



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: English Year: 12

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>'Beloved/Dracula' and 'Hamlet' - Understanding religious beliefs in the 19th Century.</i>	<i>'Beloved/Dracula' and 'Hamlet' - Conceptualising 16th century views on ghosts and the afterlife.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Debating concepts such as individualism, and sense of self.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Exploring discrimination as a vehicle for discussing acceptance.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Understanding High-Tractarian beliefs and the nature of God in Christianity.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Exploring the relationship between wealth, class and happiness.</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>'Beloved/Dracula' and 'Hamlet' - Exploring moral dilemmas around crime and punishment and mental health.</i>	<i>'Beloved/Dracula' and 'Hamlet' - Investigating 'Hamlet' as a humanist renaissance text.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Exploring consequences for behaviour such as guilt and moral decay.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Exploring consent and conflict in relationships.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Exploring moral questions around objectification of women.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Exploring the immorality of hedonism.</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>'Beloved/Dracula' and 'Hamlet' - Exploring concepts such as slavery, liberty and control.</i>	<i>'Beloved/Dracula' and 'Hamlet' - Exploring the corrupt nature of court culture and its implications.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Exploring the importance of communication and reputation within a community.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Exploring social manipulation and deception.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Understanding social concepts from the Victorian era such as 'the separate spheres.'</i>	<i>'Goblin Market' and 'The Great Gatsby' - Analysing Fitzgerald's critique of the hedonistic lifestyle of 'new' money in the USA.</i>



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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 	<i>'Beloved/Dracula' and 'Hamlet' - Understanding 19th Century attitudes to class, race and gender, appreciating how these have changed over time.</i>	<i>'Beloved/Dracula' and 'Hamlet' - Analysing parallels between the Danish court and the Jacobean court.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Exploring English and American Cultural Heritage through literature.</i>	<i>'Dorian Gray' and 'A Streetcar Named Desire' - Multiculturalism in New Orleans.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Understanding how relationships have changed over time.</i>	<i>'Goblin Market' and 'The Great Gatsby' - Exploring the differences between 'old' and 'new' money in the USA.</i>



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Subject: English Year: 13

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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>'Poetry of Christina Rossetti' - Understanding beliefs about the afterlife and sin.</i>	<i>'A Diamond as Big as the Ritz' - Exploring the impact of class and wealth upon spiritual values.</i>	<i>'Modern Poetry' - Reflecting on different beliefs about life and personal experiences.</i>	<i>'Modern Poetry' - Reflecting on experiences such as aging and growing up.</i>	<i>'Prose/Drama Recovery Unit' - Understanding religious beliefs in the 19th Century.</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>'Poetry of Christina Rossetti' - Exploring ethical issues such as the marginalisation of groups in society.</i>	<i>'A Diamond as Big as the Ritz' - Further exploration of hedonism and the affluence of 'new' money in the USA.</i>	<i>'Modern Poetry' - Exploring moral issues surrounding adoption.</i>	<i>'Modern Poetry' - Exploring abusive relationships and the consequences of behaviour and actions.</i>	<i>'Prose/Drama Recovery Unit' - Exploring moral dilemmas around crime and punishment and mental health.</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>'Poetry of Christina Rossetti' - Exploring different beliefs regarding the roles of men and women.</i>	<i>'A Diamond as Big as the Ritz' - Understanding the significance of the social gulf in the USA in the 1920s.</i>	<i>'Modern Poetry' - Understanding the importance of family and community.</i>	<i>'Modern Poetry' - Exploring different views on individual liberty and freedom.</i>	<i>'Prose/Drama Recovery Unit' - Exploring concepts such as slavery, liberty and control.</i>	



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