

English at Fairfield's contributes to children's 'Spiritual, Moral, Social and Cultural' (SMSC) development in a number of ways.

SPIRITUAL – Children learn to appreciate the beauty of language within the poems and stories they hear and study, ultimately writing their own. Novel studies across all year groups give the children access to high quality literature which is studied in-depth, engendering a love of reading.

We stage our own productions to allow the children to express themselves through drama and music. This allows for insight and self-expression as the children get the chance to walk in someone else's shoes.

Our enlightening theatre workshops and theatre visit experiences, enable the children to learn about dramatic conventions and elements and in turn explore empathetic language.

MORAL – Pupils learn to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama and film. We read a wide range of texts, e.g.: WWI poetry in Year 6 – linking to Remembrance Day and poppies. Our class novels explore complex issues in the world around us, for example, Y3 study a novel looking at the impact of climate change upon our environment, whilst Y5 read a text exploring bullying and feelings of belonging and Y6 read a book by Louis Sachar discussing racial equality in America. Pupils develop an awareness of moral and social issues in fiction, journalism, magazines, radio, television and film, e.g.: Y2 – the Story of 'Fire Cat' (who starts as a bully and then mends his ways); Cinderella (which explores bullying); or exploring the lives of Jewish children in Europe during WW2 in Y6.

Children consider, write about and comment on moral questions and dilemmas, appreciating the viewpoints of others. Children are encouraged to show compassion and empathy for people facing past dilemmas (e.g. writing their own accounts of life as a World War II Evacuee). Notions of right and wrong are explored whilst learning through texts, linking with the values of justice and truth.

Children watch and discuss social, environmental and moral issues from Newsround.

SOCIAL – Children develop confidence and expertise in language, which is an important aspect of individual and social identity, through shared and modelled writing; guided reading with structured discussion in all classes; speaking and listening during group work – including Parents’ reading mornings and afternoons. Children are also encouraged to build up their own social development through problem-solving in a collaborative way and through team-working activities. The study of social issues in past societies is a common theme in English lessons.

Our reading passport and reading challenge schemes are very successful in engaging children with reading for pleasure both at school and at home. Our school library, placed at the heart of our school, is visited regularly by the children. With just over 8000 titles, it is regularly updated with the latest writing to encourage children to read more often.

CULTURAL – Children study books from, or about, other cultures and are encouraged to gain an understanding of, and empathise with, people from different cultural backgrounds. The children study stories from other cultures such as Handa’s surprise, Creation stories or The Nutcracker (Germany). Pupils are helped to understand how language changes over time, the influences on spoken and written language, and social attitudes to the use of language. e.g.: Y2 Pepys diary; Y6 text such as Street Child by Berlie Doherty; Y5 reading classic texts such as 'The Highwayman' and 'The Lion, the Witch and the Wardrobe'. The children also look at differing levels of formality, from written texts to spoken language as well as informal language usage and slang. Important literary days such as World Book Day, National Poetry Day and Roald Dahl Day are celebrated through assemblies and competitions, as well as the National Handwriting awards.