# Promoting SMSC in English lessons

| Year | Social | Moral | Spiritual | Cultural |
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| **Year 7** | Looking at social class, gender and childhood in Literary London and Childhood/ transition scheme of work. | Moral issues in the novel 'A Monster Calls' – death, ethics behind drugs to prolong life etc. Discussion of good versus evil.<br>Moral discussion of the death of the dog in the 'Curious Incident' and the father's actions.<br>Exploring the idea of power in 'A Midsummer Night's Dream' and abuse of power in 'The Breadwinner' | Self- reflection in autobiographical reading and writing in transition unit.<br>Issues of mortality in the novel 'A Monster Calls.' | Studying poetry from other cultures in transition unit focusing on London. Novel located in other cultural settings and eras- looking at the country of Afghanistan under the rule of the Taliban in the novel 'The Breadwinner.'<br>Looking at dialect in transition unit.<br>Looking at position of women in 'A Midsummer Night's Dream' |
| **Year 8** | Values/ discussions in fictional dystopian unit. Looking at social class, gender and childhood across all units of work, particularly class in 'Blood Brothers.'<br>Discussion of discrimination and prejudice in many units including 'Boys Don't Cry' and identity poetry unit.<br>Discussion of mental health in poetry unit. | Race issues in the issues around suicide/murder in Othello unit.<br>Debating based on the pros and cons of certain modes of thought in identity poetry unit.<br>Discussion of refugees and their plight in the identity poetry unit.<br>Discussion of fatherhood and their role in parenting in 'Boys Don't Cry' | Importance of religion and religious beliefs in Othello.<br>Beliefs about superstitions explored in 'Blood Brothers' | Studying poetry from other cultures in identity poetry unit. Shakespeare- 'Othello' – position of women and race in Elizabethan times.<br>Looking at dialect in poetry.<br>Discussion of stereotypes in 'Boys Don't Cry' |
| **Year 9** | Social issues in Animal Farm.<br>Topical issues in non-fiction unit including race, gender etc. | Creative writing on current moral issues such as mental wellbeing, animal cruelty etc.<br>Issues around suicide in Romeo and Juliet unit<br>Moral dilemmas through texts such as Animal Farm, DNA. | Varied fiction and non-fiction extracts centred around spiritual development. | Exploring culture around Shakespearean plays.<br>Creative writing on topical issues e.g. animal cruelty, immigration, mental wellbeing. |

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| **Year 10** | Speaking & listening about social issues: teen pregnancy, drug use, corruption in sport etc. Social issues and the rich/poor divide in the Victorian era in 'A Christmas Carol' unit.<br>Contexts of poetry in Power and Conflict section of AQA anthology. | Speaking and listening speeches around topical issues such as mental health, race equality, gender equality etc.<br><br>The moral debate around the actions of the characters in 'A Christmas Carol'<br><br>Moral discussion on presentation of wat and its aftermath in war and conflict poetry collection. | Introduction to religious culture of Shakespeare's time with 'Macbeth'.<br><br>Pre 20th century poetry and prose – religious context<br><br>Modern poetry from anthology – about identity and spirituality. | Context of Edwardian England in 'An Inspector Calls' revision and Victorian London in respect of 'A Christmas Carol' |
| **Year 11** | 'An Inspector Calls' - social responsibility, and discussion of class.<br><br>English Language exam various social issues such as: gender inequality, social media, bullying. | Study and revision of texts such as 'An Inspector Calls', 'Macbeth', 'A Christmas Carol' – moral issues around central characters should wealth equal power and respect?<br><br>Discussion in 'An Inspector Calls'- themes of responsibility and power.<br><br>The role of family and relationships.<br>Women and sexuality.<br>Friendship and emotional ties. | Religious context of anthology poetry in revision and the Jacobean era in 'Macbeth' | The cultural significance of Shakespeare and the status of women in 'Macbeth' and its historical context. The 'Divine Right of Kings.' |

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| **Year 12**<br><br>**Lit.** | Contemporary social concerns e.g. parent-child relationships, health and sexuality, in Forward anthology. Issues of racial discrimination dealt with in the study of both Paper 2 prose text options: 'the Lonely Londoner' and 'Heart of Darkness'<br>'A Streetcar Named Desire' allows for exploration of a range of social issues, including race, sexuality and gender. These issues are further explored through related non-fiction texts. | Ideas on love, loyalty and sacrifice run through 'Dracula'.<br>Some of the poems studied require moral commitments or judgements in analysis. | Issues of religion and religiosity dealt with in contemporary poetry collection. | Independent selection of coursework texts from range develops overall cultural awareness. Poetry texts encourage engagement with contemporary cultural and intellectual concerns. All texts together present diversity of Western cultural heritage. |
| **Lang** | Unseen texts on English Language course deal with a range of social issues. | Non-fiction texts which look at a variety of identities and their moral positions in regards to social issues. | Discussion of spiritual beliefs when studying historical texts, | English Language course focuses on cultural history of spoken and written English. |
| **Year 13**<br><br>**Lit.** | Early C19 concerns about poverty, the city, the rights of the individual are laced through the Romantic poems studied on the Literature course. | Morality of male treatment of women / the state's treatment of Othello and the immorality of Iago's revenge discussed at length in study of Shakespeare play. Ideas about traditional moralities and the validity of moralities suffuse Romantic poetry. | Issues of violence, redemption and religion are present in 'Othello'.<br>Romantic poetry study requires thinking about Christianity, deism, theism, atheism and pantheism. | Detailed study of Shakespeare play requires consideration of text in historical literary context. The selection of Romantic poems includes some writing on the importance of cultural artefacts and some discussion of aesthetics and the nature of beauty. |
| **Lang** | Social issues raised by study of language acquisition in English Language module. Gender theories and viewpoints examined in study of Paper 3 Gender unit. | Morality of gender roles in Gender unit of English Language course. | | |