

SMSC in English

Spiritual Development

The study of literature encourages students to attribute meaning to experiences; they consider the importance of the way fictional characters act, and they apply that understanding to their own actions. In addition, students are encouraged to reflect on their own lives through autobiographical work. Students consider the value and significance of language, and think how language contributes to the richness of their own experiences. They are asked to look for meaning beyond the literal, thinking how selection of vocabulary and style can affect meaning.

Moral Development

The texts studied in English are carefully chosen to help students question and develop their own system of values. They are presented with characters and situations, both real and fictional, where right and wrong may not be clear-cut. Students learn to articulate their own attitudes by examining the attitudes of the characters they encounter in literature. Students discuss their own viewpoint and consider the viewpoints of others, learning how to take account of views different to their own and how to construct a persuasive argument.

Social Development

The literature studied in English often requires students to consider how the actions of an individual can impact on society as a whole. Challenging issues are highlighted and discussed, and students are prompted to examine how certain issues have persisted over time. Language itself is examined, with students seeing how it has developed and changed over time, and the importance of attitudes to language use and regional variation.

Cultural Development

Students are encouraged to empathise with others through their study of a wide range of literature. They will develop a sensitive awareness of other people's ideas, attitudes, and behaviour. They gain a strong understanding of the importance of context, and examine the feelings and experiences of others through poetry, drama, role-play, myth, novels, and drama.

Some Examples of SMSC in English

- Making reasoned judgments on moral dilemmas in literature
- Debating on topical issues
- Considering to what extent they agree with statements about texts and situations
- Studying characters in literature texts and their journeys within the texts studied. For example, 'Oliver Twist' in Year 7; 'A Christmas Carol', 'Frankenstein' in Year 8; 'Romeo and Juliet' and 'Blood Brothers' at GCSE; 'Of Mice and Men' or 'Heroes' in Year 9 and texts such as 'Noughts and Crosses', 'To Kill a Mockingbird' and 'Pig Heart Boy' in Year 8. These texts all explore issues that are still relevant today and students explore the contexts and make connections to their own experiences and knowledge.
- Being aware of social structures and how society functions in fiction and non-fiction
- An awareness of the consequences of our actions, through literature and our own experiences