

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

Science

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 study of Science, students are encouraged to reflect on their own beliefs about some of the important moral and ethical issues to which developments in Science gives rise. In addition, what they are learning about may challenge their own assumptions about the way the world works. Students are encouraged to reflect on the evidence presented to them that may challenge long held beliefs or misconceptions.
knowledge of, and respect for, different people's faiths, feelings and values	Where possible links can be identified – the counter positions of religion and science, faith and facts.
sense of enjoyment and fascination in learning about themselves, others and the world around them	Science can be awe-inspiring, surprising, even mind-blowing! It is crucial in helping our students see their place in relation to the local environment, the world and even the Universe. We explore microscopic and macroscopic worlds as well as the everyday to expand student horizons and understanding.
use of imagination and creativity in their learning	The design and evaluation of practical work allows students to think creatively about how scientific questions can be investigated. Students are always encouraged to reflect on the practical work

	<p>(see below) and suggest improvements to any practical work they encounter.</p>
<p>willingness to reflect on their experiences</p>	<p>Science experimentation is about trial and error – it encourages hypothesis, experimentation and reflection. Pupils are actively encouraged to reflect on their work and to draw conclusions from their actions in science.</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 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 reminders, verbal cautions, negative behaviour points, discussions with parents, behaviour focussed meetings to more formal consequences.</p> <p>In relation to Science, students are encouraged to think about how everyday choices have an impact on the world around them, including the use of fossil fuels in cars, the impact of the food we</p>

	<p>eat on the environment, and the impact of the use of drugs on health. We consider concepts such as 'risk', 'cause and effect' and 'positive and negative correlation'.</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>Science is a subject that involves consideration of important ethical questions, including the use of animal testing, developments in genetics or the impact of technology on the environment. Students are encouraged to explore and articulate their own values and beliefs in relation to some of the ethical and moral issues to which scientific development give rise.</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 incorporation of SMSC into Science enhances the personal development of our students in several ways and contributes vitally to their preparation as members of society. In 'working scientifically' students are required to work with others to find solutions to</p>

	<p>problems or carry out experiments. This leads to the development of important social skills including co-operation, mutual respect and the sharing of roles: all excellent preparation for working life. Problem-solving leads to the development of critical thinking skills and encourages self-reflection.</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>Science is a subject with a global reach and has led to developments and improvements in countries and cultures all over the world. These developments, including the development of high-yield food products, developments in irrigation and sanitation, and advances in medicine, are explored as part of the coverage of Science.</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>Science breaches boundaries of ethnicity, religious faiths and social-economic groups. Advances in science have been achieved across the world, from a diverse range of individuals who strive to better the world in which they live.</p>
<p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<p>Science breaches boundaries of ethnicity, religious faiths and social-economic groups. Advances in science have been achieved across the world, from a diverse range of individuals who strive to better the world in which they live.</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>Science breaches boundaries of ethnicity, religious faiths and social-economic groups. Advances in science have been achieved across the world, from a diverse range of individuals who strive to better the world in which they live.</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</p>

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

