**ICT Spiritual, Moral, Social and Cultural Audit**

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|  | **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 | * During the deliverance of ICT we look at how they can be influenced by faith. Different possible career paths * During the deliverance of ICT we look at different businesses and how they use their faith. |  |
| sense of enjoyment and  fascination in learning about  themselves, others and the world  around them, including the intangible | * A varied ICT/computing curriculum that pupils enjoy and show enthusiasm for. * When ICT is delivered to pupils all scenarios are all based around a business scenario, allowing pupils to approach tasks from different angles. | * New ICT/Computing schemes of work to broaden the knowledge of the subject. (This has been actioned) |
| use of imagination and creativity  in their learning | * Throughout their time at Stony Dean School, pupils are asked to use their imagination and creativity when completing work. | * New computing curriculum will allow pupils to use their creativity and imagination. (This has been actioned) |
| willingness to reflect on their  Experiences. | * Students are encouraged to complete student evaluations in Year 10/11/12/13 * Pupils in KS3 complete self-evaluation tasks when completing projects. | * Development of student self-assessment throughout ICT department. (This has been actioned) |
| **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 | * Students have the school rules displayed in the room to enforce learning. * Students are aware of these rules and their behaviour and actions are linked to these rules. | * Mapping of problems and issues to improve lessons. Identification of any trending behaviour. (Actioned) |
| understanding of the consequences of their actions | * Using career case studies to reflect immediate choices on future career options. * Use of interview skills and their opportunities for success or failure depending upon their actions * Sanctions/reflective practices for pupils who choose the wrong choice. | * They will be able to identify a range of occupations that require different qualifications.   They will use this information to plan a successful career path through school, identifying the areas that require extra work/support. |
| interest in investigating, and offering  reasoned views about, moral and ethical issues | * Celebrating different ‘special’ days in class. Offering an opportunity for the school to take part in ‘E-Safety, day. * E-Safety parents presentation * Pupils discuss the implication of moral, social, ethical and legal issues when completing the Cambridge Nationals and ECDL course. |  |
| **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 | * Social skills in in a work related context embedded in all SOW across year group, this range from potential customers to writing a CV. |  |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | * By having a set series of events in classes it give students a sense of purpose and focus. Positive values are reinforced through this process. Participation in joint enterprise helps promote SD values |  |
| interest in, and understanding of,  the way communities and societies  function at a variety of levels. | * Student’s activities are often group based and encourage students to display team work skills. |  |
| **CULTURAL**- Pupils’ cultural development is shown by their: | | |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | * Use of the Rugby World cup and Invictus Games * GAMES PROJECT * Flanders’s field poem * Pupils learning about E-Safety. * Projects on Alan Turin |  |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural  opportunities | * Some ICT activities enable students to be able to produce goods of their own inspiration. * ICT use discussed across different subject areas. |  |
| interest in exploring, understanding of, and respect for cultural diversity and the extent to which they  understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic  groups in the local, national and global communities. | * Some ICT activities enable students to be able to produce goods of their own inspiration. |  |