

SMSC within English

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 values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning α Willingness to reflect on their experiences

We promote SMSC, spiritual development, through English, by appreciating the beauty of language. In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'

Nursery/Foundation Stage

Throughout Foundation Stage the children will listen to and orally rehearse various stories. They become creative when using their self-initiated time to write labels, lists, captions, signs and recipes. Children develop a fascination for finding out about themselves, others and the world around them through shared stories and role play themes. The children share non-fiction books about themes they are learning about and will develop their imagination in their writing. Following self-initiated sessions the children are willing to reflect on their experiences.

Year 1

Throughout the year, the children will enjoy finding facts out about animals. They will use their knowledge to write recounts. Reflecting on their experiences, the children develop their skills of recount writing completing a plant growing diary and writing about their personal news. Within narrative, children are able to use their imagination through developing their story writing skills, where they look at the quality texts - 'Mr Creep the Crook', 'The Queen's Handbag' and many more.

Year 2

Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out all about animals which assists the children with understanding the world around them. The children become fascinated with the explanations they write about life cycles and it gives them the bigger picture of life. Children are imaginative and creative when writing various narrative stories from familiar settings, other cultures and extended stories. They use the traditional stories and make alterations to endings and settings to show their understanding of the world they live in.

Year 3

Children have the opportunity to reflect on their experience following educational visits through personal recount writing. Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make

	<p>sure they lead a healthy life which assists the children with understanding the world around them. The children become fascinated with the explanations and they will develop this by writing about others cultures. Children are imaginative and creative when writing various narrative stories.</p>
Year 4	<p>In Year 4 children's imagination and creativity is captured through writing about stories set in imaginary worlds. There is a strong link with science for explanation and instruction writing. The children develop their understanding and fascination of animals including humans; once they have this knowledge they write this in an explanation report. For instructions they write about how to make a kite after having had the experience of making them.</p>
Year 5	<p>Children in Year 5 have the opportunity to develop their fascination about physics, electricity and light. They enjoy finding out these facts and write them up in the genre - explanations. During the summer term, the children get to enjoy many quality texts making comparisons and preferences. They develop their imagination and creativity through narrative writing about the Mayan civilisation.</p>
Year 6	<p>Throughout the Autumn term, Year 6 learns about the Mayan civilisation. During this unit the children will be able to gain respect for different people's faiths, feelings and values in various environments. They are able to use their knowledge of to write a non-chronological reports. When writing stories, the children are required to use their imagination and creativity to complete stories or write their own quest adventure story.</p>
Whole School	<p>Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis. Through careful selection of novels and plays pupils consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity. Children will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, nonfiction, poetry and drama. Children explore how choice of language and style affects implied and explicit meaning. Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.</p>

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues

We promote SMSC, moral development, through English, by exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.

Nursery/Foundation Stage

Children will listen to, read and retell a variety of stories with a moral issue. They will have the opportunity to discuss whether the characters are right or wrong.

Year 1

Year 1 children will read and retell traditional tales such as The Three Little Pigs, Goldilocks, The Little Red Hen and Jack and the Beanstalk. They will get the opportunity to discuss the consequences of the behaviour and an action of these characters e.g. was it morally correct for Goldilocks to enter someone's house without permission?

Year 2

During Year 2 the children study the Great Fire of London and write diary entries from the viewpoint of others.

Year 3

Year 3 will be studying British Values. During this time they investigate and offer reasoned views about life and the behaviour of others. They will do this by looking at quality texts such as Paddington, Wind in the Willows, Invisible boy and many more.

Year 4

There are plenty of opportunities for the children to investigate and offer reasoned views on moral and ethical issues in Year 4. Firstly, they write a persuasive piece of writing about Saint George. Within narrative, they read the class book 'Robin Hood' this encourages the children to discuss moral issues as well as thinking about the consequences of the Sheriff's actions

Year 5

In Year 5 the children will write recounts in the form of diaries, letters and newspapers taking account of the main characters and other viewpoints of the stories they read. Discursive writing and debates take place this year linked to the British Values and Global learning. Children will debate the moral and ethical issues of a variety of issues to aid their writing. They will also look at the persuasive genre linked to Global Learning. They will investigate the consequences of people's behaviour when polluting rivers and give a reasoned view to persuade people not to pollute

Year 6	<p>In Year 6 the children will write recounts in the form of diaries, letters and newspapers taking account of the main characters and other viewpoints of the stories they read. Discursive writing and debates take place this year linked to the British Values and Global learning. Children will debate the moral and ethical issues of a variety of issues to aid their writing. They will also look at the persuasive genre linked to Global Learning. They will investigate the consequences of people's behaviour when polluting rivers and give a reasoned view to persuade people not to pollute</p>
Whole School	<p>Moral development in English involves children exploring and analysing appropriate texts which gives them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Children develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend children's ideas and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Children learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments. The school's genre progression guide supports staff in the planning of the development from one sided view to a balanced argument.</p>

Pupils' social development is shown by:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

We promote SMSC, social development, through English, by supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media. By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.

Nursery/Foundation Stage	<p>Within literacy, children will work with their peers, theatre groups, authors or visitors linked to their unit of work. Each day the children take part in guided reading sessions where they will have the opportunity to share books with their peers during the week. Children will have the opportunity to see adults reading and writing in different contexts in and out of the classroom. All year groups have poetry units which encourages the children to co-operate well with others when working collaboratively. All children follow school rules about the presentation of their writing and respecting the texts available to them.</p>
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Whole School	<p>Children are involved in World Book Day on an annual basis. This year children will dress as their favourite book character. Parents and children encouraged to share reading at home, rewards and incentives are given for this.</p> <p>Opportunities are planned throughout the year for older children to read with younger children.</p> <p>Social development in English involves children reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Children are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ.</p>

	<p><i>As part of the global theme children are encouraged to develop their story telling skills these could relate to events in their own lives as well as imaginary characters. These are shared with the whole school community during the full range of assemblies.</i></p>
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Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

We promote SMSC, cultural development, through English, by pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures e.g. creation stories from around the world, myths and legends, poems from other cultures etc.

Nursery/Foundation Stage	Throughout Foundation Stage the children will have the opportunity to listen to and read stories and rhymes from other cultures.
Year 1	During the year children explore stories from other cultures with a particular focus on "Handa's Surprise" discussing the cultural features in the story.
Year 2	Children in Year 2 study London and through this write non-chronological reports with a focus on the Great fire of London and develop their awareness of key landmarks in our capital city.
Year 3	Children in Year 3 explore stories from other cultures with a particular focus on 'Running Shoes'.
Year 4	Children in Year 4 look at stories that raise issues and dilemmas in order for the children to develop a respect for different cultures e.g "Way home" and "Kapok Tree" Global communities are studied through the development research skills using of the internet and reference books. From this children develop their note taking skills in order to write a non-Chronological report linked to global issues.
Year 5	Through exploring the theme of ancient civilisations children can describe important features of life in that time, comparing life in different city states through writing non chronological reports e.g Mayan culture. Following on from this the children then look to Vikings culture to compare how people that lived in the past and how they cooked and travelled differently compared to modern Britain. Their narrative writing is developed using Stories from other cultures.
Year 6	In Y6 children develop an understanding and appreciation of cultural influences that have shaped their own heritage and that of others through studying other traditions. Children use this

	<p>information to write biographies about a life and influences of a selection of civilisations. Viewpoints are considered when writing a diary entry. Through exploring the theme of ancient civilisations children can describe important features of life in that time, comparing life in different city states through writing non chronological reports and instructions e.g Mayan civilisation.</p>
Whole School	<p>Cultural development in English involves short stories, reports and plays being selected which encourage children to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, feelings, ideas and behaviour. Children develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative</p>