**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 | Rules of games, working as a team, understanding ethos of sportsmanship.  Pupil conduct, high expectations of students and behaviour management. | More links to RRSA and PSHCEE |
| sense of enjoyment and  fascination in learning about  themselves, others and the world  around them, including the intangible | Working as a team  Individual challenge  Small group work | Differentiate plans,  organisation of trips |
| use of imagination and creativity  in their learning | Tactics in a game  Problem solving | Plans for Sport Education |
| willingness to reflect on their  experiences. | Targets  Discussion of observations and opinions  Group/peer assessment  Exam techniques and revision  Working scientifically topics | On going- more practice with peer/group feedback. More emphasis on targets and feedback during tasks and at the end of tasks. |
| **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 | SD behaviour policy, code of conduct, pebles  Rules of games and health and safety. Verbal feedback and parent evenings | On going |
| understanding of the consequences of their actions | SD behaviour policy, code of conduct, pebles  Cross-curricular links  Verbal feedback | On going |
| interest in investigating, and offering  reasoned views about, moral and ethical issues | (See plans)  Discussion of rights and equality in sport.  Rules of sports. | Cross curricular link to RE/PSHCE |
| **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 | Pair work  Group work  (See plans and activities)  School Trips | On going |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Pair work  Group work  (See plans and activities)  School trips | Use of science work for a themed assembly |
| interest in, and understanding of,  the way communities and societies  function at a variety of levels. | Trips | More trips  Use of media  Cross-curricular links |
| **CULTURAL**- Pupils’ cultural development is shown by their: | | |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | Discussion of rights and equality in sports.  Cross-curricular (see plans) | History of sport  School trips |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural  opportunities | Pair work  Group work  Cross-curricular | Range of different sports covered |
| 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. | Rules and origins or sports. | Assembly links |