

English Learning Area

Spiritual

‘It matters not what someone is born, but what they grow to be.’

Harry Potter and the Goblet of Fire, J.K. Rowling

In the English Learning Area, teachers nurture students in an environment of trust by exemplifying wisdom, awe, resilience and reflection. Enjoyment and intellectual curiosity are fostered through an appropriate mix of challenge and creativity.

- Students explore how a range of writers have used the written word to communicate their views, ranging from Benjamin Zephaniah’s views about animal rights to Dickens’ message about social responsibility.
- Students identify the use of Biblical references in a range of texts.
- Creative writing enables students to reflect on their beliefs and express their views from KS3 to KS5 in both English and Drama.
- Students enjoy learning about themselves and others in society whilst defining and exploring historical and modern-day multicultural heroes such as Nelson Mandela, Malala Yousafzai, Marcus Rashford and vaccine researchers such as Dame Sarah Gilbert and Dr Catherine Green.
- At KS5 English Language students explore fascinating subjects such as the acquisition of language. Students are often left in awe at the wonder of the human body.
- When studying all texts on the curriculum, students look at different critical approaches and form their own responses. These responses then form the basis for essay writing. When students write they argue their viewpoints and share their individual thoughts.
- In Media Studies we study the representation of various groups and their portrayal in the mass communication. We consider theories about identity construction and self-expression.

Moral

**‘I’ve learned that people will forget what you said,
people will forget what you did, but people will never forget how you made them feel.’**

Maya Angelou

Students in the English Learning Area examine their moral feelings and the moral treatment of others through a range of literature and non-fiction texts. They express their views through discussion and the crafting of the written word.

Students study texts which pose questions about the universal themes of love, life and change. The teaching of literature includes consideration of historical, social and philosophical contexts in which texts were written. Through developing an understanding of the relationship between a text and its context, students are able to examine the attitudes of others, develop empathy and clearly express their own moral feelings about: truth, justice, dignity, humility, compassion, hope, kindness and trust.

- Truth, justice and kindness are central themes explored by Year 7 students in ‘The Boy in Striped Pyjamas’.

- The study of the dystopian world studied by Year 8 students in 'The Hunger Games' (Year 8) encourages reflection of the Gospel values of courage, justice and community. Through these texts, students not only explore the impact of conflict on the lives of individuals, but the ways in which we can show compassion towards others.
- Whilst studying Shakespearean plays, students examine world issues such as friendship and gang culture in 'Romeo and Juliet' (Year 7), power and colonisation in 'The Tempest' (Year 8), trust and greed in 'Othello' and cultural differences in 'The Merchant of Venice' (Year 9). Modern, non-fiction texts are linked to the study of Shakespeare to enable students to consider the themes in the context of the world they live in today.
- In Years 10 and 11 moral questions about war are examined through poetry. Social responsibility is debated when studying 'Blood Brothers'. When reading the novella 'A Christmas Carol' students explore the consequences of negative behaviour and redemption through character analysis. Philosophy and the human condition are examined in the study of 'Macbeth'.
- In Drama, KS3 students discuss and communicate their views about the moral treatment of others. When studying the text 'The Terrible Fate of Humpty Dumpty' students consider social issues such as bullying. Much discussion is held around the values of compassion and respect.
- In Media we study themes of censorship and regulation, where shared morals in different societies are explored and analysed. We look at the rights of citizens compared to the needs and wants of consumers. What obligation do different media platforms and texts have to uphold moral values and protect shared ideologies?

Social

'Just look at we can do when we work together.'

Marcus Rashford

In the English Learning Area, students work independently and collaboratively developing their teamwork and responsibility for their own learning. Both collaborative work and peer assessment enable students to develop empathy. Dialogic learning within the curriculum enables students to debate a variety of topics and creates logical arguments.

- Students in all key stages discuss, debate and gain greater depth by working in groups.
- In Drama students work together to research practitioners and devise their own performances.
- In peer-assessment, students are encouraged to be constructively critical of work.
- Students develop an understanding of individual and group identity through consideration of characters and perspectives in literary texts such as 'Of Mice and Men'.
- In Media students study the impact of the media and how it can affect society over time. They consider their own media usage and how different generations have seen the society change due to the power and influence of the media.

Cultural

‘Understanding is deeper than knowledge.’

Albert Einstein

Students explore what it means to belong to a culture, as an integral part of their identity, and learn about the cultures of others. Students are also given the opportunity to take part in cultural experiences, which otherwise some students might not have the opportunity to experience.

- Students live life to the fullest, taking part in cultural experiences such as live theatre. KS4 students watch productions of their GCSE Literature texts in the Academy performed by the theatre company MANACTO. Where live performances are not available, students are given the opportunity to watch recordings of performances.
- Students are given the opportunity to take part in enrichment activities such as *Cakes and Classics* increasing their cultural capital.
- Students reflect on their own culture and learn about other cultures through the study of poetry from other cultures. Students in all key stages explore a range of literary heritage texts.
- Through the GCSE Spoken Language Study, students are given the opportunity to share their own experiences and listen to the views of others, promoting knowledge and understanding.
- An exploration of social, historical and cultural literary heritage is undertaken in all key stages through the works of Dickens, Shakespeare, Priestley and so on.
- Weekly current affair quizzes feature for Year 9 students as part of their coverage of the non-fiction reading. This allows for discussion about pertinent topics which is culturally relevant to the UK and globally.
- Students learn not only about the cultural impact of media in the UK, but also about how different cultures are impacted in differing ways around the world. The concept of globalisation is fully explored in the context of shared communication of ideologies.