**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** | Literary content of the subject creates numerous themes related to culture and values.  Topics covered range from the Holocaust, racism, the class system, war, religion and homelessness. These are studied both as contextual information and from the very personal narratives explored by authors and poets (related texts include Stone Cold, Private Peaceful, The Boy in the Striped Pyjamas)  In performing arts students frequently recognise and interpret the emotions and perspectives of others in creating sequences and activities that develop interaction/teamwork. | Identify on MTP |
| **sense of enjoyment and**  **fascination in learning about**  **themselves, others and the world**  **around them, including the intangible** | Students adopt the role of a character through drama and writing activities such as letters between characters in a text they have studied, a personal record of an event or through adding extra scenes/prose in response to a story’s events.  Students are encouraged to read and write poetry to develop a deeper understanding of language as well as play with words.  A research project is taking place, led by the HOD and students to examine topics on the curriculum and how it can be made more relevant or offer choice to students.  Media modules are now a part of the curriculum (e.g. Jaws, Star Wars) to engage and fascinate students. | . Identify on MTP |
| **Use of imagination and creativity**  **in their learning** | Students are continuously offered a range of fictional activities related to English (as outlined above) and devise, practise and perform regularly in performing arts.  Extended opportunities for creative writing using a variety of genre (fantasy, science fiction, mystery, gothic)  Performing arts curriculum supports students’ understanding of the characters, stories and situations in which they are invested. | Identify on MTP |
| **Willingness to reflect on their**  **experiences** | Students engage in responding to teacher feedback in regard to work done for assessment and in developing skills.  They are encouraged to review texts they have studied and discuss the impact of what they have learnt.  Discussion based activities in both English and Performing Arts allow for students to talk about their own experiences (inside and outside the lesson) |  |
| **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** | Subject content typically covers the choices and decisions made by characters in various situations and explores the reasons and prejudices of certain types of people. The motivations behind the actions of fictional people is frequently judged by pupils and discussed in relation to their own lives. | .  Identify on MTP |
| **understanding of the consequences of their actions** | As above – students constantly discuss what happens as a result of actions and the impact on the other characters and plot. | As above |
| **interest in investigating, and offering**  **reasoned views about, moral and ethical issues** | Part of understanding the texts and characters studied leads, naturally, to wider views on various subjects for example, Frankenstein – asking questions about boundaries in regards to scientific study or the pursuit of science. Equally, students are asked to support their views and opinions with evidence, they are taught to recognise fact and opinion and they are asked to respond to dilemmas.  Spoken language units have been given priority focus on the curriculum to support pupil engagement and interaction. | Identify on MTP |
| **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, discussions and drama for all key stages.  KS3 classes regularly take part in social games and presentation activities to promote social skills and interaction. Peer/ self feedback are encouraged.  Mark schemes/assessed descriptors or task checklists allow students to feedback appropriately and supportively to their class colleagues. | Identify on MTP |
| **willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively** | Students read aloud to staff and class, students are given briefs for tasks to be completed as groups and therefore must negotiate differences of opinion and find resolutions to problems.  Explicit targets are given to pupils for whom social interaction is a particular difficulty so that they are supported in learning to work with and appreciate others. | Identify on MTP |
| **interest in, and understanding of,**  **the way communities and societies function at a variety of levels.** | Various settings and subject content allow for this to be explored (An Inspector Calls, The Boy in the Striped Pyjamas, Of Mice and Men, Private Peaceful, Stone Cold: historical settings – dictatorship/ monarchies/ democracies/ government/colonialism)  Expanding the modern texts on the curriculum to include modern themes and issues: The Hunger Games. | Identify on MTP |
| **CULTURAL- Pupils’ cultural development is shown by their:** | | |
| **understanding and appreciation of the wide range of cultural influences that have shaped their own heritage** | Authorial intention and historical contexts including the scientific, political and technological spheres are all encountered through the subject content. Students are then encouraged to look at their own perceptions in relation to how they view certain topics and the impact things have on their understanding. | Identify on MTP |
| **willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural**  **opportunities** | Students respond to the texts studied through written and dramatic forms as we as looking for evidence of in the text for the cultural influences or background.  Curriculum links have been made between Science and Humanities (Crime and Punishment, Space, Life Cycles, World War one and Two) | Develop a range of responses for pupils for whom written response is not accessible. Use of PORIC to help pupils engage with abstract ideas or contexts. |
| **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.** | As indicated in previous sections.  Opportunities to engage with more modern issues: social media and media presentations in curriculum topics (e.g. Jaws, Sar Wars, advertisement modules) |  |