



The Cornwall Independent School



British Values and SMSC in English

British Values

At The Cornwall Independent School, fostering mutual respect, understanding and a strong sense of community is central to school life. We recognise that modern Britain is made up of people from a wide range of backgrounds, cultures, beliefs and experiences, and we prepare our pupils to live and contribute positively within this diverse society. British Values support the development of respectful, responsible and tolerant citizens who appreciate the rights, freedoms and viewpoints of others. The Cornwall Independent School is committed to providing a safe and inclusive environment where all pupils feel valued and protected from intimidation, extremism, radicalisation, or any influence that seeks to undermine their wellbeing, personal development or the values of a democratic society.

British Values are embedded throughout the English curriculum, where students explore a wide range of texts, characters and viewpoints that develop their understanding of democracy, individual liberty, the rule of law, and mutual respect and tolerance. Through reading, discussion and creative writing, pupils learn to express their opinions confidently, listen to the views of others and engage respectfully with different perspectives. English lessons encourage critical thinking, empathy and an appreciation of diverse voices, helping students become thoughtful, responsible and active members of society.

Democracy	Democracy - People have a say in leadership and how they are governed. We look at different characters, through literature, and explore how they may prevent others from having choice or being able to voice their viewpoint. Year 7: WW1 & WW2 Remembrance reflections - Social history. Year 9: Protest Poetry. Year 10: 'An Inspector Calls' and 'A Christmas Carol' – recognise social injustice and the lack of equal rights.
The Rule of Law	Rule of law - That rules are made fairly and apply equally. Some plots explore criminal behaviour, and ethical frameworks from different eras. Dominant ideologies are discussed and themes of justice, community, duty and debates around 'right and wrong' are carried out. Year 7: Dahl extracts. Year 8: 'Ruby in The Smoke' - Victorian England, Social History & Industrialisation, Drug trade, criminal underworld. Year 9: Medical ethics linked to 'Frankenstein'. Year 10: 'An Inspector Calls' – crime and consequences. Year 11: 'Romeo and Juliet' – crime and punishment.

Individual Liberty	Individual liberty - Everyone has equal rights. Most texts present characters that are struggling for individual liberty or equal rights. Especially the GCSE texts explore the themes of subjection and abuse of power. Year 7: WW1 & WW2 Remembrance reflections. Social history. Shakespeare Elizabethan England - the role of women. Year 8: Ruby in The Smoke - Child exploitation. Year 10: 'An Inspector Calls' - Historical setting, social class, political change, position of women, exploitation of workers.
Mutual Respect and Tolerance of those with different faiths and beliefs	Mutual respect and tolerance - different beliefs and cultures are respected and valued. Poetry especially allows for exploration of different cultures and faith beliefs. Political values influence some writers and can be identified through non-fiction and the GCSE texts especially. Year 7: Formal discussions based on 'Private Peaceful' themes of disability, death, sacrifice and moral views.

Spiritual, Moral, Social and Cultural (SMSC) Education

At The Cornwall Independent School, Spiritual, Moral, Social and Cultural (SMSC) education is at the heart of our values and ethos. We believe in nurturing the whole child and encouraging every pupil to develop respect for themselves, others and the world around them. Through our commitment to kindness, empathy, integrity and responsibility, we foster a supportive and inclusive community where everyone feels valued and empowered to thrive.

We encourage pupils to embrace diversity, demonstrate tolerance, build resilience and reflect on their experiences and actions. By promoting these qualities, we help our young people become confident, compassionate and active citizens who are well prepared for life in modern Britain and able to make positive progress in every aspect of their learning and personal development.

English makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural (SMSC) development through the study of a wide range of texts, authors and literary genres. Texts present different viewpoints, experiences and perspectives, giving students opportunities to explore diverse world views and consider complex moral and social issues. Through discussing storylines, characters, themes and settings, pupils learn to reflect on their own beliefs and values while developing empathy and understanding for others. English encourages students to formulate and justify their opinions, listen respectfully to differing viewpoints, and appreciate the diversity of cultures, traditions and experiences that shape our world. Through this process, pupils develop respect, tolerance and an appreciation of both common humanity and individual difference.

Spiritual	Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	English encourages students to reflect on their own beliefs, values and experiences through the study of a wide range of texts. By exploring different world views, cultures and perspectives presented by authors, pupils consider questions about identity, purpose, relationships and the human experience. Literature allows students to empathise with characters facing challenges and to reflect on their own responses to the world around them. Year 7: 'Private Peaceful' and War poetry. 'Tyger Tyger' poem. The Globe and Puritans. Year 9: War and Protest Poetry. Year 10: A Christmas Carol: Plot characters, themes, symbols links with Christianity. Year 11: Romeo and Juliet, religious language. Anthology of poetry explores faith issues.
Moral	Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	Through the study of characters, conflicts and themes, students explore moral and ethical issues such as justice, responsibility, prejudice, equality and honesty. English provides opportunities to discuss difficult decisions and their consequences, helping pupils develop their own sense of right and wrong while respecting that others may hold different views. Year 7: Conscientious objectors. Year 8 Non Fiction: Lord Nelson, Dickens London, Blake's London. Research on jobs available to women in the 1870s. Year 9: Famous speeches: David Attenborough. Martin Luther King. Malala Yousafzai. Argue and persuade speech on Genetic Engineering (designer babies). Year 11: 'An Inspector Calls' political and moral choices.

Social	Students' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.	English promotes communication, collaboration and respectful discussion. Students learn to express their opinions clearly, support their ideas with evidence and listen thoughtfully to the perspectives of others. Through debate, group work and shared reading experiences, pupils develop confidence, empathy and an understanding of the importance of respectful relationships within a community. Social and racial justice is covered in all years through poetry and at GCSE through set texts. Pupils develop social skills in listening to and respecting others. Through paired and group work they learn collaborative skills. There is opportunity to discuss ideas, work as a team and present in a social setting. They recognise the value of being part of community and are taught the importance of other's needs. They have a voice to express thoughts and can feed ideas into the school council.
Cultural	Students' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.	English introduces students to texts from different cultures, historical periods and traditions, helping them appreciate the diversity of human experience. Through exploring a range of authors, settings and viewpoints, pupils gain an understanding of how literature reflects and shapes society. This fosters respect, tolerance and an appreciation of both cultural differences and the values that unite people across communities and generations. Year 8: Cornish mining industry. Literature through the ages. Extracts from: Beowulf. Book of Kells. Manuscripts (recipes). Canterbury Tales. Pilgrim's Progress. Poetry from different cultures. All year groups study Shakespeare in the Summer Term, which highlights a range of British cultural and historical themes.

In English, students engage with a wide range of texts that explore human experiences, cultural traditions, social change, inclusion and injustice. Through literature, pupils encounter diverse viewpoints and perspectives, developing respect for individual differences and a deeper understanding of the values, beliefs and experiences that shape society.

Texts provide opportunities to explore moral, ethical, social and religious issues within their historical and cultural contexts, encouraging students to reflect on how attitudes and values have evolved over time. By examining themes such as equality, prejudice, justice and identity, pupils develop empathy and gain insight into the challenges faced by individuals and communities.

Through discussion, debate and analytical writing, students learn to express and justify their own views while listening respectfully to the opinions of others. They are encouraged to consider multiple perspectives before reaching informed conclusions, promoting the British Values of mutual respect, tolerance and individual liberty.

English makes a significant contribution to students' SMSC development by fostering reflection, critical thinking and cultural awareness. Links with SEMH, Religious Studies and wider social issues help pupils become thoughtful, respectful and responsible individuals who are prepared to participate positively in modern British society.