**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 andfascination in learning aboutthemselves, others and the worldaround them, including the intangible | Working as a teamIndividual challengeSmall group work | Differentiate plans,organisation of trips  |
| use of imagination and creativityin their learning | Tactics in a gameProblem solving | Plans for Sport Education |
| willingness to reflect on theirexperiences. | TargetsDiscussion of observations and opinionsGroup/peer assessmentExam techniques and revisionWorking 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, peblesRules 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, peblesCross-curricular linksVerbal feedback | On going |
| interest in investigating, and offeringreasoned 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 workGroup 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 workGroup work(See plans and activities)School trips | Use of science work for a themed assembly |
| interest in, and understanding of,the way communities and societiesfunction at a variety of levels. | Trips | More tripsUse of mediaCross-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 sportSchool trips |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and culturalopportunities | Pair workGroup workCross-curricular | Range of different sports covered  |
| interest in exploring, understanding of, and respect for cultural diversity and the extent to which theyunderstand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economicgroups in the local, national and global communities. | Rules and origins or sports. | Assembly links |