

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

Personal Development

The spiritual development of pupils is shown by their:	
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Through the PD curriculum our young people are explicitly encouraged to be both reflective thinkers and learners. Our wider curriculum offer affords them many opportunities to implicitly reflect on wider aspects of life and beliefs.
knowledge of, and respect for, different people's faiths, feelings and values	<p>Although RE is not offered as a standard APC offer - any young person joining APC (if needed) would be given the opportunity to continue their study/interest of religion both formally and informally towards qualifications if they wished. Please see APC RE Pathway document.</p> <p>Within the PD curriculum students can investigate and discuss a range of religious festivals and celebrate them in real time.</p> <p>See Religious Education APC Pathway document for further details.</p>

<p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Within the PD curriculum, students can explore topics using history, culture, and art to bring context and interest to their learning journey. Some examples of this are:</p> <p>Mental health – look at the Scream by Edvard Munch 1893, The Gates of Hell sculpture by Auguste Rodin 1880, The shining by Steven King 1980, the history of mental health in photographs including trepanning, skull drills, asylums, and strait jackets. We also look at how ancient cultures, including Egyptians, used entertainment, magical and supernatural remedies to help understand mental health.</p> <p>Careers – Look at Coming from the Mill by L. S. Lowry 1930, the rise of Amazon, Black slavery, Victorian child labour including chimney sweeps, Medieval and Roman time jobs, Lunch atop a Skyscraper-taken during the construction of the Rockefeller Centre in 1932, and manufacturers working in less developed countries.</p>
<p>use of imagination and creativity in their learning</p>	<p>Students have been given the opportunity make board games during relationship education, masks during mental health and slide shows when researching during drugs education. They can work cross curricular with art to express these topics creatively.</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). PD offers a safe environment to discuss and reflect on personal experiences as well as their learning. This is often evident during relationship and mental health topics. Students feel able to reflect and often discuss, how these issues have affected them, or people close to them, directly. During careers, students will often reflect on their own learning journey and are offered the opportunity to set learning goals to support them in future learning.</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 struggle 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</p>

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.

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 a societal construct.

PD explores subjects such as anti-social behaviour, exploitation, criminal justices, hate crimes and conflict. Students are encouraged to explore local issues and look at the reasons behind these crimes and behaviours. They look at environmental factors such as poverty, poor social housing, and the job market. Comparisons are made with neighbouring areas. Local police have been invited in to support this by discussing legalities and consequences of

	<p>behaviour in the community. Students are encouraged to discuss issues and reflect on behaviours both within school and in the local community. They make suggestions about how behaviours can be improved within school, in the local community and in the wider community.</p>
<p>understanding of the consequences of their behaviour and actions</p>	<p>The PD curriculum offers many opportunities to be reflective of cause and consequence in a wider objective approach when viewing broader issues of cause and behaviour. 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 results in positive experience. This is countered using verbal reminders, verbal cautions, negative behaviour points, discussions</p>

	<p>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>I haven't added to this as I feel you have covered PD already</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.</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>The PD curriculum gives students the opportunity to discuss both positive and negative relationships along with bullying and conflict resolution. They are able to reflect on their own abilities to build positive relations and social interactions.</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>Through PD and Careers, students have the opportunity to work within a team on APC's Enterprise Project. Working alongside Goodwood estates to design, manufacture and market products for sale at the GoodWoof dog show.</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 –</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>mutual respect, democracy, tolerance, individual liberty. Which are ALL reflected in APC values and ethos.</p> <p>British values are explored intrinsically throughout the PD curriculum. Crime and the rule of law, including hate crime, protected characteristics, extremism, and radicalisation are specifically taught. Other values are often explored through discussion, which is a major part of PD. Topical discussion gives students the platform to express their own beliefs and opinions whilst learning to respect, even when questioning, the beliefs, or views of others. PD provides an environment for safe, structured, exploratory and sometimes difficult conversations.</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 PD curriculum has many opportunities to reflect on the wide cultural aspects that have influenced our society/heritage. If young people are studying history/geography or religious studies - then this aspect is embedded in their studies and a QFT approach should be bringing this aspect to the surface for discussion.</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>Already answered in previous responses – the PD curriculum and wider subject studies will (with QFT) bring these aspects to the front of discussion and debate.</p>
<p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<p>Already answered in previous responses – the PD curriculum and wider subject studies will (with QFT) bring these aspects to the front of discussion and debate.</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>Already answered in previous responses – the PD curriculum and wider subject studies will (with QFT) bring these aspects to the front of discussion and debate.</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</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. This pre-disposes many of our young people to be more tolerant and accepting of difference and diversity.</p>

and socio-economic groups in the local, national and global communities.

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

