**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** | Literary content of the subject creates numerous themes related to culture and values.  Topics covered range from the Holocaust, racism, the class system, war, religion and homelessness. These are studied both as contextual information and from the very personal narratives explored by authors and poets.  In performing arts students frequently recognise and interpret the emotions and perspectives of others in creating sequences and activities that develop interaction/teamwork. | Identify on MTP |
| **sense of enjoyment and**  **fascination in learning about**  **themselves, others and the world**  **around them, including the intangible** | Students adopt the role of a character through drama and writing activities such as letters between characters in a text they have studied, a personal record of an event or through adding extra scenes/prose in response to a story’s events.  Students are encouraged to read and write poetry to develop a deeper understanding of language as well as play with words. | The department are creating more opportunities for students to share personal experiences from their own lives through autobiographical work. Identify on MTP  A student panel is in the process of being set up to engage students as active participants in selecting the types of texts the school might purchase for teaching in lessons. |
| **Use of imagination and creativity**  **in their learning** | Students are continuously offered a range of fictional activities related to English (as outlined above) and devise, practise and perform regularly in performing arts. | Closer links are being developed between the performing arts curriculum and the English curriculum so that a thematic link can better support students’ understanding of the characters, stories and situations in which they are invested.  Extended opportunities for creative writing are planned with new units that include science-fiction and new media. |
| **willingness to reflect on their**  **experiences.** | Students engage in responding to teacher feedback in regard to work done for assessment and in developing skills.  They are encouraged to review texts they have studied and discuss the impact of what they have learnt. | Student responses to be gathered at the end of each term to help establish personal reflection and long term goals for pupils. This could be done either through video diaries/interviews or through a form of some kind. |
| **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** | Subject content typically covers the choices and decisions made by characters in various situations and explores the reasons and prejudices of certain types of people. The motivations behind the actions of fictional people is frequently judged by pupils and discussed in relation to their own lives. | Increased links between performing arts and the areas of study in English will provide further opportunities to explore difficult moral decisions.  Identify on MTP |
| **understanding of the consequences of their actions** | As above – students constantly discuss what happens as a result of actions and the impact on the other characters and plot. | As above |
| **interest in investigating, and offering**  **reasoned views about, moral and ethical issues** | Part of understanding the texts and characters studied leads, naturally, to wider views on various subjects for example, Frankenstein – asking questions about boundaries in regards to scientific study or the pursuit of science. Equally, students are asked to support their views and opinions with evidence, they are taught to recognise fact and opinion and they are asked to respond to dilemmas. | We hope to create more opportunities for structured Speaking tasks on the curriculum map or as part of our wider school activities (clubs).  Identify on MTP |
| **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** | Peer assessment/paired activities – swapping work, giving each other feedback, discussions and drama for all key stages | Greater sharing with pupils of mark schemes/assessed descriptors or task checklists will allow students to feedback appropriately and supportively to their class colleagues.  Identify on MTP |
| **willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively** | Students read aloud to staff and class, students are given briefs for tasks to be completed as groups and therefore must negotiate differences of opinion and find resolutions to problems.  Explicit targets are given to pupils for whom social interaction is a particular difficulty so that they are supported in learning to work with and appreciate others. | Identify on MTP |
| **interest in, and understanding of,**  **the way communities and societies function at a variety of levels.** | Various settings and subject content allow for this to be explored (Animal farm, An Inspector Calls, Boy in the Striped Pyjamas, Stone Cold: historical settings – dictatorship/ monarchies/ democracies/ government/colonialism) | Identify on MTP  Expanding the modern texts on the curriculum to include more up to date texts that hold greater relevance for the students. |
| **CULTURAL- Pupils’ cultural development is shown by their:** | | |
| **understanding and appreciation of the wide range of cultural influences that have shaped their own heritage** | Authorial intention and historical contexts including the scientific, political and technological spheres are all encountered through the subject content. Students are then encouraged to look at their own perceptions in relation to how they view certain topics and the impact things have on their understanding. | Identify on MTP |
| **willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural**  **opportunities** | Students respond to the texts studied through written and dramatic forms as we as looking for evidence of in the text for the cultural influences or background. | Develop a range of responses for pupils for whom written response is not accessible. Use of PORIC to help pupils engage with abstract ideas or contexts.  Explore cross-curricula links to art at KS3. |
| **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.** | As indicated in previous sections. | Generate further opportunities to engage with more modern issues: social media and media presentations. |