**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 | Through power points, role play and class discussion  In planning:-  About Me topics  Relationships topics  Environment topics  Citizenship topics  Taking responsibility topics  Rights & Responsibilities modules | Possible visit to local religious buildings in conjunction with RE |
| Sense of enjoyment and  fascination in learning about  themselves, others and the world  around them, including the intangible | Discussion opportunities  Group/Peer work  Role play  Trips  (see planning) | Use suggestions from student questionnaire to update curriculum |
| use of imagination and creativity  in their learning | Role play  Visual learning  (see planning) | More ICT to support learning – use of smart board technology. Training need identified |
| willingness to reflect on their  experiences. | Discussion tasks  BTEC reflection sheets  Student questionnaire  Pupil targets | More emphasise placed on discussion of pupil targets. Possible termly? |
| **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 | Rights and Responsibilities BTEC module  About Me topics  Relationships topics  Heath topics  Taking responsibility topic  PEBLES discussion | Court trips locally |
| understanding of the consequences of their actions | Behaviour management procedures  Development of a class code of conduct  Class discussion  Restorative justice  Taking responsibility topic  Health topics  Sex and Relationships topics  PEBLES discussion | Use the police more to discuss consequences- visit police station or court |
| interest in investigating, and offering  reasoned views about, moral and ethical issues | Class discussion  Environment topics  Relationship topics  Sex and Relationships topics  Rights and Responsibilities topics  Debating current issues yr10 | A whole school focus on homophobia has been successful. We will continue to get feedback from pupils on this & similar issues |
| **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 | Class contracts  Class discussion  Role play  Group and Pair work  Student targets  BTEC units: Managing Social Relationships, Individual Rights and Responsibilities  Relationship topics | BTEC units- Personal and Social Relationships, Working as Part of a Group, Preparation for Work and turn taking |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Class contracts  Class group activities (see planning)  Class discussion  Student targets  Relationship topics  About Me topics | Organise more trips such as visiting the police station, connexions office/Way In Centre, hazard alley |
| interest in, and understanding of,  the way communities and societies  function at a variety of levels. | Class contracts  Citizenship topics  Relationships topics  Problems in Daily Living unit BTEC | Guest speaker to come in to talk to pupils |
| **CULTURAL**- Pupils’ cultural development is shown by their: | | |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | Relationship topics  Citizenship topics  Environment topics  Rights and Responsibilities topics |  |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural  opportunities | Group work |  |
| 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. | Relationship topics  Citizenship topics  Environment topics  Rights and Responsibilities topics | Make homophobia a higher profile topic in lessons as the student questionnaire highlights this as an area for improvement (some plans already updated) |