

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
English	<p>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.</p>	<p>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.</p> <p>e.g – looking at Fairytales through different perspectives and characters viewpoints.</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media.</p> <p>By providing opportunities for talk in a range of settings and use a collaborate approach to develop the imagination and creativity.</p> <p>Drama is used to enhanced the children's understanding of a text through speaking and listening,</p> <p>Parents come into share a book with their child and other children.</p>	<p>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.</p> <p>For example: Year 5/6 Shakespeare, Charles Dickens, Darwin, Anning Fastest boy</p> <p>Year 3/4 Kensuke's Kingdom</p> <p>KS1 - Samuel Pepys Great Fire of London</p>