**Stony Dean Spiritual, Moral, Social and Cultural Audit 2016-17**

|  |  |
| --- | --- |
|  | **Opportunities in our school/curriculum area** |
| **GUIDANCE** | **NOW/EVIDENCE** | **PLANNED** |
| **SPIRITUAL**-Pupils’ spiritual development is shown by their: |
| Beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people’s feelings & values | Through power points, role play and class discussionIn planning:- About Me topicsRelationships topicsEnvironment topicsCitizenship topicsTaking responsibility topicsRights & Responsibilities modules | Possible visit to local religious buildings in conjunction with RE |
| Sense of enjoyment andfascination in learning aboutthemselves, others and the worldaround them, including the intangible | Discussion opportunitiesGroup/Peer workRole playTrips(see planning) | Use suggestions from student questionnaire to update curriculum |
| use of imagination and creativityin their learning | Role playVisual learning(see planning) | More ICT to support learning – use of smart board technology. Training need identified |
| willingness to reflect on theirexperiences. | Discussion tasksBTEC reflection sheetsStudent questionnairePupil targets | More emphasise placed on discussion of pupil targets. Possible termly? |
| **MORAL**- Pupils’ moral development is shown by their: |
| ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives | Rights and Responsibilities BTEC moduleAbout Me topicsRelationships topicsHeath topicsTaking responsibility topicPEBLES discussion | Court trips locally |
| understanding of the consequences of their actions | Behaviour management proceduresDevelopment of a class code of conductClass discussionRestorative justiceTaking responsibility topicHealth topicsSex and Relationships topicsPEBLES discussion | Use the police more to discuss consequences- visit police station or court |
| interest in investigating, and offeringreasoned views about, moral and ethical issues | Class discussionEnvironment topicsRelationship topicsSex and Relationships topicsRights and Responsibilities topicsDebating current issues yr10 | A whole school focus on homophobia has been successful. We will continue to get feedback from pupils on this & similar issues |
| **SOCIAL**- Pupils’ social development is shown by their: |
| use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds | Class contractsClass discussionRole playGroup and Pair workStudent targetsBTEC units: Managing Social Relationships, Individual Rights and ResponsibilitiesRelationship topics | BTEC units- Personal and Social Relationships, Working as Part of a Group, Preparation for Work and turn taking |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Class contractsClass group activities (see planning)Class discussionStudent targetsRelationship topicsAbout Me topics | Organise more trips such as visiting the police station, connexions office/Way In Centre, hazard alley |
| interest in, and understanding of,the way communities and societiesfunction at a variety of levels. | Class contractsCitizenship topicsRelationships topicsProblems in Daily Living unit BTEC | Guest speaker to come in to talk to pupils |
| **CULTURAL**- Pupils’ cultural development is shown by their: |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | Relationship topicsCitizenship topicsEnvironment topicsRights and Responsibilities topics |  |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and culturalopportunities | Group work |  |
| interest in exploring, understanding of, and respect for cultural diversity and the extent to which theyunderstand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economicgroups in the local, national and global communities. | Relationship topicsCitizenship topicsEnvironment topicsRights and Responsibilities topics | Make homophobia a higher profile topic in lessons as the student questionnaire highlights this as an area for improvement (some plans already updated) |