**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** | Classroom expectations, high expectations of behaviour and responsibility for learning.  MSfL – Maths Skills for Life incorporating money and time. | To develop projects based around MSfL. |
| **sense of enjoyment and**  **fascination in learning about**  **themselves, others and the world**  **around them, including the intangible** | History of mathematics  If the World Were a Village  Projects  Games  Group Work | Develop trips and visitors to speak about every day aspects of maths. |
| **Use of imagination and creativity**  **in their learning** | See plans – models, presentations, projects, Maths at the Movies, Pi Day and Albert Einstein’s Birthday | On-going.  Develop STEM day/activities with other departments.  Trips - Mint |
| **willingness to reflect on their**  **experiences.** | Learners contribute to decisions about the curriculum such as frequency of additional learning.  Personal and group targets.  Self, peer and group assessment.  Review of why mistakes were made and how to move forward. | Extend a learner questionnaire to review at the end of each academic year for all pupils. |
| **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 behaviour policy, code of conduct, PEBLEs.  Agreed expectations within the class.  Verbal feedback. | On-going – develop more group work activities where roles within groups are explored.  On-going – reflecting on errors made using a written format. |
| **understanding of the consequences of their actions** | As above | As above |
| **interest in investigating, and offering**  **reasoned views about, moral and ethical issues** | See MSfL plans the aspect of money. | Develop lessons based around such issues using everyday mathematical concepts in particular money. |
| **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 and discussions for all key stages  Paired and group work. | Develop Theme Days in particular linking the STEM subjects. |
| **willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively** | As above | As above  Develop peer coaching with some groups. |
| **interest in, and understanding of,**  **the way communities and societies function at a variety of levels.** | History of maths.  MSfL – in particular the work undertaken on money. | On-going.  Develop STEM day/activities with other departments.  Trips – Tesco for Year 8 (money) and Year 9 train trip (time). |
| **CULTURAL- Pupils’ cultural development is shown by their:** | | |
| **understanding and appreciation of the wide range of cultural influences that have shaped their own heritage** | History of Maths  Famous mathematicians  MSfL | Develop projects such as maths and art from different cultures. |
| **willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural**  **opportunities** | MSfL  Everyday maths – underpins all lessons.  Working mathematically – logically and systematically.  Discussions  Paired and group work. | Develop cross curricular projects. |
| **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.** | Please refer to other sections.  GOAL | Please refer to other sections  Assemblies. |