

**Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.**

## **Art**

<b>The spiritual development of pupils is shown by their:</b>	
<b>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</b>	<p>Art and artists often comment on religious, cultural, social and political issues and students are given the chance to explore and reflect on the messages found in their art.</p> <p>Students in art lessons are given opportunities to reflect and discuss their points of view on a range of beliefs that inspire the work of artists studied.</p> <p>Studying Art helps students to develop an aesthetic appreciation of the world around them.</p>
<b>knowledge of, and respect for, different people's faiths, feelings and values</b>	<p>Art can convey different faiths and evoke feelings and values that students could use as an opportunity to reflect on their own perspective. Students could be receptive to new ideas, and this could inform their future role in the outside world.</p>

<p><b>sense of enjoyment and fascination in learning about themselves, others and the world around them</b></p>	<p>Students are offered opportunities to participate in a wide range of trips and visits to broaden their horizons. These range from photographing the urban graffiti scene and contemporary galleries in Brighton to travelling up to London for sightseeing trips visiting the Science Museum.</p>
<p><b>use of imagination and creativity in their learning</b></p>	<p>Art allows students creativity to flourish, and they could go on a personal creative journey and find their voice.</p>
<p><b>willingness to reflect on their experiences</b></p>	<p>Students are given the opportunity in art to process any past traumas or issues through their personal project within a safe place.</p>
<p><b>The moral development of pupils is shown by their:</b></p>	
<p><b>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</b></p>	<p>Students when looking at graffiti can explore through discussion the moral dilemma and difference between street art and vandalism due to tagging.</p> <p>Many of our pupils struggle with boundaries and the art room is sometimes seen by some students as a safe place where they can discuss and reflect on difficult conversations or issues that have occurred.</p>

<p><b>understanding of the consequences of their behaviour and actions</b></p>	<p>The school praise and consequence system used across the APC schools and in art allows students the opportunity for students to select the right behaviours and take control of the outcome.</p> <p>Art allows pupils to develop their personal resilience and self-efficacy – not giving up, learning new skills, having belief in their voice as an artist.</p>
<p><b>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</b></p>	<p>Art can convey moral and ethical issues and students could explore these views and use this opportunity to reflect on their own perspective. Students could be receptive to innovative ideas, and this could inform their future role in the outside world.</p>
<p><b>The social development of pupils is shown by their:</b></p>	
<p><b>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</b></p>	<p>The opportunity for our students to show inclusivity and team work can be seen in the Goodwoof Enterprise project as students design, make and present their creations to the CEO, as a team. Students on art or career trips can develop tolerance and enhance their social skills when interacting with the public.</p>
<p><b>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</b></p>	<p>The Goodwoof Enterprise project which is run across all APC schools and heavily supported by art, offers students the opportunity to work as a team for the good of the school</p>

	community. Students can gain the opportunity of volunteering to work on the stall at the event.
<b>acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</b>	Art and crafts can convey different faiths and beliefs and students could explore these views and use this opportunity to reflect on their own perspective. Students could be receptive to new ideas, and this could inform their future role in the outside world.
<b>The cultural development of pupils is shown by their:</b>	
<b>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</b>	Art and crafts at APC give students the opportunity to access relevant, contemporary, historical, and cultural artists who have influenced art history and the world around them. Students could be receptive to new ideas, and this could inform their future role in the outside world.
<b>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</b>	In Art, artefacts and artwork from other cultures are studied and used to develop projects.
<b>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</b>	Art and crafts at APC give students the opportunity to access cultural, religious, and ethnic artists who have influenced art history

	and the world around them. Students could be receptive to new ideas, and this could inform their future role in the outside world.
<b>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</b>	NA
<b>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</b>	Students have the opportunity to engage in a trips to Art galleries and Cross curricular museums trips to the Science Museum.
<b>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</b>	Many of our students are from deprived backgrounds which can mean they have experienced intolerance, bullying and social isolation. Within the safety of the walls of the art room they can reflect, explore and process their issues in a creative way. Students are given the opportunity to take a personalised journey which could allow them to wok through their mental health issues and develop their self-esteem and confidence. During this process of discussions and reflection longstanding beliefs held by students could be challenged and a more positive outlook and respectful attitude towards cultural diversity could ensue.