



English Human Dignity

We are all unique and should treat everyone with love and respect because we are made in the image of God.

In English we:

- Promote values and behaviour that support treating everyone with dignity and respect.
- Promote pupils' spiritual, moral, cultural, mental, and physical development through texts studied in KS3 and 4.
- Respect others' beliefs, feelings, and values in every lesson through behaviour and sharing ideas in class discussion.
- Understand right and wrong by evaluating and analysing different viewpoints.
- Respect and explore cultural diversity through texts studied and writing from different perspectives/ in different styles.
- Show tolerance of those with different faiths and beliefs.
- Practice 'reading between the lines' and looking for the deeper meaning/symbolism/layers of meaning/inference etc within text, exploring compassion and empathy for characters/writers.

Common Good



Doing what is good for everybody, not just ourselves.
We need to think of everyone, and work towards what's best for everyone.

In English we:

- Focus on texts which develop skills that meet real needs in society; encouraging empathy and awareness of others' situations.
- Include group activities within lessons, (think pair share), to develop skills in compromise, shared decision-making, and working together.
- Explore ethical topics at KS3 and KS4 with a moral issue/undercurrent.
- Promote inclusivity for all pupils.
- Analyse, explore and learn about diversity through texts studied and class discussions.
- Explore the 'traditional' /archetypal element of good versus evil within a variety of genres.
- Encourage pupils to reflect on what they can learn personally from the story, poem being studied.



Solidarity

We are all part of one family, by promoting peace and justice, we can bring the community together and live in unity.

In English we:

- Encourage cooperation through group work, think pair share, class discussion, collaboration, and learning to work respectfully with others regardless of background or ability.
- Created schemes of learning which explore worldwide challenges, encouraging pupils to see themselves as part of a global family.
- Explore texts from other cultures and social backgrounds to consider the writers/ protagonists experiences.
- Explore and analyse diversity and adversity through several texts studied.
- Encourage pupils to complete a creative writing task (poems, short stories, letters) etc. for local charities and to promote awareness to others regarding certain key dates of the year e.g. remembrance/ world book day; nurturing a sense of shared purpose and service.
- Identify and challenge inequality regarding social classes, explored in several texts studied (particularly at KS4).
- Embed peer assessment to encourage constructive, respectful communication—promoting peace within the classroom.

Subsidiarity



Decisions are made at the most appropriate level so that all those affected can contribute and have a voice.

In English we:

- Promote sharing ideas and listening to others in speaking and listening tasks/assessments as well as class discussion/ group work.
- Encourage student voice in class discussion and extra curricular activities.
- Include peer feedback and shared evaluation so all learners have a voice in the improvement process.
- Encourage collaboration through retrieval practice/ revision work which require pupils to share roles and responsibilities.
- Encourage pupils to justify their choices, evaluate their work, and reflect on ethical implications—empowering them as thoughtful decision-makers.
- Focus on respectful dialogue and negotiation through class discussions offering safe spaces for pupils to express ideas and disagree respectfully, learning how to build consensus.
- Explore how issues of equality, prejudice, discrimination, social cohesion and stereotyping are addressed and portrayed in Literature, Drama and Poetry.