

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

English

The spiritual development of pupils is shown by their:	
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p>	<p>The literature chosen in English demands pupils reflect on their own beliefs through analysis and response. Macbeth and Sandman are part of the curriculum as these texts deal with a range of themes, spiritual, emotional and moral. Pupils are posed questions through the actions of the protagonists and discussions are encouraged for pupils to struggle with the issues raised. There is adaptability in the curriculum to use national/international days of recognition – Holocaust Day (Maus), Black History (Maya Angelou) etc.</p>
<p>knowledge of, and respect for, different people’s faiths, feelings and values</p>	<p>The use of a diverse range of cultural texts provides opportunities to interact with different perspectives. Autobiographies have been used to help pupils access real world differences – these have ranged from Malcolm X to notorious criminals.</p> <p>Social Media plays a large role in the everyday lives of all students and the English Department wants to help pupils challenge the rhetoric they encounter every day. Renowned misogynists have</p>

	<p>been discussed, red pill / blue pill, feminism, trans rights have been used to engendered personal thought about the topics.</p>
<p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>We utilise self-analysis questionnaires regularly to help pupils look at themselves objectively and subjectively.</p> <p>Accessing different texts and narratives gives all pupils the opportunity to discover the world and lived experiences of others – many who are vastly different to themselves.</p>
<p>use of imagination and creativity in their learning</p>	<p>Creative writing is one of the fundamental skills practised in English. Pupils are encouraged to be bold and ambitious in their creative writing. There are no boundaries to what can be created. We look at texts to show genre tropes and then we challenge the pupils to try and put a personal twist on these. The titles used are abstract and ambiguous to ensure pupils cannot merely regurgitate previous narrative arcs.</p>
<p>willingness to reflect on their experiences</p>	<p>There are multiple opportunities for young people to reflect on their learning experiences – teachers should support learners in their reflections of current and past learning – this quality first teaching (QFT) With the APC approaches of unconditional positive regard, restorative justice, reparations and ‘fresh start’ approach – all</p>

	<p>young people are encouraged and supported in building their capacity for reflections on experiences (both positive and negative)</p> <p>Tri weekly Let's Talk sheets and Learning Checkpoints are used by pupils to give reflection a time and space that is so important.</p>
<p>The moral development of pupils is shown by their:</p>	
<p>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</p>	<p>Many of our pupils might struggled with adhering to social norms and societal boundaries. Every pupil at APC will have struggled at some time in accepting boundaries. Through consistency, simplicity and clearly defined expectations our young people are encouraged to develop their appreciation of right and wrong. These areas of development for our young people is delivered both implicitly and explicitly, through the PD curriculum, wider topic studies in other subjects and our informal 'side by side' mentoring approach in daily interactions. Staff present themselves with a clear moral compass to model legal and civil boundaries.</p> <p>Many of our young people with SEND, might, due to their profile (i.e. ASC), struggle with the acceptance of boundaries and expectations of a neural-typical society. APC staff are skilled in understanding the barriers these learners might hold to conforming to societal norms. Using high quality and sensitive dialogue – all young people can be given the chance to reflect on their views of</p>

	<p>what constitutes acceptable behaviour – understanding that this is societal construct.</p> <p>Some texts about real life crimes have been used. These are generally current News items. The Sarah Everard case was discussed and several cases about youth violence and knife crime have been looked at.</p>
<p>understanding of the consequences of their behaviour and actions</p>	<p>The APC behaviour approach is entirely based on the development of and increased capacity of our young people to accept and understand the consequences of all actions – be they negative and positive.</p> <p>Positive outcomes that range from points in lessons, attendance rewards, positive phone calls homes to daily small-scale sincere verbal praise – all re-affirm the understanding that positive action result in positive experience. This is countered by the use of verbal reminders, verbal cautions, negative behaviour points, discussions with parents, behaviour focussed meetings to more formal consequences.</p>
<p>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.</p>	<p>Tutor group times and assemblies allow young people to share their opinion in a non-judgemental/reflective setting. This opportunity is when all young people are given the chance to share</p>

	<p>their ideas and opinions as both individuals and as a collective student body.</p> <p>As previously mentioned, English offers many opportunities to discuss and discover ethical issues. Authors present different viewpoints and will sometimes be in opposition to the pupil's own.</p>
<p>The social development of pupils is shown by their:</p>	
<p>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</p>	<p>All staff are constantly involved in supporting our young people in their social skill development. The environment of school presents a wide range of differing young people from various backgrounds, ethnicities and religious backgrounds. The 'small' environment of the school intensifies the young peoples' opportunities to develop tolerance and social flexibility. These 'opportunities' occur in all settings; trips off-site, school community, lesson times and social breaks.</p> <p>Speaking and Listening presentations are used to help pupils present their personal views. Q and A sessions are used to help all other pupils interact respectfully with the ideas / experiences of others.</p>

<p>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</p>	<p>As much as is possible, within the setting, our young people have opportunities to consider volunteering roles. Many aspects of our setting require co-operation due to small group settings and teaching approaches of teamwork and peer to peer support.</p> <p>APC use of restorative justice is key in resolving issues in social interactions. Mediation of staff, modelling of good behaviour and social norms gives young people a chance to be reflective social learners.</p>
<p>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.</p>	<p>Throughout ALL interactions with our young people (both formal and informal) staff model core British values – mutual respect, democracy, tolerance, individual liberty. Which are ALL reflected in APC values and ethos.</p>
<p>The cultural development of pupils is shown by their:</p>	
<p>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>	<p>Song lyrics are often used as a way to show how cultural influences shape the current culture in Britain. Opportunities to consider how authors reflect their culture and heritage are always embraced in English.</p>

<p>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</p>	<p>Previously mentioned – English offers many opportunities to discuss and investigate differing cultures and the societal normal of British life and society.</p>
<p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<p>Previously mentioned – English offers many opportunities to discuss and investigate differing cultures and the societal normal of British life and society.</p>
<p>knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p>	<p>Previously mentioned – English offers many opportunities to discuss and investigate differing cultures and the societal normal of British life and society.</p>
<p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>	<p>Our young people are given many opportunities to engage in a wide range of experiences across the artistic, sporting and cultural spheres. Due to the nature of our setting some young people might have more limited opportunities to engage in a wide range of these types of activities due to personal restrictions.</p>
<p>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</p>	<p>Many of our young people have experienced intolerance, bullying and isolation socially. This might be due to their personal profile and/or their mental health. These pre-disposes many of our young people to be more tolerant and accepting of difference and diversity.</p>