



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: English Year: 10

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, 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 	<i>'Viewpoint Writing' - Creatively expressing feelings and perspectives on various topics.</i>	<i>'A Christmas Carol' - Exploring the religious beliefs of Victorian Britain.</i>	<i>'Non-Fiction Extracts' - Exploring the views of others on various topics.</i>	<i>'Macbeth' - Understanding the religious beliefs of Shakespearean Britain.</i>	<i>'Macbeth' - Discussing how beliefs can affect perspectives on life and decisions.</i>	<i>'Creative Writing' - Imagining characters with different outlooks or beliefs.</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues 	<i>'Viewpoint Writing' - Investigating and offering reasoned viewpoints about ethical issues.</i>	<i>'A Christmas Carol' - Reflecting on the consequences of Scrooge's behaviour and actions.</i>	<i>'Non-Fiction Extracts' - Exploring the way writers use language to persuade readers to accept views.</i>	<i>'Macbeth' - Reflecting on moral issues such as virtue and sin.</i>	<i>'Macbeth' - Debating the consequences of wrong action such as guilt and suffering.</i>	<i>'Creative Writing' - Understanding how to construct narratives exploring actions and consequences.</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic 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 of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>'Viewpoint Writing' - Engaging with a range of social issues to fully participate in modern British society.</i>	<i>'A Christmas Carol' - Understanding social injustice, utilitarianism and the importance of community.</i>	<i>'Non-Fiction Extracts' - Exploring a range of views from those of different backgrounds.</i>	<i>'Macbeth' - Understanding the roles of men and women in Shakespearean Britain.</i>	<i>'Macbeth' - Exploring the importance of communication in relationships.</i>	<i>'Creative Writing' - Understanding and exploring relationships and the human condition.</i>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cultural	<ul style="list-style-type: none"> • 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 in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • 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, musical, 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<p><i>‘Viewpoint Writing’ - Engaging with a range of cultural issues, respecting a range of different viewpoints.</i></p>	<p><i>‘A Christmas Carol’ - Understanding the role of philanthropy and societal reforms in shaping our attitudes to class and poverty.</i></p>	<p><i>‘Non-Fiction Extracts’ - Understanding how cultural influences can shape viewpoint writing.</i></p>	<p><i>‘Macbeth’ - Understanding Shakespearean concepts such as The Chain of Being and The Divine Right of Kings.</i></p>	<p><i>‘Macbeth’ - Understanding Shakespearean attitudes towards the supernatural and evil.</i></p>	<p><i>‘Creative Writing’ - Imagining characters and settings from alternative cultures.</i></p>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: English Year: 11

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, 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 	<i>'Exploring Fiction Extracts' - Reflecting on different characters' feelings and values.</i>	<i>'Love and Relationships Poetry' - Reflecting on different relationship dynamics.</i>	<i>'Christmas Carol Recovery Unit' - Exploring the religious beliefs of Victorian Britain.</i>	<i>'Macbeth Recovery Unit' - Discussing how beliefs can affect perspectives on life and decisions.</i>	<i>'Language Recovery Unit' - Exploring a range of views and perspectives in texts.</i>	
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues 	<i>'Exploring Fiction Extracts' - Evaluating moral questions posed in various texts.</i>	<i>'Love and Relationships Poetry' - Exploring moral issues around relationships such as trust, obsession and loss.</i>	<i>'Christmas Carol Recovery Unit' - Reflecting on the consequences of Scrooge's behaviour and actions.</i>	<i>'Macbeth Recovery Unit' - Debating the consequences of wrong action such as guilt and suffering.</i>	<i>'Language Recovery Unit' - Evaluating moral questions posed in various texts.</i>	
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic 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 of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>'Exploring Fiction Extracts' - Exploring a variety of different communities and social settings through literature.</i>	<i>'Love and Relationships Poetry' - Exploring the importance of communication and mutual respect in relationships.</i>	<i>'Christmas Carol Recovery Unit' - Understanding social injustice, utilitarianism and the importance of community.</i>	<i>'Macbeth Recovery Unit' - Exploring the importance of communication in relationships.</i>	<i>'Language Recovery Unit' - Exploring a variety of different communities and social settings through literature.</i>	



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cultural	<ul style="list-style-type: none"> • 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 in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • 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, musical, 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<p><i>‘Exploring Fiction Extracts’ - Understanding and appreciating a range of different cultures through literature.</i></p>	<p><i>‘Love and Relationships Poetry’ - Understanding how relationships and the roles of men and women have changed over time.</i></p>	<p><i>‘Christmas Carol Recovery Unit’ - Understanding the role of philanthropy and societal reforms in shaping our attitudes to class and poverty.</i></p>	<p><i>‘Macbeth Recovery Unit’ - Understanding Shakespearean attitudes towards the supernatural and evil.</i></p>	<p><i>‘Language Recovery Unit’ - Engaging with a range of cultural issues, respecting a range of different viewpoints.</i></p>	