

Personal Development at Kingsley:

Personal Development involves the entire world of each child, of which school can play a significant part. Personal development consists of the knowledge, attitudes, skills, relationships and behaviours that can be utilised both in and outside the classroom to enhance the quality of life for the individual and the community.

Personal development is supported by learning from each of the four houses of our curriculum. More specifically, it has as its bed rock the interacting areas of:

- British Values
- Cultural Capital
- Spiritual, Moral, Social and Cultural (SMSC)
- RSHE

British Values at Kingsley:

Our Values Statement

We promote 'British Values' through our spiritual, moral, social and cultural education, which permeates the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when all the staff promotes those values and attitudes and provides a behaviour model for our pupils.

For all, we live the mantra.

"Be Kind, Be Brave, Be You!"

The curriculum in all departments offers appropriately broad and balanced opportunities.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most critical areas of learning. So we ensure that pupils are given a 'voice' to speak. This 'voice' could be using words, objects, photographs, pictures, symbols, communication aids, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about what they believe to be important and necessary. By valuing each 'voice' and listening and responding to that voice, we demonstrate that we support democracy and liberty.

We have an active School Council that plays a key role in the decision-making processes at Kingsley Special Academy.

Rule of Law:

We involve pupils in setting codes of behaviour, helping pupils make decisions and choices acceptable to the school community and society.

Pupils are helped to learn to manage their behaviour and, as appropriate, take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and providing our learners with the skills to be successful beyond on school gates. As a result, we can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this, in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and understand that a level of commitment comes with certain rights. Learning to do things independently is an essential part of learning to understand yourself.

Although some of our pupils may find it challenging to articulate their feelings and concerns, staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil, our accepted practice links to the Safeguarding Policy, which entrusts a duty of care to all staff to actively protect and promote the welfare of children. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, external coaches, theatre groups etc. In addition, the curriculum is personalised and planned for each pupil to reflect individual needs. It may consist of transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations, which include: sports events, community events and shared participation with other schools/colleges, particularly our sister school Red Kite Special Academy. Pupils are encouraged to acknowledge similarities and differences in their peers and to accept and value friends for who they are.

It is essential to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer to develop community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where everyone is respected and valued equally regardless of ability, gender, faith, heritage or race.

Cultural understanding and appreciation form a key part of our curriculum. We emphasise providing encounters and participation in events & celebrations to broaden all pupils' experiences, understanding and awareness of others. We invite our pupils and families to share their culture and faith, which develops knowledge and valuing of all peoples.

Our RSHE and RE curriculum help all pupils to find out about themselves and others, linking their lives to the communities in which they belong. The themes cover friendships, helping others and celebrations from various faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have celebrated many British historical events and visited many local places of cultural significance. As a school, we participate in sporting activities that help instil 'fair play' and engender a 'team spirit'.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Kingsley are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Cultural Capital

Cultural Capital is the extent to which schools equip pupils with the knowledge and cultural capital they need to succeed in life.

At Kingsley Special Academy, the core foundation of all our work is to enable pupils to develop the skills and knowledge they need to live the most enjoyable, fulfilling and independent life possible. Our all-encompassing mission is to "help children and families living in extraordinary circumstances to live ordinary lives". Things that are the norm for many families, such as a trip to the supermarket or a sleepover with friends might be a dream for some of our children. There will be as many definitions of what "success" means as there are pupils.

To support our children to succeed, the curriculum offered is as (appropriately) broad and enriching as possible. Within the curriculum, the teachers plan creatively to engage pupils. Pupils are given extensive opportunities to develop their communication skills, use their senses and develop their engagement and creativity. Careful reference to preparing for adulthood targets outlined in the individual's EHCPs ensures that children, families and staff consider what a successful adult life might look like and plan a route towards it from an early age.

The curriculum offer is enhanced by

- Engaging with a wide variety of literature in a variety of modes
- Visits within the local community and further afield
- Visits from community figures such as the police
- Visits from performers and artists
- Camp Kingsley (Sleepover)

- Residential trips
- Exciting activities relating to aspects of different cultures
- Pupils have different experiences dependent on their needs and interests.

Spiritual, Moral, Social and Cultural (SMSC)

Kingsley is firmly committed to all pupils' personal and social development. The school's vision and values support all pupils' spiritual, moral, social and cultural characteristics.

What is SMSC – Spiritual, Moral, Social and Cultural development?

Here is a summary to explain SMSC – it is personalised for all our children at Kingsley.

Spiritual development is when we:

- Explore beliefs and experience
- Respect faiths, feelings and values
- Enjoy learning about oneself, others and the surrounding world Use imagination and creativity
- Reflect

Moral development is when we:

- Recognise right and wrong
- Respect the law
- Understand consequences
- Investigate moral and ethical issues
- Offer reasoned views.

Social development is when we:

- Use our social skills
- Participate in the local community
- Appreciate diverse viewpoints
- Participate, volunteer and cooperate; resolve conflict
- Engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

- Appreciate cultural influences
- Appreciate the role of Britain's parliamentary system
- Participate in cultural opportunities
- Understand, accept, respect, and celebrate diversity

At Kingsley, pupil SMSC development is supported and seen, for example, in:

- Taking part in a range of activities to support the development of social skills from earliest awareness skills to higher level peer negotiation skills
- Developing awareness and respect for diversity
- Developing an appreciation of theatre and performance
- Developing an understanding of right and wrong
- Developing communication skills to choose likes/dislikes in school and broader community visits
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.
- Enjoying Arts, Music and Cultural Specialists visiting the school over the year

- SMSC is embedded throughout the curriculum at Kingsley. This integrated approach ensures that aspects of SMSC are considered in all subject areas. The senior leadership team audits SMSC and Governors monitor it across the school.