers</i></p> <p>Eduqas English Language: 20th Century Literature Reading and Creative Prose Writing</p> <p>Spoken Language Component</p>	<p>AQA English Literature: Shakespeare – usually <i>Macbeth</i></p> <p>AQA English Literature: Poetry – modern and legacy poems inspired by the theme of 'power and conflict'; also a range of other contemporary poetry in preparation for the Unseen Poetry component</p> <p>Eduqas English Language: 19th and 21st Century Non-fiction Reading and Transactional Persuasive Writing</p>

(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Independent projects in years 7-9 allow pupils to take more control of their learning, to explore areas that are of interest to them, and to respond in a range of ways according to their preference.</p> <p>Transactional writing units incorporate a range of texts that enable pupils to learn about the world around them.</p> <p>All units promote enthusiasm and engagement through the use of lively debate and discussion; self-expression in written and spoken form, as well as through activities such as drama, hotseating and art.</p>				
	<p>Independent project – Shakespeare and his World.</p> <p>‘Our Planet’ unit - Engages with contemporary issues including climate change, plastic pollution and global warming. Variety of speeches, articles and video clips from public figures and activists their own age to encourage them to consider their own views and opinions.</p>	<p>eg. empathising with Mrs Lyons, hoseating Mikey, etc</p>	<p>eg. creating a video to explore imagery and ideas in a poem about identity</p>	<p>eg. Empathetic tasks such as Eva’s diary in <i>An Inspector Calls</i></p> <p>eg. Spoken Language -Pupils asked to use own personal experience, opinions and interests as content of presentation, which often cover topics related to identity, religion, culture, morality, politics and health .Eg. recent presentations have included topics such as the Importance of Sport to Mental Health; Brexit; The Differences Between Orthodox and Reform Judaism, etc</p>	<p>eg. Eduqas Language – both literary and non-fiction texts offer learning about wider world</p> <p>eg. Evaluation and comparing context – how has the world changed since the setting of <i>Blood Brothers</i>?</p>
(3) Use imagination and creativity in their learning	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>All units provide opportunity for creativity and imagination in, for example, writing narratives, description and non-fiction texts, and often in response to a range of stimuli, including art, photography, dramatic or film interpretation.</p> <p>Visualisation is frequently used in response to exploring devices such as metaphors, similes, hyperbole, etc.</p>				

	<p>Units as (1)</p> <p>eg. creative writing inspired by Introducing Poetry and Modern Fiction units</p> <p>eg. applying creative devices in writing poetry, argument writing in response to the 'Our Planet' unit.</p> <p>eg. Introducing Shakespeare: Narrative writing, stage and costume design, dramatic performance, hotseating, etc</p>	<p>Units as (1)</p> <p>eg. creating a poster to visualise a metaphor about language and cultural identity in the 'Other Cultures' poems</p> <p>eg. creating a 'charactergram' for Mrs Johnston</p>	<p>Units as (1)</p> <p>eg. creating a video to explore imagery and ideas in a poem about identity</p>	<p>Units as (1)</p> <p>eg. viewpoint and creativity in narrative writing unit</p> <p>eg. visualising Mrs Johnston's superstitions in <i>Blood Brothers</i></p>	<p>Units as (1)</p> <p>eg. creating a revision presentation or guide for <i>A Christmas Carol</i></p> <p>eg. making links between art and literature in Shakespeare's <i>Macbeth</i></p>
(4) Reflect on their experiences	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Pupils reflect on their own experiences when planning and creating written responses such as narrative writing or non-fiction texts at all levels.</p> <p>Pupils' personal experiences used frequently as the starting point to engage with a writer's ideas in literary and non-fiction texts.</p>				
	<p>Units as (1)</p> <p>eg. Narrative writing opportunities with links to Historical (Gothic) fiction, <i>A Midsummer Nights' Dream</i>, Modern Fiction prose, etc</p> <p>eg Reviewing personal progress in the Independent project: Shakespeare and his World</p>	<p>Units as (1)</p> <p>eg. Narrative and writing from a viewpoint requires pupils to consider their standpoint and reflect on experiences</p>	<p>Units as (1)</p> <p>eg. Self-assessing an essay response to Great Expectations using a checklist</p> <p>eg. Exploring the relationship between George and Lennie by reflecting on our own experiences of friendship and responsibility</p> <p>eg. Exploring relationships between parents and children in <i>Romeo and Juliet</i></p>	<p>Units as (1)</p> <p>eg. responding to the dilemma of Eva Smith in <i>An Inspector Calls</i> by reflecting on moral dilemmas we may have experienced.</p> <p>eg. Students are able to engage with and reflect upon their own use of language in a creative and expressive way.</p> <p>eg. Spoken Language presentation on own hobbies, interests, etc</p>	<p>Units as (1)</p> <p>eg. using scaffolded activities and feedback to reflect on experience and outcome of mock examinations, whilst making a plan to move forward</p>
	Year 7	Year 8	Year 9	Year 10	Year 11

(5) Know difference between right and wrong and apply this in school and in their own lives	Literature studied across the age range often raises complex questions regarding morality, both real and imagined. Pupils are also encouraged to reflect on the morality of the writer as well as of characters and their actions. Studying contemporary non-fiction texts in all years often requires students to consider their own behaviour and role in wider society as well as the school environment. Examples given below.				
	eg. discussion of behaviour in <i>Coraline</i> (Modern Fiction unit) eg. 'Our Planet' unit – pupils consider their own role in, for example, climate change, plastic pollution and global warming.	eg. Exploring moral dilemmas, behaviour and consequences in <i>Blood Brothers</i>	eg. Looking at moral decisions or the treatment of others in <i>Of Mice and Men</i> or <i>Romeo and Juliet</i>	eg. group task to decide who is to blame for the death of Eva Smith in <i>An Inspector Calls</i> eg, exploring behaviour and consequences in writing a speech or article about friendship as part of the transactional writing component	eg. exploring internal conflict in Macbeth's soliloquys, or the impact of guilt and conscience on Lady Macbeth
(6) Understand the consequences of their behaviour and actions	Year 7	Year 8	Year 9	Year 10	Year 11
	As above, and through the department's application of the school's behaviour policy. Creative writing in a variety of forms, as well as ideas emerging from literary texts, also encourages pupils to explore different scenarios and consider the consequences of behaviour and actions on themselves and others.				

	eg. Expression of self and resilience in <i>Coraline</i> or <i>The Wind Singer</i> ; exploration of viewpoint and personal relationships in <i>Buddy</i> , questions of morality and crime in <i>The Ruby in the Smoke</i> .	eg. Exploring moral dilemmas, behaviour and consequences in <i>Blood Brothers</i>	eg. Looking at moral decisions or the treatment of others in <i>Of Mice and Men</i>	eg. <i>An Inspector Calls</i> – explore moral decisions, social and individual responsibility, chain of events, etc eg. Opportunities to draw parallels with contemporary society, culture and moral attitudes, NHS and benefits system; charitable causes; underlying social issues etc	eg. <i>A Christmas Carol</i> - exploration of social and individual responsibility, care of the less fortunate, notions of justice, crime and punishment eg. exploring internal conflict in Macbeth’s soliloquys, or the impact of guilt and conscience on Lady Macbeth
	Year 7	Year 8	Year 9	Year 10	Year 11
(7) Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	All units include opportunities for pupils to work with others in group or paired settings and in different contexts. Extra-curricular trips and visits, such as theatre performances, competitions and workshops also provide these opportunities.				
	eg. Group modernisation of a scene from <i>A Midsummer Night’s Dream</i> , or shared presentation on Shakespeare and his World.	eg. consideration of identity, self-esteem and relationships in <i>Holes</i> , and the ability to consider empathetic responses and issues of war within texts such as <i>Private Peaceful</i> .	eg. paired work exploring use of setting in <i>The Woman In Black</i>	eg. group planning of the Spoken Language component, and pupils’ questions following individual presentations	eg. creating collaborative revision resources

(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)	Year 7	Year 8	Year 9	Year 10	Year 11
	As above. Also, conflict resolution and co-operation evident in group work opportunities in various units, and also in exploring argument and counter-argument in writing to express viewpoints. Ideas emerging from the study of literature and non-fiction texts also often involve discussing conflict: how it emerges and the ways in which it might be resolved.				
					<p>eg. Power and conflict poetry - discussion and understanding of issues related to war, including the political, religious and cultural reasons behind conflict; the morality of war and the physical and mental after-effects, including displacement and mental illness</p> <p>eg. Frequent opportunities to make links to and explore contemporary war and conflict related issues arising from poetry study</p>
(9) Accept and engage 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; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.	Year 7	Year 8	Year 9	Year 10	Year 11
	Numerous opportunities arising from responses to literary and non-fiction texts with links to contemporary life and FBV at all areas. Examples given below.				
	eg. exploring the 'rule of law' in <i>A Midsummer Night's Dream</i> or 'individual liberty' in <i>The Ruby in The Smoke</i> (Introducing Modern Fiction)	eg. Writing from a Viewpoint - Engages with significant issues such as the power of the media, fake news and advertising.	<p>eg. Explorations of power, leadership and corruption in <i>Animal Farm</i>;</p> <p>eg. the British class system, equality and education in <i>Blood Brothers</i>; relationships, gender, reputation and justice in <i>The View from the Bridge</i>; compassion, religion, and justice in <i>The Crucible</i>.</p>	eg. discussion of rights of workers and responsibilities of employer in relation to Eva Smith and Mr Birling/Gerald Croft in <i>An Inspector Calls</i> , or between Scrooge and Bob Cratchit in <i>A Christmas Carol</i>	eg. exploring power, corruption, democracy, and the responsibility of a leader arising Macbeth.

(10) Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others and how these different cultures, in the school and further afield, are an essential element of their preparation for life in modern Britain.	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>All year groups read, respond to and learn about a range of modern and historic literary texts in poetry, prose or drama. Pupils learn how to consider the writer’s viewpoint, feelings, values and faiths alongside their own, as well as exploring how these are related to contemporary or historical contexts and how they contribute to their own heritage and identity and that of others.</p>	<p>Units as (1)</p> <p>eg. Shakespeare and his World, 19th century Gothic fiction - Exploration of ideas from a text from literary heritage. Contemporary relevance of literary heritage text encouraged through empathetic tasks, dramatic responses and modernisation activities. Also consideration of a range of ideas and perspectives relating to gender, power, relationships, ambition etc. Opportunity to watch different adaptations and consider their own responses to different interpretations and how this reflects their own views.</p>	<p>Units as (1)</p> <p>eg. discussion of presentation of other cultures in travel writing</p> <p>eg. exploring idead of immigration, emigration, diversity, etc in Poems from Other cultures – links to personal and social identity, diversity of contemporary society, etc</p>	<p>Units as (1)</p> <p>eg. Exploring different culture of America in 1930s through <i>Of Mice and Men</i> – opportunities to compare modern society in terms of attitudes to race, gender, disability, etc</p> <p>eg. 19th century text - Exploration of ideas from a text from literary heritage. Contemporary relevance of literary heritage text encouraged through empathetic tasks, dramatic responses and modernisation activities.</p>	<p>Units as (1)</p> <p>eg. exploring the cultural influences of literary texts such as <i>A Christmas Carol</i> or <i>Macbeth</i></p> <p>eg. using links from literary texts to explore issues and values in modern Britain, such as J B Priestley, welfare state, gender, class etc in <i>An Inspector Calls</i>.</p>
(11) Recognise, and value, the things we share in common across cultural, religious, ethnic and	Year 7	Year 8	Year 9	Year 10	Year 11
<p>As above. In addition, empathetic responses (written, spoken, dramatised, etc) inspired by fiction and non-fiction texts from different historical periods and cultures encourage appreciation of shared values and universal experiences.</p>					

socio-economic communities.	Units as (1) eg. making connections between relationships in <i>A Midsummer Night's Dream</i> or <i>Buddy</i> , etc	Units as (1) eg. comparing similarities of viewpoint and experiences in Poems from Other Cultures	Units as (1) eg. exploring universal issues in different socio-economic communities such as society and class systems, power and justice <i>Sherlock Holmes</i> ; gender, class systems, relationships and resilience in <i>Great Expectations</i> .	Units as (1) eg. discussing the Christian attitude towards others promoting by Dickens in <i>A Christmas Carol</i> with links to the Jewish ethos of school	Units as (1) eg. Discussion and understanding of issues related to war, including the political, religious and cultural reasons behind conflict; the morality of war and the physical and mental after-effects, including displacement and mental illness
	Year 7	Year 8	Year 9	Year 10	Year 11
(12) Have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Discussions regarding contemporary power, democracy, identity and values emerge from various responses to literary texts. Examples given below.				
	eg. Exploring the role of Theseus in <i>A Midsummer Night's Dream</i> or questions of morality and crime in <i>The Ruby in the Smoke</i> .	eg. Writing from a Viewpoint - Engages with significant issues such as the power of the media, fake news and advertising eg. <i>Blood Brothers</i> - Exploration of social and individual responsibility eg. care of the less fortunate, Notions of justice, crime and punishment	eg. Explorations of power, leadership and corruption in <i>Animal Farm</i> ; eg. the British class system in <i>Great Expectations</i> , relationships, gender, reputation and justice in <i>The View from the Bridge</i> ; compassion, religion, and justice in <i>The Crucible</i> .	eg. <i>An Inspector Calls</i> - Exploration of social change and generational differences, such as how age and class influences character attitudes Learning and discussion of the British Political system, including ideas about democracy, socialism and capitalism	eg. <i>A Christmas Carol</i> - Exploration of social and individual responsibility eg. care of the less fortunate, notions of justice, crime and punishment

	Year 7	Year 8	Year 9	Year 10	Year 11
<p>(13) Explore, improve understanding of and show respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<p>Different cultures, faiths, ethnicities and identities explored and celebrated in all units, as above.</p> <p>Empathetic writing, hotseating, dramatic performances also improve understanding and appreciation of diversity and difference.</p> <p>Feedback to narrative writing and transactional writing tasks tackles and addresses pupils' language choices to ensure that ideas and feelings are conveyed with sensitivity and respect.</p>				
	<p>Units as (1)</p> <p>Our Planet' unit - Engages with contemporary issues including climate change, plastic pollution and global warming. Variety of speeches, articles and video clips from public figures and activists their own age to encourage them to consider their own views and opinions.</p>	<p>Units as (1)</p> <p>eg. discussion of presentation of other cultures in travel writing</p> <p>eg. exploring ideas of immigration, emigration, diversity, etc in Poems from Other cultures – links to personal and social identity, diversity of contemporary society, etc</p>	<p>Units as (1)</p> <p>eg. exploring universal issues in different socio-economic communities such as society and class systems, power and justice <i>Sherlock Holmes</i>; gender, class systems, relationships and resilience in <i>Great Expectations</i>.</p>	<p>Units as (1)</p> <p>eg. Spoken Language component -Pupils asked to use own personal experience, opinions and interests as content of presentation, which often cover topics related to identity, religion, culture, morality, politics and health. Eg. recent presentations have included topics such as the Importance of Sport to Mental Health; Brexit; The Differences Between Orthodox and Reform Judaism, etc</p>	<p>Units as (1)</p> <p>eg. exploring cultural heritage, British identity and colonialism in studying 'Checking Out me History' as part of the AQA Anthology</p> <p>eg. <i>An Inspector Calls</i> - Exploration of social change and generational differences, such as how age and class influences character attitudes</p>