**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 | Incorporated in topic of evolution as well as linked to topical issues such as fertility treatment.Classroom conduct, high expectations of students and behaviour management.Through power points, role play and class discussion | Use of media within topics. More links to RRSA and PSHCEE/RE |
| sense of enjoyment andfascination in learning aboutthemselves, others and the worldaround them, including the intangible | Theme daysDiscussionsProjectsRole playPresentationsGroup work(See plans)Soapbox challenge | Differentiate plans, organisation of trips within topicsMore theme daysScience and engineering days |
| use of imagination and creativityin their learning | See plans – models, presentations, projects, role playCross-curricula topicsSoap box challenge | On going – more link to cross curricular activities, updating curriculum and use of cameras and video cameras. Theme days |
| willingness to reflect on theirexperiences. | Theme daysFeedback formTargetsDiscussion of observations and opinionsGroup/peer assessmentExam techniques and revisionHSW – links to real-life (see plans)Working scientifically topics | On going- more practice with peer/group assessment and exam style techniques (ISA). 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, peblesDebates within planning – big bang, genetic engineering, evolution, drug trials etcVerbal feedback and parent evenings | On going |
| understanding of the consequences of their actions | SD behaviour policy, code of conduct, peblesCross-curricular linksVerbal feedbackMonitoring cards | On going |
| interest in investigating, and offeringreasoned views about, moral and ethical issues | (See plans)Discussion of rights and equality linked with inheritance, unbiased research on different scientists, research on cultural beliefs on food and evolution.Theme dayGOAL | 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 | Theme daysRole playDiscussionsDebatesPair workGroup work(See plans and activities) | 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 | Theme daysRole playDiscussionsDebatesPair workGroup work(See plans and activities)Science club | 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 linked with inheritance, unbiased research on different scientists, research on cultural beliefs on food and evolution.Cross-curricular (see plans)GOAL | Cross curricular day/theme with RE link characteristics with ‘black history’. Discussion with AMd and SBo |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and culturalopportunities | Theme dayRole playDiscussionsDebatesPair workGroup work(See plans and activities)Cross-curricular | Projects continue to be updated so they are more cross-curricular |
| 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. | Functional skills, Working scientifically projects such as recycling and reducing pollution and electricity costs. Alternative fuels.Cross-curricular links when discussing sound, evolution, use of modelling, scientific research and discoveriesGOAL | Assembly links |