



### **YEAR 7 ENGLISH: IAG and SMSC within the Curriculum 2025**

The English curriculum at our school is designed to cultivate well-rounded, confident individuals who are equipped to navigate the complexities of the modern world. Across Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11), students engage with a diverse array of texts, from classic literature to contemporary nonfiction, fostering critical thinking and empathy. In Year 7, works such as Roald Dahl's *Boy* and characters within the Introduction to Shakespeare unit encourage students to explore their own identities and moral dilemmas, while discussions around the characters in *The Tempest* prompt them to reflect on relationships and ethical decision-making.

As students progress to Key Stage 4, they encounter a rich tapestry of literature that challenges them to think deeply about societal issues and personal responsibility. *A Christmas Carol* and *Romeo and Juliet* encourages discussions about social justice, resilience in the face of adversity, the danger of prejudice and the need for reconciliation and responsibility.

The Power and Conflict poems explore the spiritual and moral by asking pupils to reflect on identity, suffering, loss, humanity and the ethics of war; the cluster prompts questions about faith, purpose and the human cost of power. Pupils will also engage with a variety of perspectives from different time periods and countries, helping to foster an understanding and respect for diverse experiences.

This curriculum not only nurtures literary skills but also instills a sense of ambition, inspiring students to engage thoughtfully with the world around them.

The SMSC elements are embedded throughout the curriculum, ensuring a holistic approach to student development. Socially, students collaborate in discussions, enhancing their communication and teamwork skills. Morally, they grapple with complex themes and ethical dilemmas in literature, fostering a strong sense of personal and social responsibility. Spiritually, they engage with diverse texts that invite self-reflection and the exploration of their beliefs and values. Culturally, exposure to a wide range of literary voices broadens their worldview and cultivates an appreciation for different cultures and histories. In fostering the school values of kindness, ambition, and resilience, the English curriculum prepares students to be empathetic, goal-oriented individuals who can thrive in a global community.

**SMSC Key Elements:**

**Social:** Engaging with diverse texts and discussions fosters empathy, communication skills and an understanding of social justice and responsibilities.

**Moral:** The curriculum prompts students to reflect on ethical dilemmas, the consequences of choices, and the importance of values in personal and social contexts.

**Spiritual:** Students are encouraged to explore their identities and beliefs through literature, leading to personal reflection and a deeper understanding of the human experience.

**Cultural:** Exposure to a variety of cultural texts and perspectives broadens students' appreciation for diversity, fostering a sense of global citizenship and cultural awareness.

**School Values:**

**Faith:** English develops belief in the power of language, literature, and students' own voices by exploring ideas, values, and perspectives across time and cultures.

**Honesty:** The subject encourages truth, integrity, and critical thinking by teaching students to analyse texts carefully, recognise bias, and support ideas with evidence.

**Courage:** English builds confidence and bravery by asking students to engage with challenging themes, share viewpoints, and take risks in speaking and writing.

**English – Information, Advice and Guidance (IAG)**

The English curriculum supports pupils' future destinations by developing strong literacy, communication, and critical thinking skills that are essential for further education, training, and employment. Through purposeful reading, writing, speaking, and listening activities, pupils learn to articulate ideas clearly, evaluate information critically, and adapt their communication for different audiences and contexts.

Pupils are supported to understand how English qualifications link to post-16 and post-18 pathways, including A-levels, vocational courses, and apprenticeships. The subject makes explicit connections between English and a wide range of careers, enabling pupils to make informed choices and preparing them to participate confidently and responsibly in education, work, and wider society.

Unit	Spiritual:	Moral:	Social:	Cultural:
<b>Year 7</b>				
<b>1</b> <i>Boy</i>	The autobiographical narrative encourages students to reflect on their own childhood experiences, resilience, and personal growth	Dahl's recounting of injustices and bullying in school raises questions about fairness, kindness, and moral courage. Students discuss the ethical responsibilities of those in authority and how to respond to injustice, connecting Dahl's experiences with modern issues in schools and society	Provides a lens on friendship, family dynamics, and school life, fostering empathy and understanding of social relationships. Group discussions on the positive and negative social dynamics portrayed in Dahl's story, linking them to students' own experiences with friendship, support, and conflict resolution.	Students gain insight into British life and schooling in the early 20th century, appreciating historical perspectives on education and social expectations. Historical Context Exploration: Students research 20th-century British boarding schools, examining how societal norms have evolved over time.
<b>2</b> <i>Roald Dahl</i>	Examining themes of morality, kindness, and empathy in Dahl's works can prompt students to reflect on their own values and beliefs.	Discussing the moral dilemmas characters face in Dahl's stories can encourage students to consider the consequences of their actions and the importance of making ethical choices.	Exploring how students communicate their ideas to one another through expression and creativity.	Analyzing the cultural contexts in which Dahl's stories are set can help students appreciate the diversity of human experiences and perspectives.
<b>3</b> <i>Boy</i>	The autobiographical narrative encourages students to reflect on their own childhood experiences, resilience, and personal growth	Dahl's recounting of injustices and bullying in school raises questions about fairness, kindness, and moral courage. Students discuss the ethical responsibilities of those in authority and how to respond to injustice, connecting Dahl's experiences with modern issues in schools and society	Provides a lens on friendship, family dynamics, and school life, fostering empathy and understanding of social relationships. Group discussions on the positive and negative social dynamics portrayed in Dahl's story, linking them to students' own experiences with friendship, support, and conflict resolution.	Students gain insight into British life and schooling in the early 20th century, appreciating historical perspectives on education and social expectations. Historical Context Exploration: Students research 20th-century British boarding schools, examining how societal norms have evolved over time.
<b>4</b> <i>Introduction to Shakespeare</i>	Shakespearean works often address universal themes such as love, destiny, and the nature of good and evil, prompting students to consider life's larger questions.  Character Analysis: Students explore characters' spiritual journeys, such as Hamlet's existential questioning, and reflect on how these themes resonate with their own beliefs.	Shakespeare's plays frequently confront issues of loyalty, justice, and moral responsibility, giving students the chance to grapple with ethical dilemmas.  Moral Debate: Students debate characters' decisions, such as Brutus' betrayal in "Julius Caesar" or Macbeth's ambition, and discuss what they would do in similar situations.	Shakespeare's plays present complex social dynamics and relationships, examining power, loyalty, and social class.  Role-Playing and Discussion: Students take on roles in scenes to explore the social structures and relationships of the time, discussing how these dynamics are relevant today	Introduces students to the cultural and historical context of Elizabethan England, enriching their understanding of Shakespeare's impact on language and literature.  Contextual Research: Students research the Elizabethan era's social and cultural background, such as the Great Chain of Being, and analyse how these cultural values influence Shakespeare's works

<b>5 &amp; 6</b>  <b><i>The Tempest</i></b>	Reflecting on themes of forgiveness, redemption, and the power of magic in Shakespeare's play can prompt students to contemplate spiritual questions about human nature, morality, and divine providence.	Analysing the moral choices made by characters in <i>The Tempest</i> , such as Prospero's decision to forgive his enemies or Ariel's loyalty to Prospero, can encourage students to consider the complexities of moral responsibility and ethical decision-making.	Exploring the dynamics of power, authority, and colonialism in the play can lead to discussions about social hierarchy, oppression, and the impact of imperialism on indigenous cultures.	Examining the cultural context of early modern England and the influences of colonial expansion on Shakespeare's portrayal of the New World can deepen students' understanding of the play's cultural significance and its relevance to contemporary issues of identity and representation.
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### **YEAR 8 ENGLISH: IAG and SMSC within the Curriculum**

<b>Unit</b>	<b>Spiritual:</b>	<b>Moral:</b>	<b>Social:</b>	<b>Cultural:</b>
<b>Year 8</b>				
<b>1</b>  <b><i>Gothic Literature</i></b>	Exploring themes of the supernatural, life after death, and the existence of evil can prompt students to contemplate spiritual questions about the nature of good and evil, the afterlife, and the human soul.	Analyzing the moral dilemmas faced by characters in Gothic novels, such as the consequences of ambition or the pursuit of power at any cost, can encourage students to reflect on ethical decision-making and the consequences of their actions.	Examining the portrayal of social issues such as gender roles, class inequality, and societal norms in Gothic literature can lead to discussions about social justice, identity, and the impact of societal expectations on individuals.	Exploring how Gothic literature reflects cultural anxieties, fears, and values of different historical periods can deepen students' understanding of cultural shifts and societal attitudes towards topics like death, the unknown, and the supernatural.
<b>2</b>  <b><i>Gothic Poetry</i></b>	Analyzing themes of mortality, the sublime, and the unknown in Gothic poetry can prompt students to reflect on existential questions about the human condition and the mysteries of existence.	Examining how poets grapple with moral dilemmas, such as the consequences of greed or the pursuit of forbidden knowledge, can encourage students to consider the ethical implications of human desires and actions.	Exploring how Gothic poetry reflects societal anxieties and tensions, such as the fear of industrialization or the erosion of traditional values, can lead to discussions about social change, progress, and the impact of technology on society.	Analyzing how Gothic poets draw on cultural myths, folklore, and literary traditions can deepen students' understanding of cultural influences on artistic expression and the ways in which literature engages with and shapes cultural narratives.
<b>3</b>  <b><i>The Tempest</i></b>	Reflecting on themes of forgiveness, redemption, and the power of magic in Shakespeare's play can prompt students to contemplate spiritual questions about human nature, morality, and divine providence.	Analysing the moral choices made by characters in <i>The Tempest</i> , such as Prospero's decision to forgive his enemies or Ariel's loyalty to Prospero, can encourage students to consider the complexities of moral responsibility and ethical decision-making.	Exploring the dynamics of power, authority, and colonialism in the play can lead to discussions about social hierarchy, oppression, and the impact of imperialism on indigenous cultures.	Examining the cultural context of early modern England and the influences of colonial expansion on Shakespeare's portrayal of the New World can deepen students' understanding of the play's cultural significance and its relevance to contemporary issues of identity and representation.
<b>4</b>  <b><i>History of Rhetoric</i></b>	Reflecting on the power of language to persuade, inspire, and manipulate can prompt students to consider the ethical implications of persuasive techniques and the	Analyzing the ethical dimensions of rhetoric, such as the use of propaganda or the manipulation of truth, can encourage students to reflect on the importance of integrity, honesty, and ethical	Exploring how rhetoric shapes public discourse, influences public opinion, and mobilizes social movements can lead to discussions about the role of language in politics, media, and social change.	Examining how rhetorical strategies vary across different cultural contexts and historical periods can help students appreciate the diversity of rhetorical traditions and the ways in which culture shapes

	responsibility that comes with effective communication.	communication.		rhetorical practices.
<b>5 &amp; 6</b> <i>When the Sky Falls</i>	Reflecting on themes of resilience, hope, and the search for meaning in the face of adversity can prompt students to contemplate spiritual questions about the nature of suffering, redemption, and the human spirit.	Analyzing the moral choices made by characters in the novel, such as acts of courage, sacrifice, or betrayal, can encourage students to reflect on their own values and ethical principles.	Exploring how characters navigate social injustices, conflicts, and prejudices can lead to discussions about empathy, diversity, and the importance of standing up for what is right.	Examining the cultural context of the novel, including historical events or societal attitudes that shape the characters' experiences, can help students understand how culture influences individual identity and collective memory.

### **YEAR 9 ENGLISH: IAG and SMSC within the Curriculum**

<b>Unit</b>	<b>Spiritual:</b>	<b>Moral:</b>	<b>Social:</b>	<b>Cultural:</b>
<b>Year 9</b>				
<b>1</b> <i>City vs Country</i>	Comparing depictions of urban and rural life in 19th-century literature can prompt students to reflect on themes of alienation, connection to nature, and the search for meaning in different environments.	Analyzing the ethical dilemmas faced by characters in urban and rural settings, such as poverty, exploitation, or social injustice, can encourage students to consider the moral implications of societal structures and individual choices.	Exploring the social dynamics of urbanisation and industrialization, including issues of class inequality, urban poverty, and rural depopulation, can lead to discussions about social justice, community, and the impact of economic change on society.	Examining how 19th-century literature reflects cultural attitudes towards urbanization, rural life, and the changing landscape of Britain can deepen students' understanding of historical shifts and cultural values.
<b>2</b> <i>Poetry from Other Cultures</i>	Exploring themes of identity, belonging, and cultural heritage in poetry from diverse cultures can prompt students to reflect on questions of personal identity, cultural heritage, and the universal human experience.	Analyzing the ethical dimensions of poems that address issues such as colonization, oppression, or cultural appropriation can encourage students to consider the importance of empathy, justice, and respect for cultural diversity.	Examining how poetry reflects the social realities and cultural traditions of different communities can lead to discussions about social norms, cultural practices, and the ways in which literature reflects and shapes social identities.	Studying poetry from a variety of cultural perspectives can foster an appreciation for the diversity of human experiences, languages, and artistic traditions, helping students develop cultural empathy and understanding.
<b>4&amp;5</b> <i>Short Stories</i>	Self-Expression and Identity Exploration: Creative writing allows students to explore personal beliefs, values, and emotions, promoting self-discovery and confidence.  Personal Narrative Writing: Students write about a meaningful experience, focusing on expressing their emotions and perspectives through descriptive language.	Empathy and Ethical Decision-Making: Students create characters and scenarios that require moral choices, helping them to explore ethical decision-making.  Character Development Exercise: Students create fictional characters facing dilemmas, considering different viewpoints and the potential consequences of moral choices.	Communication and Collaborative Skills: Working with peers to share and critique writing enhances social skills and empathy.  Peer Review: Students engage in constructive feedback, learning to appreciate diverse perspectives and the value of supportive critique.	Exploration of Different Genres and Cultural Narratives: Exposure to a range of literary genres and cultural stories broadens students' understanding of diverse voices and traditions.  Cultural Storytelling Project: Students write stories inspired by different cultural narratives or traditional folklore, understanding how storytelling reflects cultural identity.

<b>5 &amp; 6</b> <b><i>An Inspector Calls</i></b>	Reflecting on themes of guilt, responsibility, and moral accountability in Priestley's play can prompt students to contemplate spiritual questions about conscience, justice, and the interconnectedness of human actions.	Analyzing the moral lessons and ethical dilemmas presented in the play, such as the consequences of selfishness or the importance of social responsibility, can encourage students to reflect on their own ethical beliefs and responsibilities as members of society.	Exploring how the characters' actions impact each other and society as a whole, as well as the social context of post-war Britain, can lead to discussions about social class, inequality, and the need for social change.	Examining how the play reflects cultural attitudes towards social hierarchy, gender roles, and the responsibilities of the wealthy and powerful can deepen students' understanding of the cultural context of the early 20th century.
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### **YEAR 10 & 11 ENGLISH: IAG and SMSC within the Curriculum**

<b>Unit</b>	<b>Spiritual:</b>	<b>Moral:</b>	<b>Social:</b>	<b>Cultural:</b>
<b>Year 10</b>				
<b>1 &amp; 2</b> <b><i>Romeo and Juliet</i></b>	Exploring themes of love, fate, and mortality in Shakespeare's play can prompt students to reflect on deeper spiritual questions about the nature of love, the role of destiny, and the significance of life and death.	Analysing the moral choices made by characters in Romeo and Juliet, such as the consequences of feuding, impulsive actions, and loyalty to family versus loyalty to love, can encourage students to reflect on the complexities of moral decision-making.	Examining the social context of the play, including issues of family loyalty, social hierarchy, and the role of gender expectations, can lead to discussions about social norms, expectations, and the impact of societal pressures on individuals.	Discussing the cultural influences on the characters' identities and behaviors, as well as the cultural context of Renaissance Italy and Elizabethan England, can deepen students' understanding of the play's cultural significance and relevance to contemporary society.
<b>3 &amp; 4</b> <b><i>A Christmas Carol</i></b>	Reflecting on themes of redemption, compassion, and the spirit of Christmas in Dickens' novella can prompt students to contemplate spiritual questions about the power of forgiveness, generosity, and personal transformation.	Analysing the moral lessons conveyed through Scrooge's journey, such as the importance of empathy, kindness, and social responsibility, can encourage students to reflect on their own values and ethical principles.	Exploring the social issues addressed in the novella, such as poverty, inequality, and the impact of industrialisation on society, can lead to discussions about social justice, charity, and the need for community solidarity.	Examining how Victorian Christmas traditions and cultural values are portrayed in the novella, as well as Dickens' commentary on contemporary social issues, can deepen students' understanding of Victorian society and its cultural norms.
<b>5 &amp; 6</b> <b><i>Power and Conflict Poetry</i></b>	Exploring themes of power, conflict, and human nature in the selected poems can prompt students to reflect on deeper spiritual questions about the nature of power, justice, and	Analyzing the ethical dimensions of power dynamics depicted in the poems, such as the abuse of power, the consequences of violence, and the search for justice, can encourage students to	Examining how power operates within different social contexts, including issues of oppression, resistance, and social change, can lead to discussions about social inequality, activism, and the	Discussing how cultural identities, historical events, and cultural conflicts are represented in the selected poems can deepen students' understanding of the cultural contexts that shape power

	the human condition.	consider the moral implications of human actions and societal structures.	dynamics of power in society.	relations and societal conflicts.
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Unit	Spiritual:	Moral:	Social:	Cultural:
<b>Year 11</b>				
<b>Reflection and Revision of prior knowledge</b>	As with An Inspector Calls, Romeo and Juliet, A Christmas Carol and the Power and Conflict Poetry. See above.	As with An Inspector Calls, Romeo and Juliet, A Christmas Carol and the Power and Conflict Poetry. See above.	As with An Inspector Calls, Romeo and Juliet, A Christmas Carol and the Power and Conflict Poetry. See above.	As with An Inspector Calls, Romeo and Juliet, A Christmas Carol and the Power and Conflict Poetry. See above.

### **YEAR 12 & 13 ENGLISH: IAG and SMSC within the Curriculum**

#### **Year 12 lang**

Unit	Spiritual:	Moral:	Social:	Cultural:
<b>Sixth Form</b>				
<b>1</b> <b>Analysis of lexis and semantics</b>	Students explore how <b>lexical choices express identity, beliefs, emotions, and values</b> , encouraging reflection on how language shapes meaning and personal worldviews beyond literal interpretation.	Students develop awareness of how language can <b>influence, manipulate, or marginalise</b> , analysing evaluative lexis, euphemism, and bias to understand the ethical responsibilities of language users.	Students examine how lexis and semantics operate within <b>different social contexts and power structures</b> , building understanding of audience, purpose, and relationships in spoken and written communication.	Students analyse how vocabulary reflects <b>cultural values, ideologies, and change over time</b> , promoting appreciation of linguistic diversity and awareness of how language both shapes and reflects society.
<b>2</b> <b>Transcript analysis</b>	Students reflect on how spoken language expresses <b>identity, emotions, attitudes, and personal values</b> , gaining insight into how individuals construct meaning and present themselves in interaction.	Students consider the <b>ethical implications of spoken interaction</b> , including power, dominance, politeness, and fairness, and evaluate how speakers may include, exclude, or manipulate others through language.	Students develop understanding of how spoken language operates within <b>social relationships and contexts</b> , analysing turn-taking, discourse markers, and conversational roles to see how meaning is co-constructed.	Students explore how speech reflects <b>cultural norms, expectations, and variation</b> , recognising differences in conversational style, politeness strategies, and communication across communities.
<b>3</b> <b>Analysis of grammar</b>	Students consider how grammatical choices shape <b>meaning, perspective, and identity</b> , reflecting on how	Students examine how grammar can be used to <b>assert power, obscure responsibility, or influence interpretation</b> ,	Students explore how grammatical patterns vary according to <b>context, audience, and relationship</b> , helping them understand how	Students analyse how grammatical conventions reflect <b>cultural norms, attitudes, and change</b> , including differences between standard and

	speakers and writers use structure to express thoughts, emotions, and viewpoints.	developing ethical awareness of how meaning can be controlled through structural choices.	language maintains social order and interaction.	non-standard forms and their social meanings.
<b>4</b> <b>Language and gender</b>	Students reflect on how language use relates to <b>identity, self-expression, and personal experience</b> , considering how gendered language can shape how individuals see themselves and others.	Students explore the <b>ethical implications of gendered language</b> , including issues of inequality, stereotyping, and discrimination, developing awareness of how language can reinforce or challenge unfair social attitudes.	Students analyse how language use varies according to <b>gender, context, and power</b> , gaining insight into interactional patterns, dominance, politeness, and relationships in spoken and written discourse.	Students consider how language reflects and responds to <b>cultural expectations and changing attitudes towards gender</b> , recognising diversity in gender identities and communication styles across time and societies.
<b>5</b> <b>Language and power</b>	Students reflect on how language can express <b>authority, influence, and personal voice</b> , considering how speakers and writers shape meaning and control perception.	Students examine the <b>ethical dimensions of power in language</b> , including manipulation, persuasion, bias, and control, fostering awareness of how language can impact fairness and equality.	Students analyse how language operates within <b>hierarchies, social roles, and institutions</b> , exploring how grammar, lexis, and discourse features signal status, relationships, and influence in communication.	Students explore how language reflects <b>cultural norms, societal structures, and attitudes toward authority</b> , recognising how power is constructed and challenged in different contexts and communities.
<b>6</b> <b>Language and technology</b>	Students reflect on how digital language allows for <b>self-expression, creativity, and identity construction</b> , considering how technology shapes personal voice and communication choices.	Students explore the <b>ethical implications of online language</b> , including cyberbullying, misinformation, politeness, and responsibility, developing awareness of the impact of digital communication on others.	Students analyse how language use in technology reflects <b>social interaction, relationships, and group dynamics</b> , including the influence of platforms, audiences, and online communities.	Students consider how digital language reflects <b>cultural change, global communication, and diversity</b> , recognising evolving conventions, internet slang, and how technology shapes language across communities and generations.



## Year 12 lit

Unit	Spiritual:	Moral:	Social:	Cultural:
<b>Sixth Form</b>				
<b>1</b> <b>Othello</b>	Students explore the <b>inner thoughts, emotions, and moral struggles</b> of characters such as Othello and Desdemona, reflecting on human nature, conscience, and the consequences of actions.	Students examine <b>ethical dilemmas and the consequences of deception, jealousy, and betrayal</b> , considering questions of right and wrong and the moral lessons Shakespeare presents.	Students analyse <b>social relationships, hierarchies, and status</b> , including race, gender, and class, understanding how power, reputation, and social expectations shape behaviour and interaction.	Students consider how the play reflects <b>Renaissance cultural values, societal norms, and attitudes toward race, gender, and honour</b> , and how these continue to resonate in modern contexts.
<b>2</b> <b>The Great Gatsby</b>	Students reflect on <b>characters' desires, dreams, and moral choices</b> , considering the pursuit of meaning, identity, and the human condition in the Jazz Age.	Students examine <b>ethical questions and consequences of selfishness, dishonesty, and social ambition</b> , exploring how characters' actions affect themselves and others.	Students analyse <b>class, wealth, and social relationships</b> , considering how status, privilege, and societal expectations shape interactions and influence outcomes.	Students consider how the novel reflects <b>1920s American culture, the American Dream, and social values</b> , while also drawing connections to contemporary ideas about wealth, ambition, and inequality.
<b>3</b> <b>Pre 20th Century Poetry</b>	Students reflect on <b>universal human experiences and emotions</b> such as love, loss, nature, and mortality, exploring how poets express meaning, imagination, and personal insight.	Students examine <b>ethical and philosophical ideas</b> , including duty, honour, love, and societal expectations, considering the moral implications of the poets' messages and perspectives.	Students analyse how poetry reflects <b>social structures, relationships, and roles</b> , including class, gender, and hierarchy, understanding how society shapes human behaviour and expression.	Students explore how poetry reflects <b>historical and cultural contexts</b> , including literary traditions, historical events, and prevailing values, and how language and form convey cultural identity.
<b>4</b> <b>Unseen poetry -</b>	Students reflect on <b>emotional, imaginative, and philosophical responses</b> to new and unfamiliar poetry, exploring personal interpretations and connections to human experience.	Students consider the <b>ethical, societal, or human questions</b> raised by poems, evaluating meaning, perspectives, and the consequences of actions or ideas depicted.	Students analyse how language, form, and structure in unseen poems reflect <b>relationships, social context, and interaction</b> , considering how society influences expression.	Students explore how unseen poetry reflects <b>cultural, historical, or geographical contexts</b> , gaining appreciation for diversity in poetic voice, style, and worldview.
<b>5</b> <b>A Doll's House</b>	Students reflect on <b>personal freedom, identity, and self-discovery</b> , considering how characters like Nora struggle to understand themselves and their place in the world.	Students examine <b>ethical dilemmas, honesty, and societal expectations</b> , exploring questions about responsibility, integrity, and the consequences of deception.	Students analyse <b>gender roles, family dynamics, and social hierarchy</b> , considering how societal expectations and relationships influence characters' behaviour and choices.	Students explore how the play reflects <b>19th-century Norwegian society, cultural norms, and gendered expectations</b> , while also relating themes to modern discussions about equality and autonomy.
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Reflection and Revision				
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### Year 13 lang

Unit	Spiritual:	Moral:	Social:	Cultural:
<b>Sixth Form</b>				
<b>1</b> <b>Child Language Acquisition</b>	Students reflect on <b>how children develop thought, expression, and identity through language</b> , considering the wonder and complexity of human communication and cognitive growth.	Students explore the <b>ethical considerations in studying and supporting child language development</b> , including fairness, guidance, and the role of adults in shaping communication.	Students analyse how children acquire language within <b>social contexts</b> , including family, peers, education, and community, understanding how interaction shapes learning and socialisation.	Students consider how child language acquisition is influenced by <b>cultural norms, values, and linguistic diversity</b> , recognising variation in language development across societies and communities.
<b>2 + 3</b> <b>Language Change from (17th century to the present day)</b>	Students reflect on how <b>language evolves over time</b> , considering how words, expressions, and modes of communication shape human thought, identity, and understanding across generations.	Students examine the <b>ethical and societal impact of language change</b> , including how shifts in meaning, taboo, and politeness affect communication, inclusion, and social responsibility.	Students analyse how language change reflects <b>shifts in social structure, relationships, and communication patterns</b> , exploring how grammar, lexis, and discourse mirror evolving social norms.	Students explore how language change reflects <b>historical events, cultural shifts, and technological advances</b> , recognising the dynamic nature of English and the influence of culture, politics, and society on language.
<b>4</b> <b>Language and the Media</b>	Students reflect on how media language shapes <b>perception, opinion, and identity</b> , considering how meaning, tone, and presentation influence thought and emotional response.	Students explore the <b>ethical implications of media language</b> , including bias, manipulation, stereotyping, and persuasion, developing awareness of responsibility and fairness in communication.	Students analyse how media language reflects and constructs <b>social relationships, roles, and power</b> , understanding how discourse influences public opinion, behaviour, and interaction.	Students consider how media language reflects <b>cultural values, ideologies, and trends</b> , recognising diversity, societal attitudes, and how media both shapes and reflects cultural change.
<b>5</b> <b>Reflection and Revision</b>				
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### Year 13 lit

Unit	Spiritual:	Moral:	Social:	Cultural:
Sixth Form				
1  <b>A Street Car Named Desire</b>	Students reflect on <b>human desire, vulnerability, and identity</b> , exploring characters' inner struggles, emotions, and the consequences of their choices.	Students examine <b>ethical dilemmas, deception, and the consequences of manipulation and cruelty</b> , considering questions of personal responsibility and integrity.	Students analyse <b>gender roles, class, and social hierarchy</b> , exploring how societal pressures and relationships influence behaviour, conflict, and power dynamics.	Students consider how the play reflects <b>mid-20th-century American culture, social norms, and attitudes toward gender and class</b> , and how these issues continue to resonate in contemporary society.
2  <b><i>The Handmaid's Tale</i></b>	Students reflect on <b>personal freedom, identity, and resilience</b> , exploring how characters struggle with belief, conscience, and selfhood under extreme societal control.	Students examine <b>ethical questions, oppression, and injustice</b> , considering the consequences of power abuse, obedience, and moral compromise.	Students analyse <b>gender roles, hierarchy, and social control</b> , understanding how relationships, authority, and societal structures shape behaviour and interaction.	Students explore how the novel reflects <b>cultural, political, and historical concerns</b> , including totalitarianism, human rights, and attitudes toward women, and how these themes remain relevant today.
3  <b>Unseen Prose Post 1945</b>	Students reflect on <b>human experience, emotion, and personal insight</b> , exploring how contemporary prose presents identity, belief, and perspective in varied contexts.	Students examine <b>ethical dilemmas, societal issues, and personal responsibility</b> in post-1945 prose, considering the impact of characters' choices and actions.	Students analyse how prose reflects <b>social relationships, power dynamics, and societal change</b> , exploring how context, class, and community shape interaction.	Students consider how post-1945 prose reflects <b>cultural, historical, and societal shifts</b> , recognising diversity, contemporary issues, and evolving norms in modern literature.
4  <b>The Feminine Gospels</b>  <b>Carol Ann Duffy</b>	Students reflect on <b>identity, self-expression, and personal experience</b> , exploring the emotional and imaginative worlds of women as presented through poetry.	Students examine <b>ethical and societal issues</b> , including gender roles, power, justice, and relationships, considering how Duffy challenges stereotypes and moral assumptions.	Students analyse how the poems reflect <b>social roles, expectations, and interactions</b> , particularly concerning women's experiences in family, work, and society.	Students explore how the collection reflects <b>contemporary culture, feminism, and historical context</b> , recognising Duffy's engagement with both modern and traditional ideas about gender and society.
5  <b>Reflection and Revision</b>				
6				