



## SMSC Departmental Overview

Department:

**ENGLISH**

### Whole School Vision:

Corby Technical School are committed to the development of the Social, Moral, Spiritual and Cultural (SMSC) understanding of our pupils. We are a school that delights in being ethnically, religiously and culturally diverse, both within our student and staff composition, and we are proud that within this diversity we **all** share and respect fundamental British values. It is the vision of this institution that all students are: encouraged to recognise and respect central British values; are protected from extremist (or prejudiced) views during the delivery of our curriculum; and that our students are offered a balanced presentation of viewpoints when political issues are brought to their attention.

### Whole Staff Commitment:

It is expected that within **every** lesson that is taught at Corby Technical School, regardless of subject or teacher, that the following expectations are adhered to and maintained:

- ✓ That every opportunity is taken for pupils to develop their **self-knowledge, self-esteem and self-confidence**.
- ✓ That opportunity is given for pupils to understand the **difference between right and wrong**, and gain a **respect for civil and criminal law**.
- ✓ Pupils are made to **accept responsibility** for their behaviour and show initiative towards their own **self-development**.
- ✓ That provision is given for students to **appreciate their own culture**, the **cultures of others** and develop an **understanding of the world**.
- ✓ Pupils are aware of the **fundamental values of British society** (democracy, law, liberty, respect, responsibility and tolerance).
- ✓ That every opportunity is taken to **challenge radical**, and **biased political and social views**.
- ✓ That the **safety** and **well-being** of students is the main priority of school life and all we do. We will promote student autonomy in making **informed choices** regarding their health, fitness, emotional and mental well-being, as well as their relationship with their peers.
- ✓ That opportunity will be given to **celebrate** and build **pride** in personal and school **achievement**.
- ✓ Pupils are aware of the importance of **attendance** and appropriate **conduct** in school and employment.

### Departmental Commitment:

It is expected that individual departments within the school will address aspects of the SMSC syllabus throughout the year. Departments are encouraged to devise their own strategies for incorporating SMSC into their schemes of work. Detailed below is how the department identified above intends to incorporate the SMSC strands not covered by the **Whole Staff Commitment**.

### Core Departmental Values:

Identified below are those aspects of SMSC that would be prevalent within the majority of the lessons within the department identified above; they would be easily identifiable within most lessons through the work being conducted by the students.

- ✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ✓ Students will utilise their imagination and creativity in their learning.
- ✓ Students will be encouraged to respond positively to artistic, literary, and cultural works.
- ✓ Students will explore how English influences the next stage of their education and/or employment.
- ✓ Students will develop an appreciation of a wide range of cultural influences, some of which would have shaped their own heritage.
- ✓ Students will develop an understanding of the consequences of behaviour and action in respect to the impact upon others.
- ✓ Students will develop and use a range of social skills to learn and socialise with their peers (including those of different religious, ethnic and socio-economic backgrounds) to aid with their learning.



**Topical SMSC:**

Identified below are those aspects of SMSC that are identifiable within particular schemes of work that take place over the course of an academic year – as such key elements within these aspects have been distinguished and clarified.

<p>✓ Students will be encouraged to be reflective about their own beliefs and those of others and compare different people’s faiths, feelings and values in order to develop their own perspective on life.</p>	<p>Year 7: Term 2- Novel Study: War Horse/ Private Peaceful. Term 4 – Poetry. Term 5 – Victorian Fiction.                  Year 8: Term 1 – Novel Study. Term 4 – Non-Fiction Texts/ Writers’ viewpoints and perspectives. Term 5 – Diff. Cult. Poetry.                  Year 9: Term 2 – Non Fiction Texts/ Writers’ viewpoints and perspectives. Term 3 &amp; 5 –Power and Conflict poetry.                  Year 10: Term 2 – Mod. Drama. Term 4 –Power and Conflict Poetry.                  Year 11- Across all terms- Writers’ viewpoints and perspectives, Modern Fiction, Shakespearean and Victorian texts.                  Year 12-Term 1-Introduction to sociolinguistics Term 3 Sociolinguistics continued</p>
<p>✓ Students will reflect on their experiences and apply their understanding to a range of issues.</p>	<p>Year 7: Term 1- Narrative/ Descriptive writing Term -2-5– Novel/Poetry/Victorian Study                  Year 8: Term 1 – Novel Study. Term 2- Narrative/Descriptive writing. Term 4- Non-Fiction/ Writers’ viewpoints and perspectives. Term 5 – Diff. Cult. Poetry                  Year 9: Term 1- Narrative/ Descriptive writing. Term 2 – Non-Fiction/ Writers’ viewpoints and perspectives. Term 3 &amp; 5- Poetry. Term 4- Play.                  Year 10: Term 1 – Narrative / Descriptive Writing. Term 2- Mod. Drama. Term 4- Power and Conflict Poetry. Term 5 –Writers’ viewpoints and perspectives.                  Year 11: (Across all terms) same as above.                  Year 12: Textual analysis and investigation-spanning work completed in all terms</p>
<p>✓ Students will study and consider the difference between right and wrong and will apply this understanding to their own lives.</p>	<p>Year 7: Term 3 – Shakespeare. Term 5 – Novel Study                  Year 8: Term 1 – Novel Study. Term 4 – Non Fiction/ Writers’ viewpoints and perspectives.                  Year 9: Term 2 – Non-Fiction/Writers’ viewpoints and perspectives. Term 4 – Shakespeare.                  Year 10: Term 2 – Mod. Drama. Term 3- Shakespeare Term 4-Power and Conflict poetry.                  Year 11: Term 3 &amp; 4: Revision of texts.                  Year 12: Term 5 Language research and Investigation</p>
<p>✓ Students will consider and recognise legal boundaries and subsequently develop an understanding of the civil and criminal law of England.</p>	<p>Year 7: Term 2 – Novel Study.                  Year 8: Term 4 – Non Fiction Texts/ Writers’ viewpoints and perspectives.                  Year 9: Term 2 – Non-Fiction Texts/ Writers’ viewpoints and perspectives.                  Year 10: Term 2 – Modern Drama. Term 5- Non-Fiction Texts/ Writers’ viewpoints and perspectives                  Year 11: (across all terms) Revision of writer’s viewpoints and perspectives and modern drama.                  Year 12: Term 4 Language and representation</p>
<p>✓ Students will investigate and consider views about moral and ethical issues.</p>	<p>Year 7: Term 2 – Novel Study. Term 3 – Shakespeare.                  Year 8: Term 1 – Novel Study. Term 4 – Non-Fiction/ Writers’ viewpoints and perspectives. Term 5 – Diff. Cult. Poetry.                  Year 9: Term 2 – Non-Fiction Texts/ Writers’ viewpoints and perspectives.                  Year 10: Term 2 – Modern Drama. Term 3 – Shakespeare. Term 4 – Poetry.                  Year 11 (across all terms) revision of texts above.                  Year 12: Term 2 Comparing Texts and Term 5 Language Research and Investigation</p>
<p>✓ Students will acquire an ability to understand and develop an appreciation of the viewpoints of others on a range of issues.</p>	<p>Year 7: Term 2 – Novel Study. Term 4 – Poetry.                  Year 8: Term 4 – Non-Fiction Texts/Writers’ viewpoints and perspectives Term 5 – Diff. Cult. Poetry                  Year 9: Term 2- Non-Fiction Texts/ Writers’ viewpoints and perspectives.                  Year 10: Term 2 – Modern Drama. Term 5 – Non-Fiction Texts/Writers’ viewpoints and perspectives.                  Year 11: (across all terms) Revision of the texts above.                  Year 12: Term 1 and 3 Sociolinguistics Term 4 Language and representation</p>
<p>✓ Student will participate in developing their abilities to resolve conflicts effectively.</p>	<p>Year 7: Term 2 – Novel Study.                  Year 8: Term 1 – Novel Study. Term 5 – Poetry.                  Year 9: Term 2: Non-Fiction Texts/ Writers’ viewpoints and perspectives.                  Year 10: Term 2 – Modern Drama. Term 4 – Poetry.                  Year 11: Term 3 &amp; 4- Modern Drama and Poetry.                  Year 12: Term 2 Textual variation</p>
<p>✓ Students will engage with the fundamental British values (democracy, the rule of law, individual liberty, mutual respect, responsibility and tolerance) and consider the difference</p>	<p>Year 7: Term 2 – Novel Study. Term 5 – Victorian Lit Study.                  Year 8: Term 1 – Novel Study. Term 4 – Non-Fiction Texts/ Writers’ viewpoints and perspectives. Term 5 – Diff. Cult. Poetry.                  Year 9: Term 2- Non-Fiction texts/ writers’ viewpoints and perspectives.                  Year 10: Term 2 – Modern Drama. Term 5 – Non-Fiction Texts/ Writers’ viewpoints and perspectives.</p>



<p>against other cultures.</p>	<p>Year 11 (across all terms): Revision of the texts above Year 12: Term 1 and 3 Sociolinguistics</p>
<p>✓ Students will explore a range of different cultures both within and beyond those in school and how they relate to modern Britain.</p>	<p>Year 7: Term 2 – Novel Study. Term 5 –Victorian Lit Study. Year 8: Term 4 – Non-Fiction Texts/ Writers’ viewpoints and perspectives. Term 5 – Diff. Cult. Poetry. Year 9: Term 2- Non-Fiction Texts/ Writers’ viewpoints and perspectives. Year 10: Term 4 – Poetry. Term 5 – Non-Fiction Texts/ Writers’ viewpoints and perspectives. Year 11: (across all terms) Revision of the texts above. Year 12: Language Change Term 4</p>
<p>✓ Students will explore their understanding of cultural diversity and consider their tolerance and attitudes towards different ethnic and socio-economic groups within local, national and global communities.</p>	<p>Year 7: Term 2- Novel Study. Term 4 – Poetry. Year 8: Term 1 – Novel Study. Term 4 – Non-Fiction Texts/Writers’ viewpoints and perspectives. Term 5 – Diff. Cult. Poetry. Year 9: Term 2- Non-Fiction Texts/ Writers’ viewpoints and perspectives. Year 10: Term 2 – Modern Drama. Term 4 – Poetry. Term 5 – Non-Fiction Texts/ Writers’ viewpoints and perspectives. Year 11 (across all terms) Revision of the texts above. Year 12: Directed and Original writing-covered in Term 2 and Term 5</p>

<p><b>Signed HOD:</b></p>	<p>EVCO</p>	<p><b>Date:</b></p>	<p>November 2017</p>
<p><b>Checked and Signed SMSC:</b></p>		<p><b>Date:</b></p>	
<p><b>Checked and Signed Principal:</b></p>			