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| **Social**  Social education is promoted by exposing students to a range of texts that deal with social issues either in contemporary times or in the past and by providing opportunities for students to debate and discuss ideas that emerge from the texts. Working in groups in a variety of situations and configurations in a regular part of the routine of English lessons. Students’ contributions to lessons are encouraged and they are encouraged to think about a range of different views and to consider how arguments might be presented. |
| **Examples**   * 6th form mentors working with lower school students who are underachieving * Book Club – JCoSS Book Award (student led) * Globe workshops * Cinema trip to see Of Mice and Men with 90 Y11s * Debates/Discussions/ talk within English lessons/Spoken Language study * Texts that address issues - *An Inspector Calls* – theme of responsibility and community * Peer assessment * Theatre trips * Drama workshops |
| **Moral**  Moral education takes place through the study of various texts, when issues are discussed and debated as they arise. Students are encouraged to question and develop their thinking in response to these ideas and to link issues in texts to their own lives. Teachers ensure that opinions are challenged and justified through probing questioning. |
| **Examples**  *The Ballad of Charlotte Diamond* Mock trial  All KS4 texts for the exam –inference and analysis of language and evaluation of its impact on readers  Making speeches  Empathetic writing |
| **Spiritual**  Spiritual education in English involves students in exploring a variety of experiences imaginatively. Boundaries of their own worlds can be transcended as they explore other worlds presented in texts or that they create in their own original writing. Students are encouraged to develop a sense of awe and wonder towards a variety of literature, both contemporary and from the literary heritage. As they move up the school they are encouraged to understand the transformative quality of great literature and are given opportunities to develop their own creativity through their own original interpretations of literature. |
| **Examples**   * Texts studied at all levels eg * Keats’ poetry at AL * *Skellig* in Y7 * Creative writing in all units of work * Writers in Residence project with Y10 * Literary references to other faiths *- A Christmas Carol* – Christian values |
| **Cultural**  Students are encouraged to understand the cultural heritage as the English curriculum includes texts from the literary heritage, from modern times as well as exploring texts from a range of diverse cultures. Students approach a variety of forms including poetry, plays, prose, non-fiction, myths, film and art. Opportunities for wider reading are built into the curriculum from Y7-13, both within the curriculum and in extra-curricular activities. Regular theatre trips and workshops are a feature of the English curriculum. |
| **Examples**   * Wide range of fiction books available in the LRC * Range of books on other faiths in the LRC * Reading projects * Book Fair * LRC lessons at KS3 * Book Buzz * weRead * Carnegie Shadowing * TS Eliot Shadowing * Poetry by Heart * Author visist * Classics Week activities |