**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 mathematicsIf the World Were a VillageProjectsGamesGroup 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 aboveDevelop 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 MathsFamous mathematiciansMSfL  | 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** | MSfLEveryday maths – underpins all lessons.Working mathematically – logically and systematically.DiscussionsPaired 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 sectionsAssemblies. |