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

Faculty: English	British Values	Social	Moral	Spiritual	Cultural
Year 7	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
Year 8	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

	Students study	Students are	Speaking and	Students are encouraged	Students study a
	literature from	encouraged to read	Listening tasks have	to write from their own	variety of poetry
Year 9	different contexts,	newspapers, articles	included discussing	experiences, which	from different
/eui /	cultures and religions	and non-fiction to give	moral dilemmas and	subsequently enhances	cultures, analysing
	which prompts	them a further	how circumstances	their personal	the impact of
	discussions about	understanding of	can affect the	development and	context. Contexts
	tolerance and the	community and its	choices of individuals.	understanding of self	have included
	importance of a	importance. Students	Students are		Apartheid, and the
	harmonious	analyse a range of	encouraged to	100	Vietnam war
	multicultural society	sources including	approach situations	. 186	
		charity adverts, travel	from a variety of		
		writing, biographical and	different		
		autobiographical	perspectives		
		accounts			

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Year 10	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 21st Century Britain	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	Many tests 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	Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self	Students study literature from a variety of cultures and explore how race, ethnicity and culture impacts genre and writing style
Year 11	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.	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	Many tests 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	Students are encouraged to write from their own experiences, which subsequently enhances their personal development and understanding of self	Students study literature from a variety of cultures and explore how race, ethnicity, beliefs and culture impacts genre and writing style

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Year 12	Texts include timeless pieces from Shakespeare, allowing students to show appreciation for British literary heritage. Students are also required to read Wuthering Heights, another classic in English literature which explores cultural British values at that time and explore how they extend into the 21st Century.	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.  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.	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.	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.	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.

	Texts include timeless	Plays studied at A Level	Plays studied such as	Students study texts	Students study texts
	pieces from	include, 'The Streetcar	'The Streetcar	as aforementioned,	from different time
	Shakespeare, allowing	Named Desire' and 'Cat	Named Desire' and	which deal with	periods which include
	students to show	on a Hot Tin Roof' which	'Cat on a Hot Tin	experiences that are	different
	appreciation for British	explore issues regarding	Roof' which explore	universal and perhaps	representations of
	literary heritage.	class conflict and social	moral attitudes and	issues that closely	cultures, race,
Year 13	Students are also	mores.	behaviours; what is	relate to themselves.	ethnicity and beliefs.
/eui 15	required to read	Also, the 'Love	deemed acceptable	This helps personal	These ideas are
	Wuthering Heights,	Through the Ages' unit	by society. Students	development and	thoroughly explored to
	another classic in	allows students to	explore how these	understanding of self.	enable students to
	English literature which	explore all types of love	ideas are presented		develop an
	explores cultural	and how they have been	to the reader by the		understanding of how
	British values at that	documented in literature	author and how the		other cultures are
	time and explore how	through time.	reader responds in		depicted and are asked,
	they extend into the				as critics, to question
	21st Century.				the reality of these
					accounts.