

Harrow Gate Primary Academy

SMSC Statements: English

Spiritual

English supports spiritual development by engaging children with poetry that shakes our children's senses and awakens them to the magic and mysteries all around (Nest full of stars). Studying fictional texts and using drama such as role-play as an effective way for children to inhabit a fictional world. Through English children can explore and engage with the feelings and values found in a wide range of genre.

Moral

English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues. For example, in Key Stage One children use 'the Secret of Black Rock' to understand environmental issues and making the correct moral decisions for the benefit of everyone. Key Stage Two look to develop an insight and appreciation of the challenges of the refugee experience, to support the development of empathy and to explore the concept of the entitlement of fundamental human rights and freedoms for all. Chosen texts throughout school highlight moral issues found in a wide range of genre including newspapers, fiction, television and other media.

Social

English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language. Author's whose work we use across school encourage discussions of wider considerations around language use and choice. Purposeful and planned activities are set within the curriculum for children to study language and the ambiguity of it, in a range of books.

Cultural

English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity. Children study books from other cultures which give the reader an insight into contrasting ways of life such as Gregory Cool. Throughout school, our children experience and study authors who are from diverse cultural backgrounds and link closely with CLPE and their focus on 'reflecting realities'