



**Highsted Grammar School**  
**Spiritual, Moral, Social & Cultural Mapping**

**Subject: English Year: 7**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>'Animal Farm' - Exploration of religion and power in the novel</i>	<i>WW1 Poetry - Considering the feelings of others in a WW1 diary entry</i>	<i>Creative Writing - Being creative with free writing</i>	<i>Viewpoint Writing - Writing about real world issues</i>	<i>'Exploring Fiction Extracts' Engaging with the feelings and beliefs of different characters in extracts from literature</i>	<i>Shakespeare - Understanding religious beliefs in the Shakespearean era</i>
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>'Animal Farm' - Discussion of honesty and corruption in the novel</i>	<i>WW1 Poetry - Exploration of patriotism and objection in WW1</i>	<i>Creative Writing Learning how to create a supportive classroom to test ideas</i>	<i>Viewpoint Writing - Using vocabulary to persuade on a moral topic</i>	<i>'Exploring Fiction Extracts' Identifying the antagonist in extracts from literature</i>	<i>Shakespeare - Exploring Shakespearean era expectations surrounding marriage, gender and class</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>'Animal Farm' - Discussion of the requirements of a successful society</i>	<i>WW1 Poetry - Exploring propaganda techniques in poems</i>	<i>Creative Writing Description of British landscapes and settings</i>	<i>Viewpoint Writing - Persuading others to try or investigate a valuable pastime</i>	<i>'Exploring Fiction Extracts' Exploring a variety of different communities and social settings through literature extracts.</i>	<i>Shakespeare - Exploration of themes of conflict and relationships in a Shakespeare play</i>



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<b>Cultural</b>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<i>'Animal Farm' - Exploration of Russian History and culture in the novel</i>	<i>WW1 Poetry - Learning about the Christmas Truce in 1914</i>	<i>Creative Writing Analysing and collecting features from classic text extracts.</i>	<i>Viewpoint Writing - Listening respectfully to the views of others</i>	<i>'Exploring Fiction Extracts' Understanding and appreciating a range of different cultures through literature extracts.</i>	<i>Shakespeare - Exploring the English Cultural Heritage through Shakespeare's language.</i>



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**Subject: English Year: 8**

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<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>'Lord of the Flies' - Discussion of religion and martyrdom in the character of Simon</i>	<i>Greek Mythology Exploration of ancient and traditional stories</i>	<i>Multi-cultural poetry - Experiencing and learning about different religious beliefs through poetry</i>	<i>'In the Sea there are Crocodiles' - Discussion of religious extremism in the text</i>	<i>Non-Fiction Extracts - Exploring the views of others on various topics.</i>	<i>'The Importance of Being Earnest' - Appreciation and enjoyment of comedy</i>
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>'Lord of the Flies' - Discussion of the elements needed for a successful society Discussion of right and wrong actions</i>	<i>Greek Mythology - Discussion of the consequences of sin in Greek Mythology</i>	<i>Multi-cultural poetry - Exploring different ethical issues and opinions in poetry</i>	<i>'In the Sea there are Crocodiles' - Exposure to moral obligation, charity and respect in the novel</i>	<i>Non-Fiction Extracts - Exploring the way writers use language to persuade readers to accept views.</i>	<i>'The Importance of Being Earnest' Investigating the ethics of impersonation and dishonest actions</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>'Lord of the Flies' - Exploration of the experiences of children from different social settings and investigating the rule of law in the novel</i>	<i>Greek Mythology Discussion of different cultural ideas and expectations in Greek Mythology</i>	<i>Multi-cultural poetry - Discussion and exploration of different faiths and beliefs in poetry</i>	<i>'In the Sea there are Crocodiles' - Exposure to values of tolerance, respect and acceptance in the text</i>	<i>Non-Fiction Extracts - Exploring a range of views from those of different backgrounds.</i>	<i>'The Importance of Being Earnest' Exploring the traditional British values presented in the play</i>



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<b>Cultural</b>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<i>‘Lord of the Flies’ - Discussion of a classic British texts and consideration of the British values of the time</i>	<i>Greek Mythology Experiencing classic Greek texts that have influenced British literature</i>	<i>Multi-cultural poetry - Exposure to different religious and ethnic ideas in poetry</i>	<i>‘In the Sea there are Crocodiles’ - Exposure to values of tolerance, respect and acceptance in the text</i>	<i>Non-Fiction Extracts - Exploring traditional and historical ideas in pre 1900 texts with the modern day</i>	<i>‘The Importance of Being Earnest’ Exposure to classic literary themes featured in the comedy genre</i>



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**Subject: English Year: 9**

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<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>'Of Mice and Men' - Reflecting on perspectives from the 1930s during The Great Depression.</i>	<i>'Romeo and Juliet' - Understanding religious beliefs in the Shakespearean era.</i>	<i>'Romeo and Juliet' - Discussing beliefs around fate, omens and foretelling.</i>	<i>'Creative Writing' - Imagining characters with different outlooks or beliefs.</i>	<i>'Exploring Fiction Extracts' - Reflecting on different characters' feelings and values.</i>	<i>'Family Relationships Poetry' - Reflecting on different types of family dynamics.</i>
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>'Of Mice and Men' - Exploring moral dilemmas arising from the complex relationship between George and Lennie.</i>	<i>'Romeo and Juliet' - Exploring Renaissance feuds, honour, and family loyalty.</i>	<i>'Romeo and Juliet' - Investigating the moral issues around love and relationships.</i>	<i>'Creative Writing' - Understanding how to construct narratives exploring actions and consequences.</i>	<i>'Exploring Fiction Extracts' - Evaluating moral questions posed in various texts.</i>	<i>'Family Relationships Poetry' - Exploring moral questions around children growing up.</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>'Of Mice and Men' - Discussion of marginalised groups in 1930s society and the concept of Social Darwinism.</i>	<i>'Romeo and Juliet' - Exploring courtly love and courtship behaviour.</i>	<i>'Romeo and Juliet' - Discussing criminality and the role of the law versus revenge and vigilantism.</i>	<i>'Creative Writing' - Understanding and exploring relationships and the human condition.</i>	<i>'Exploring Fiction Extracts' - Exploring a variety of different communities and social settings through literature.</i>	<i>'Family Relationships Poetry' - Exploring the importance of communication in relationships.</i>



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