



SMSC within English at Raddlebarn Primary School

Pupils' **spiritual development** is shown by their:

- 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

EYFS	Throughout Foundation Stage the children will listen to and orally rehearse various stories. They become creative when using their self-initiated time to write labels, lists and captions, signs and recipes. Children develop a fascination for finding out about themselves, others and the world around them through shared stories and role play themes. The children share non-fiction books about themes they are learning about and will develop their imagination in their writing. Following self-initiated sessions the children are willing to reflect on their experiences.
Year 1	Throughout Y1, children will enjoy finding facts out about significant key figures in history, changes to transport and various artistic landscapes. They will use this knowledge to write instructions, letters, recounts and non-chronological reports. Reflecting on their experiences, the children develop their skills of recount writing through a personal recount of a trip, as well as reflecting on the experiences of others when looking at black lives in history and writing biographies. They will also hear experiences of people from other countries and put forth their point of view alongside their experiences within a letter written to a penpal in India. Within narrative, children are able to use their imagination through developing their story writing skills of adventure stories linked to travel and transport and have opportunities to reflect and write from a character's point of view as well as their own.
Year 2	Within various non-fiction writing, including non-chronological reports and explanations, they will find out all about various habitats which assists the children with understanding the world around them and gives them the bigger picture of life. Through writing about different areas of the UK and different continents/oceans, Y2 children begin to develop a fascination of learning about themselves and the world around them. Children are imaginative and creative when writing about current issues and events around the world through newspaper reports, and various narrative stories from familiar settings, other cultures and extended stories.
Year 3	Children develop a fascination of learning about themselves and about ways they can make sure they make the right choices around health, and when learning about cooking and nutrition, feeding that into recipe writing and persuasive writing. Through writing newspaper reports and non-chronological reports, they will enjoy finding out about The Stone Age and The Romans which assists the children with understanding the world around them and how these key historical civilisations affected the world today. Children are imaginative and creative when writing various narratives linked to stories with a historical setting/link.

Year 4	Children in Y4 have the opportunity to develop their fascination about a variety of topics, such as sound, changes of state and the Vikings. They enjoy finding out facts and then using them to supplement their writing (e.g. explanations, narrative, persuasive and non-chronological reports), often reflecting on their findings and experiences. The children's imagination and creativity is captured through writing about stories in a variety of settings.
Year 5	Most children enjoy experiencing the Y5 residential, learning a lot about themselves during the process, and afterwards children are able to reflect on experiences through personal recount writing. They develop their imagination and creativity through narrative writing about the Ancient Greek myths and legends, and learning about Outer Space.
Year 6	Y6 learn about the world's countries and their positioning on a globe. Through this learning, children will be able to gain respect for different people's faiths, feelings and values in various environments. In addition, through learning about different time periods, such as The Shang Dynasty and WW2, they will learn about those around them from different times and the difficulties people with differing faiths and beliefs may have faced. They are able to use their knowledge of these environments and time periods to write a non-chronological report, news reports, letters and diaries. Children will explore a range of different fantasy and mystery stories, then when writing stories, the children are required to use their imagination and creativity to complete stories of their own using similar techniques.

Whole School –

Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis. Through careful selection of novels and plays pupils consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity. Children will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. Children explore how choice of language and style affects implied and explicit meaning. Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, 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.

Pupils' **moral development** is shown by 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
- 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

EYFS	Children will listen to, read and retell a variety of stories with a moral issue (including a selection of traditional tales and nursery rhymes). They will have the opportunity to discuss whether the characters are right or wrong.
Year 1	Y1 children will read and retell traditional tales, and will get the opportunity to discuss the consequences of the behaviour and actions of these characters e.g. was it morally correct for the Wolf to blow down the pigs' houses? They will also explore the difference between right and wrong in real life contexts, when learning about the lives of key black figures in history and writing biographies. In both real and imagined situations they will be able to explore their own opinions on moral and ethical issues through discussion and writing.
Year 2	During Y2 the children study key figures from Victorian history such as Dr Barnardo and look at how life was like for Victorian people from different viewpoint, then applying it to their recount writing, diaries and biographies. They also look at current issues/events across the world and people's actions within those.
Year 3	During this time in Y3, they investigate and offer reasoned views about life and the behaviour of those living during the Roman period, linking their learning to myths and legends which focus on right and wrong, and the consequences of protagonists' behaviours. During their Light and Dark topic, they also look at stories with clear 'good' and 'bad' characters, exploring moral and ethical issues.
Year 4	There are plenty of opportunities for the children to investigate and offer reasoned views on moral and ethical issues in Y4, in particular when focussing on the viciousness of the Vikings. Within narrative, they experience a number of books linked to their topics, which encourage the children to discuss moral issues as well as thinking about the consequences of the main characters' actions.
Year 5	In Y5 the children read various novels, which present moral dilemmas; they discuss them, taking account of the main character and other viewpoints, including the consequences of a character's actions. When learning about the Ancient Greeks, they investigate and offer reasoned views about life and the behaviour of those living during the time period, linking their learning to myths and legends which focus on right and wrong, and the consequences of protagonists' behaviours.
Year 6	Children in Y6 get the opportunity to offer reasoned views when debating topical issues linked to fashion in modern society (such as wearing fur or how clothing is made across the world), the treatment of women in the Shang Dynasty or the treatment of Jewish people during WW2. They will explore different viewpoints about these moral and ethical issues as there will be a requirement to appreciate other viewpoints on this issue and present them in the form of persuasive letters, diary entries, explanation text or balanced arguments. During the year, children have to be able to recognise the difference between right and wrong, for example through fiction books (including picture books) about WW2 life, and will use this understanding to write letters explaining the consequences and behaviour of protagonists' actions, and support these views with evidence. Through other class stories during the year, the children have the opportunity to think about the consequences of the behaviour and actions of the characters in the book, and offer reasoned views about this.

Whole School -

Moral development in English involves children exploring and analysing appropriate texts which gives them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Children develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Novels and plays are selected that extend children's ideas

and their moral and emotional understanding. Through reflection on a writer's presentation of ideas and the motivation and behaviour of characters, pupils express informed personal opinions. Children learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class. They should be given opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they should be encouraged to take different views into account and construct persuasive arguments. The school's progression documents support staff in the planning of the development from one sided view to a balanced argument.

Pupils' **social development** is shown by their:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

EYFS	Within literacy, children will work with their peers, theatre groups, authors or visitors linked to their class topics. Children take part in guided reading sessions where they will have the opportunity to share the focus book with their peers during the week. In the Autumn term, children are invited to return to school for story time events (KS1 Bedtime Stories and KS2 Stories Around The Campfire). Many children are willing to participate in these events and appreciate the social occasion. Children will have the opportunity to see adults reading and writing in different contexts in and out of the classroom. All year groups will study poetry during the year and take part in a class assembly, 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.
Year 1	
Year 2	Children are involved in World Book Day on an annual basis, dressing as their favourite book character and taking part in events throughout the day. Parents and children are invited to Roving Book Fair to encourage sharing of books at home. Some children also get the opportunity to attend various community events such as Birmingham Book Fest or read at the school's annual Carol Concert, where they need to interact and work alongside the community.
Year 3	
Year 4	Children in KS2 get the opportunity to be a 'Reading Raver', where their role is to develop the library space and promote reading across the school. In addition, opportunities are planned throughout the year for older children to read with younger children.
Year 5	Social development in English involves children reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Children are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In taking different roles in group discussions pupils are introduced to ways of negotiating consensus or agreeing to differ.
Year 6	As part of the global theme children are encouraged to develop their story telling skills - these could relate to events in their own lives as well as imaginary characters. These are shared with the whole school community during the full range of assemblies.

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

EYFS	Throughout Foundation Stage the children will have the opportunity to listen to and read stories and rhymes from other cultures.
Year 1	During the year children explore the culture of India through letters and stories as well as cultural differences around the lives of key historical black figures from history through biographies. Focussing on British heritage, children will research local craft makers, designers and use the information to enhance their instruction writing, as well as writing non-chronological reports about the history of transport looking at how vehicles have developed through the ages and influence life in the present.
Year 2	Children in Y2 study both different areas of the UK and different continents, and during their studies write newspaper reports discussing key events/issues and non-chronological reports comparing and contrasting. They develop their awareness of key landmarks and capital cities across the UK and beyond. They also develop narrative and diary writing linked to their theme about the Victorians, gaining an understanding of how the Victorians shaped our cultural history (alongside linked books set in the Victorian period).
Year 3	Children in Y3 develop narrative writing linked to their theme about Roman Britain and also the Stone Age. Through their writing, they begin to have an understanding of how both time periods shaped our cultural history. Reading fiction books set in the time period, aids to develop their narrative writing as well.
Year 4	Children in Y4 look at Viking culture to compare how people lived in the past (how they cooked and travelled differently, and used different weapons compared to modern Britain). Using fiction books and researching non-fiction books linked to the history of Vikings, children are able to develop their own recounts, letters and non-chronological reports as if they were living in Britain during the time period. During the year, through newspaper report writing and explanation texts, children gain an understanding of local history and culture through a visit to the local historical area of Stratford Upon Avon and the study of local playwright (Shakespeare), which then influences their own writing using information gleaned. In addition, stories and art that celebrate different cultures but can also raise issues are shared with the children in order for the children to develop a respect for different cultures.
Year 5	In Y5 children develop an understanding and appreciation of cultural influences that have shaped their own heritage and that of others through studying the various Monarchs. Viewpoints of people at the time are considered, as children use this information to write letters and speeches in role. Through exploring the theme of Ancient Greece and comparing it to the modern day, children can describe important features of life in that time, comparing life in different city states through recounts and instructional writing. This is further developed when comparing the UK to other European countries through a non-chronological report.
Year 6	Through exploring different historical periods in Y6, such as World War 2 or The Shang Dynasty, children can describe important features of life in that time, through writing non chronological reports and diaries, and then comparing to modern times. Their narrative writing is developed using texts and visual literacy opportunities from different historical periods. Global communities are studied through the development of research skills using the internet and reference books. From this, children develop their note taking skills in order to write a non-chronological report linked to global issues linked to different countries across the world.

Whole School -

Cultural development in English involves short stories, reports and plays being selected which encourage children to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, feelings, ideas and behaviour. Children develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.