



Distington Community School - SMSC - English

Many SMSC concepts are embedded in English teaching. Students regularly have opportunities to read articles about current issues and are encouraged to express opinions about them. This is also the case during our Picture News sessions. Children have to show understanding of and respect for one another in speaking tasks and learn how to present a point of view whilst appreciating those of others.

Spiritual Development in English:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences
- Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.

Moral Development in English

- Their ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Their understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- In EYFS Children will listen to, read and retell a variety of stories with a moral issue. They will have the opportunity to discuss whether the characters are right or wrong.
- KS1 children will read and retell traditional tales such as The Three Little Pigs, Goldilocks, The Little Red Hen and Jack and the Beanstalk. They will get the opportunity to discuss the consequences of the behaviour and an action of these characters e.g. was it morally correct for Goldilocks to enter someone's house without permission?

- In Year 6 the children read the class book 'Street Child' based in the Victorian period. They will write recounts in the form of diaries, letters and newspapers taking account of the main character and other viewpoints
- KS2 book 'A boy in the girl's bathroom' gives the children the opportunity to think about the consequences of the behaviour and actions of the characters in the book and offer reasoned views about this

Social Development in English:

- Within literacy, children will work with their peers, Ally's theatre groups, authors or visitors linked to their unit of work.
- Each day the children take part in guided reading sessions where they will have the opportunity to share books with their peers during the week.
- All year groups have poetry units each term which encourages the children to co-operate well with others when working collaboratively. All children follow school rules about the presentation of their writing and respecting the texts available to them.
- Children are involved in World Book Day on an annual basis. This year children dressed as their favourite book character.
- Opportunities are planned throughout the year for older children to read with younger children.
- Children attend various community events such as Story Telling, Pop up literacy and CPD workshops where they need to interact and work alongside children from other schools.
- Reading week involved a visit from 'a story teller' who worked with the whole school and brought stories to life. Children practised and performed their own story in front of the whole school.

Cultural Development in English:

- Throughout Foundation Stage the children will have the opportunity to listen to and read stories and rhymes from other cultures.
- During KS1 children explore stories from other cultures including "Handa's Surprise" discussing the cultural features in the story.
- The study of London, with a focus on the Great fire of London, develops their awareness of key landmarks in our capital city.
- Through exploring the theme of ancient civilisations children can describe important features of life in that time, comparing life in different city states through writing non chronological reports e.g Chinese culture and Ancient Egypt. Following on from this the children then look to Vikings culture to compare how people that lived in the past and how they cooked and travelled differently and used different weapons from compared to modern Britain. Their narrative writing is developed using Stories from these cultures including "Egyptian Cinderella" and "The Travelling Cat" Children read the book "Street Child" in year 6 which deals with a child's life in Victorian times.