**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 | People and Protest – year 10/11 – non-violet protest rooted in Jesus’s teachings  Persecution of Peoples – yr 10/11 – need to respect the beliefs of others, reasons to understand/learn about persecution, need for tolerance |  |
| sense of enjoyment and  fascination in learning about  themselves, others and the world  around them, including the intangible | All SoW help people to learn about the world around them, be it past or present – see curriculum overview. |  |
| Use of imagination and creativity  in their learning | Use of imagination – placing yourself in the shoes of others e.g. year 9 WWI Why did people decide to fight? What was it like to fight in the trenches? |  |
| willingness to reflect on their  experiences. | Pupils reflect on their learning at the end of a unit to identify strengths and areas for improvement |  |
| **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 | Year 9 Unit on Crime and Punishment – changing nature of crime  Year 10 and 11 Persecution of People – issue of tolerance for others, similarities/differences between persecution and bullying |  |
| understanding of the consequences of their actions | Year 10 and 11 Persecution of People – issue of tolerance for others, similarities/differences between persecution and bullying |  |
| interest in investigating, and offering  reasoned views about, moral and ethical issues | People and Protest – year 10/11 – views on choosing violent or non-violent protest  Persecution of Peoples – yr 10/11 – need to respect the beliefs of others, reasons to understand/learn about persecution, need for tolerance |  |
| **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 | Group work regularly used where groups work together to access texts and teach each other information related to their studies. |  |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Group work regularly used where groups work together to access texts and teach each other information related to their studies. |  |
| interest in, and understanding of,  the way communities and societies  function at a variety of levels. | All schemes of work do this – see curriculum overview. |  |
| **CULTURAL**- Pupils’ cultural development is shown by their: | | |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | Studies on India (7), medieval society (7), the industrial revolution (8), the Atlantic slave trade and people moving to Britain due to the empire and war e.g. Muslim and Jewish populations (9) |  |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural  opportunities | Studies on the inventions of industrial revolution in year 8, technology liked to renewable energies in key stage 4 |  |
| 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. | 7 How is India different / similar to the UK?  8 What makes people leave their homes and live somewhere else? (Atlantic slave trade, empire and war leads to immigration into the UK of Afro-Caribbean, Asian and Jewish populations)  KS4  People and Protest – deals with issues of racism  Persecution of Peoples– need to respect the beliefs of others, reasons to understand/learn about persecution, need for tolerance, issue of racism |  |