

## Nottingham Girls' Academy Provision for SMSC and British Values

<u>Faculty: English</u>	British Values	Social	Moral	Spiritual	Cultural
<b>Year 7</b>	Students study literature from different contexts, cultures and religions which prompts discussions about tolerance and the importance of a harmonious multicultural society	Students are encouraged to read newspapers, articles and non-fiction to give them a further understanding of community and its importance. Students analyse a range of sources including charity adverts, travel writing, biographical and autobiographical accounts	Speaking and Listening tasks have included discussing moral dilemmas and how circumstances can affect the choices of individuals. Students are encouraged to approach situations from a variety of different perspectives	Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self	Students study a variety of poetry from different cultures, analysing the impact of context. Contexts have included Apartheid, and the Vietnam war
<b>Year 8</b>	Students study literature from different contexts, cultures and religions which prompts discussions about tolerance and the importance of a harmonious multicultural society	Students are encouraged to read newspapers, articles and non-fiction to give them a further understanding of community and its importance. Students analyse a range of sources including charity adverts, travel writing biographical and autobiographical accounts	Speaking and Listening tasks have included discussing moral dilemmas and how circumstances can affect the choices of individuals. Students are encouraged to approach situations from a variety of different perspectives	Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self	Students study a variety of poetry from different cultures, analysing the impact of context. Contexts have included Apartheid, and the Vietnam war

<p>Year 9</p>	<p>Students study literature from different contexts, cultures and religions which prompts discussions about tolerance and the importance of a harmonious multicultural society</p>	<p>Students are encouraged to read newspapers, articles and non-fiction to give them a further understanding of community and its importance. Students analyse a range of sources including charity adverts, travel writing, biographical and autobiographical accounts</p>	<p>Speaking and Listening tasks have included discussing moral dilemmas and how circumstances can affect the choices of individuals. Students are encouraged to approach situations from a variety of different perspectives</p>	<p>Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self</p>	<p>Students study a variety of poetry from different cultures, analysing the impact of context. Contexts have included Apartheid, and the Vietnam war</p>
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Year 10	<p>Many texts cover how Britain has evolved and the process of democracy. Texts such as 'Jekyll and Hyde' promote discussions about the role of the individual and how this has developed and evolved in 21<sup>st</sup> Century Britain</p>	<p>Plays/novels/poetry cover a variety of times and contexts. Texts such as 'Inspector Calls' explore issues of democracy, socialism, and capitalism. Students learn about pre 1914 Britain and the consequences of a country without a welfare system</p>	<p>Many texts including , 'A Taste of Honey' and 'Blood Brothers' explore concepts of morality; what is deemed morally acceptable by society and how this changes according to time and culture</p>	<p>Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self</p>	<p>Students study literature from a variety of cultures and explore how race, ethnicity and culture impacts genre and writing style</p>
Year 11	<p>In writing tasks students are encouraged to explore contentious and relevant British issues. For example, students have written about the effects of 'youth culture' in Britain and its potential adverse effects. Students are encouraged to present their ideas and opinions which further promotes self-confidence and self-esteem.</p>	<p>Plays/novels/poetry cover a variety of times and contexts. Texts such as 'Inspector Calls' explore issues of democracy, socialism, and capitalism. Students learn about pre 1914 Britain and the consequences of a country without a welfare system</p>	<p>Many texts including , 'A Taste of Honey' and 'Blood Brothers' explore concepts of morality; what is deemed morally acceptable by society and how this changes according to time and culture</p>	<p>Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self</p>	<p>Students study literature from a variety of cultures and explore how race, ethnicity, beliefs and culture impacts genre and writing style</p>

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Year 12	<p>Texts include timeless pieces from Shakespeare, allowing students to show appreciation for British literary heritage. Students are also required to read <i>Wuthering Heights</i>, another classic in English literature which explores cultural British values at that time and explore how they extend into the 21<sup>st</sup> Century.</p>	<p>The 'Texts in Shared Contexts' unit focuses the study on literature from 1945 to the present day. Plays such as 'The Streetcar Named Desire' and 'Cat on a Hot Tin Roof' explore issues regarding class conflict and social mores.</p> <p>Also, the 'Love Through the Ages' unit allows students to explore all types of love and how they have been documented in literature through time.</p>	<p>The 'Texts in Shared Contexts' unit is a study of literature from 1945 to the present day. Plays such as 'The Streetcar Named Desire' and 'Cat on a Hot Tin Roof' explore moral attitudes and behaviours; what is deemed acceptable by society. Students explore how these ideas are presented to the reader by the author and how the reader responds in relation to their own moral understanding.</p>	<p>Students study texts as aforementioned, which deal with experiences that are universal and perhaps issues that closely relate to themselves. This helps personal development and understanding of self.</p>	<p>Students study texts from different time periods which include different representations of cultures, race, ethnicity and beliefs. These ideas are thoroughly explored to enable students to develop an understanding of how other cultures are depicted and are asked, as critics, to question the reality of these accounts.</p>

<p style="text-align: center;"><b>Year 13</b></p>	<p>Texts include timeless pieces from Shakespeare, allowing students to show appreciation for British literary heritage. Students are also required to read <i>Wuthering Heights</i>, another classic in English literature which explores cultural British values at that time and explore how they extend into the 21<sup>st</sup> Century.</p>	<p>Plays studied at A Level include, 'The Streetcar Named Desire' and 'Cat on a Hot Tin Roof' which explore issues regarding class conflict and social mores.</p> <p>Also, the 'Love Through the Ages' unit allows students to explore all types of love and how they have been documented in literature through time.</p>	<p>Plays studied such as 'The Streetcar Named Desire' and 'Cat on a Hot Tin Roof' which explore moral attitudes and behaviours; what is deemed acceptable by society. Students explore how these ideas are presented to the reader by the author and how the reader responds in</p>	<p>Students study texts as aforementioned, which deal with experiences that are universal and perhaps issues that closely relate to themselves. This helps personal development and understanding of self.</p>	<p>Students study texts from different time periods which include different representations of cultures, race, ethnicity and beliefs. These ideas are thoroughly explored to enable students to develop an understanding of how other cultures are depicted and are asked, as critics, to question the reality of these accounts.</p>
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