



The Trafalgar School  
at Downton

## SMSC in The Trafalgar School at Downton English Department

**Spiritual** development in English involves students acquiring insights into their own personal existence through literacy appreciation and analysis. Through careful selection of novels and plays students consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters students develop a growing understanding of how ideology contributes to personal identity. Students will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in a variety of high quality texts. Students explore how choice of language and style affects meaning. Students are provided with opportunities to reflect on their own life and lives of others using diaries, 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.

**Moral** development in English involves students exploring and analysing appropriate texts which furnishes them with the knowledge and ability to question the morality of society and the ability to compare societies across the ages. Students 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 students' ideas and their moral and emotional understanding. Through reflection and analysis of a writer's presentation of characters' motivation and behaviours, pupils are encouraged to express their opinions and, of course, to show empathy. We aim to promote an excellent moral compass in our pupils!

**Social** development in English involves students reading novels, novellas, plays and extracts that offer perspectives on society and the community and their impact on the lives of individuals. Students 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. Students are provided with opportunities to consider current influences on spoken and written language, examine attitudes to language use and consider the vocabulary and grammar of Standard English and dialect variations. Through our programmes of study, pupils at Trafalgar are encouraged to formulate their ideas and opinions in a socially acceptable way, acknowledging that not all listeners/readers will find common ground. Accepting difference and promoting inclusivity is our aim.

**Cultural** development in English involves novels, novellas, poems and plays being selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. We actively encourage students at Trafalgar to bring this understanding in to their everyday lives. Students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through engaging with high quality texts.

Examples of Spiritual, Moral, Social and Cultural Education in **English** include:

- Students being given the opportunity to compare their own culture and community with that which is different
- Students becoming aware of how different societies function and different social structures
- Students being given the opportunity to explore the beliefs and values from past eras and to compare these against our modern day values and tolerance

- Students questioning the moral codes of different societies – this skill is evident in the study of many of our texts across the Key Stages
- Students exploring why men joined the army in 1914 and the issues of right and wrong in fighting for your country
- Students exploring the treatment of individuals who are exploited and experience adversity
- Studying the Victorian/Edwardian periods through KS4 texts tells us a great deal about reformation of the Poor Laws and the impact this legislation had on the working class and poverty stricken
- Students addressing issues of discrimination (race/gender/age) within texts
- Students being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in the text
- Students being encouraged to make reasoned judgements on moral dilemmas that occur in texts

**Empowering students to be the source of their own success ...**