**Stony Dean 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 | * Research Questionnaires/ surveys which explore people’s opinions/ views and impact on their lives when designing. * Structures project in year 8 incorporates religious buildings - Discussion on values which transpire through design e.g. church spires - tall/power. | * Develop new project that will encourage this |
| sense of enjoyment and  fascination in learning about  themselves, others and the world  around them, including the intangible | * Generating ideas and sharing with group/class * Peer assessment |  |
| use of imagination and creativity  in their learning | * Testing their ideas through building models and producing a final product for each project topic | * Use of ICT to create design ideas. * Using CAD/CAM Laser cutter machine * ‘Pass the Design’ generation of ideas tool * Introduce more opportunity for presentation of ideas and skills. |
| willingness to reflect on their  experiences. | * End of topic review – what they liked/disliked/changes they want to see/ new skills they want to learn * Target setting |  |
| **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 | * School code of conduct * PEBLS reward system * Code of conduct for lessons | * They will be able to identify a range of occupations that require different qualifications. |
| understanding of the consequences of their actions | * Code of conduct for lessons |  |
| interest in investigating, and offering  reasoned views about, moral and ethical issues | * Encourage students to give views on topics * Sustainability – 3 R’s | * Link more themes of the week to lessons, maybe as a starter or plenary * Celebrating different ‘special’ days in class. Offering an opportunity for the school to take part in ‘Science & Engineering week’. |
| **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 | * Designing products for a particular target audience and need |  |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | * Teamwork * Focused Practical Tasks |  |
| interest in, and understanding of,  the way communities and societies  function at a variety of levels. | * The use of different technologies to make products; Laser cutter, hand tools |  |
| **CULTURAL**- Pupils’ cultural development is shown by their: | | |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | * Exploring foods from around the world, culture and religious influences, impact and awareness |  |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural  opportunities | * Open ended projects allow students to discover themselves through encouraging creative and innovative solutions to design and make problems. | * A task for the next Science & Engineering day. Department collaboration |
| 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. | * Make links to various religious celebrations in the calendar year e.g Easter, Christmas * Incorporating use of ICT to explore and research topics of inspiration | * Cultural diversity through the Olympics * Fair Trade in products and food sources |