

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

Maths

The spiritual development of pupils is shown by their:	
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Maths is probably the most challenging of subjects to embed SMSC within. As a subject that is logic and based upon fact and goes beyond belief, opinion, morality and spiritual influences – it gives many of pupils a place to develop this key aspect of their intelligence and flex those muscles that are required to achieve in mathematics.
knowledge of, and respect for, different people’s faiths, feelings and values	Maths is probably the most challenging of subjects to embed SMSC within. As a subject that is logic and based upon fact and goes beyond belief, opinion, morality and spiritual influences – it gives many of pupils a place to develop this key aspect of their intelligence and flex those muscles that are required to achieve in mathematics.
sense of enjoyment and fascination in learning about themselves, others and the world around them	Maths teachers at APC have developed a collection of Escape Room style challenges, where students have place clues in numerical order to spell a location of a key to open a locked box. Students are encouraged to create their own sets of clues based

	<p>on what they have learnt in lessons. These challenges promote team work, problem solving skills and creativity, as well as providing a 'hook' to encourage participation in lessons for students who are reluctant to engage.</p>
<p>use of imagination and creativity in their learning</p>	<p>Students are encouraged to make links to the world of Art in their maths lessons. Through exploring concepts such as Fibonacci spirals and the golden ratio, students are able to apply mathematical elements to artwork to inform composition, perspective and balance.</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 young people are encouraged and supported in building their capacity for reflections on experiences (both positive and negative)</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</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</p>

<p>boundaries and, in so doing, respect the civil and criminal law of England</p>	<p>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 what constitutes acceptable behaviour – understanding that this is societal construct.</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</p>

	<p>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 their ideas and opinions as both individuals and as a collective student body.</p> <p>The PD curriculum gives many opportunities for young people to debate, discuss and reflect on the moral and ethical issues of modern society. English also offers multiple chances for reflective discussions.</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</p>

	<p>settings; trips off-site, school community, lesson times and social breaks.</p> <p>APC centres have access to a variety of mathematical games which encourage positive social interaction between pupils, including turn-taking, following instructions and teamwork. These games are made accessible to all students by our teaching staff who adapt them based on areas of need. For example, a game of Monopoly for younger students may focus on rounding payments to the nearest 10, whereas KS4 students may take loan deals which accrue compound interest each turn.</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</p>	<p>Throughout ALL interactions with our young people (both formal and informal) staff model core British values – mutual respect,</p>

<p>develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>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>The history of mathematics includes a rich cultural heritage across continents, ages, and people. At APC, we encourage discussion on the cultural and historical roots of mathematics, such Pythagoras' theorem, Archimedes and discovery of pi.</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>Maths is probably the most challenging of subjects to embed SMSC within. As a subject that is logic and based upon fact and goes beyond belief, opinion, morality and spiritual influences – it gives many of pupils a place to develop this key aspect of their intelligence and flex those muscles that are required to achieve in mathematics.</p>
<p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<p>Maths is probably the most challenging of subjects to embed SMSC within. As a subject that is logic and based upon fact and goes beyond belief, opinion, morality and spiritual influences – it gives many of pupils a place to develop this key aspect of their</p>

	<p>intelligence and flex those muscles that are required to achieve in mathematics.</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>Maths is probably the most challenging of subjects to embed SMSC within. As a subject that is logic and based upon fact and goes beyond belief, opinion, morality and spiritual influences – it gives many of pupils a place to develop this key aspect of their intelligence and flex those muscles that are required to achieve in mathematics.</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>Students are encouraged to participate in origami at APC. This activity is well recognised for the sense of calm it can bring to people; it also can be used purposefully to promote learning. The mathematical language involved (symmetry, right angle, diagonal) provides learning opportunities, as does the exploration into angles in polygons through folding pentagons, hexagons and 3d shapes. Origami reinforces concepts in maths, engineering, physics, art, fine motor skills, problem-solving and more.</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

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. This pre-disposes many of our young people to be more tolerant and accepting of difference and diversity.

The application of the PD curriculum offers many chances to reflect on difference of people, choices and cultures – this further develops their understanding and flexibility.