

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

ENGLISH

Key Stage 3

| | Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity. | Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions. | Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action. | Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture. | Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence |
|---------------|---|---|--|---|---|
| Year 7 | <ul style="list-style-type: none"> Year 7 novel study. Texts dealing with sense of identity, belonging, dealing with death and loss and coming of age. | <ul style="list-style-type: none"> Year 7 Shakespeare – Looking at a variety of texts which explore relationships. Exploring own relationships and moral decisions based on own context. | <ul style="list-style-type: none"> Year 7 Fantastic Beasts scheme. Exploring being part of a persecuted community and how to protect and to defend heritage. | <ul style="list-style-type: none"> Year 7 pre-1914 short stories, explore cultural changes in relation to the gothic genre and how beliefs have changed and developed. | <ul style="list-style-type: none"> Relationships and parent and child relationships covered in the year 7 novels such as A Monster Calls, Holes etc. Millions deals with trust in relationships, and covers trustworthy and untrustworthy people and situations. Time outdoors and mental wellbeing is dealt with in the year 7 Natural World anthology. A Midsummer Night's Dream deals with healthy and unhealthy relationships. |
| Year 8 | <ul style="list-style-type: none"> Year 8 creative writing - students explore cultural tales and develop their own creative ability in | <ul style="list-style-type: none"> Year 8 modern drama and Shakespeare. Considering morality in terms of the Kindertransport / Richard III etc. All | <ul style="list-style-type: none"> Year 8 Novel – Weight of Water – exploring race and rhetoric and immigration as a topic. Year 8 – Stone Cold – exploring homelessness | <ul style="list-style-type: none"> Year 8 identity poetry - explores own traditions in contrast to other cultures. Exploring the meaning of culture and | <ul style="list-style-type: none"> Relationships and parent and child relationships covered in the year 7 novels such as Stone Cold deals with estranged families. |

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

| | | | | | |
|--|----------------------------------|--|---|--|--|
| | <p>responding to a stimulus.</p> | <p>texts deal with moral dilemmas and working through overcoming them.</p> | <p>and social responsibilities.</p> <ul style="list-style-type: none"> Words against discrimination – Non Fiction Scheme explores where to look for trustworthy messaging and how to form own opinions in the light of confusing messages. | <p>the traditions embedded within cultures.</p> <ul style="list-style-type: none"> Year 8 Novel – Weight of Water – exploring race and rhetoric and immigration as a topic. Book Thief deals with WW2 and persecution of the Jews. | <ul style="list-style-type: none"> Weight of Water looks at online abuse and recognising healthy and unhealthy relationships. Identity poetry in year 8 deals with how people are viewed, and unsafe relationships, as well as loving and secure relationships and the dynamics within them. They also deal with concepts such as peer pressure, and recognising dangerous situations. The Shakespeare texts all look at how relationships can become toxic. They explore both parent and child relationships as well as marital relationships and all deal with exclusion from society and racism / otherness. |
|--|----------------------------------|--|---|--|--|

Key Stage 4

| | | | | | |
|--|--|---|---|---|---|
| | <p><u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives,</p> | <p><u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p> | <p><u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic</p> | <p><u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p> | <p><u>Personal development</u> Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> |
|--|--|---|---|---|---|

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

| | non-material wellbeing and creativity. | | process, sense of community and pro-social action. | | |
|---------------|---|---|--|---|---|
| Year 9 | <ul style="list-style-type: none"> Shakespeare and novel. Exploring the development of characters and their interactions. Poetry – Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems. | <ul style="list-style-type: none"> Shakespeare Villains - exploring moral decisions of abhorrent characters from Shakespeare. Debating the motivations and actions and exploring the morality and mystery plays. | <ul style="list-style-type: none"> An Inspector Calls- theme of society and social responsibility dealt with at length. Speaking and listening engages students with moral / social issues and encourages them to form and present their own opinions. | <ul style="list-style-type: none"> Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored. | <ul style="list-style-type: none"> The Modern novel texts all deal with complex relationship dynamics. Lord of the Flies looks at coercive control as well as questioning messages. Animal Farm, Mockingbird etc are the same. Anita and Me deals with racism and coercive relationships. The chosen Shakespeare texts deal with unhealthy relationships specifically. Titus Andronicus deals with Rape and Mental Health; Othello deals with Jealousy and manipulation and Romeo and Juliet deals with the concept of risks and consent. Modern Drama texts deal with mass hysteria (Crucible) and trustworthy / untrustworthy messages. Blood Brothers deals with pregnancy and poverty, as well as grief and loss. Running on the Cracks deals with abuse and Parental relationships. |

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

| | | | | | |
|---------------------------|--|--|---|---|---|
| <p>Year 10</p> | <ul style="list-style-type: none"> Shakespeare and novel. Exploring the development of characters and their interactions. Poetry – Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems | <ul style="list-style-type: none"> Exploring morality through 19th century novels. Christmas Carol . Jekyll and Hyde – exploring the villains and the decisions made and the moral journeys taken. | <ul style="list-style-type: none"> An Inspector Calls- theme of society and social responsibility dealt with at length. | <ul style="list-style-type: none"> Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored. | <ul style="list-style-type: none"> Non Fiction texts deal with messaging and how to explore what people mean and what their viewpoint is from the language they use. Students are taught to examine perspective, and how to develop their own in their own writing in a manner which is both respectful and balanced. |
| <p>Year 11</p> | <ul style="list-style-type: none"> Exploring the cultural developments in extracts and discussing the exploration of self in identity driven texts. Creative writing - students explore cultural tales and develop their own creative ability in responding to a stimulus. | <ul style="list-style-type: none"> Exploring moral issues through paper 2 stimuli – looking at issues of gender inequality / gun crime / social responsibility / social media etc. | <ul style="list-style-type: none"> Exploring moral issues through paper 2 stimuli – looking at issues of gender inequality / gun crime / social responsibility / social media etc. | <ul style="list-style-type: none"> Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored. | <ul style="list-style-type: none"> Coercion is dealt with in Macbeth in the relationship in their marriage. Criminal behaviour is explored in Macbeth, Jekyll and Hyde and Sign of Four. Consent is explored in An Inspector Calls and the concept of Rape is covered in detail. Trustworthy and untrustworthy partners and exploitation is also covered. This text also deals with the roles and responsibilities of parents in relation to their children. |
| <p>Key Stage 5</p> | | | | | |
| <p>Year 12</p> | <p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity</p> | <p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on</p> | <p>Social Examples: the responsibilities, rights of being members of families and communities (local,</p> | <p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in</p> | <p>Personal development Examples specifically related to:</p> |

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

| | | | | | |
|---------------------------------------|---|---|--|---|---|
| | about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity. | the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions. | national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action. | differences. Ability to understand, appreciate and contribute to culture. | Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence |
| Year 13 | <ul style="list-style-type: none"> All schemes explore the development of character and the interplay between different ideologies. Top Girls in particular deals with the stark differences in versions of the self in different spheres. | <ul style="list-style-type: none"> Wuthering Heights – exploring the literary Other and the connotations of the morality of Heathcliff. Exploring the class divide and the harshness of the landscape reflected in the character through pathetic fallacy. | <ul style="list-style-type: none"> Exploring societal gaps in the Changeling and partner texts such as Lolita / poetry / A Thousand Splendid Suns / Oranges are not the only Fruit etc. Wide range of social issues explored and developed. | <ul style="list-style-type: none"> Cultural elements explored in unseen poetry through the ages. | <ul style="list-style-type: none"> Wuthering Heights explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying. The Changeling discusses the concept of rape and coercion, and parent and child relationships. Winter's Tale – exploring flawed character / suppression of women / inequalities / love and relationships. |
| Possible areas for development | | | | | |
| | | <ul style="list-style-type: none"> The Help – exploring social divisions / racism / gender / motherhood . | <ul style="list-style-type: none"> Feminine Gospels – exploring the role of women in society. | <ul style="list-style-type: none"> The Help – exploring social divisions / racism / gender / motherhood Cultural elements explored in unseen poetry through the ages. | <ul style="list-style-type: none"> Top Girls explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying. The Help also deals with domestic abuse and controlling relationships. |
| | Spiritual Examples: sense of self, unique potential, | Moral Examples: right and wrong, moral conflict, a concern | Social Examples: the responsibilities, rights of | Cultural Examples: cultural traditions, respect for their own culture | Personal development Examples specifically related to: |

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

| | | | | | |
|--|--|--|---|---|---|
| | <p>understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p> <p>To make it explicit to students that we are dealing with SMSC in the same way as we do with BLP.</p> | <p>for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p> | <p>being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p> | <p>and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p> | <p>Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> |
|--|--|--|---|---|---|