

Cultural Development

Aims	Evidence	Impact	Development
<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p>	<p>Students in KS3 follow a programme of RE which is delivered as part of Learning to Learn lessons. Students participate in discussion, visits, meet with leaders from each of the five main religions and are given a broad and balanced input to help them make informed choices about their own personal beliefs. Students learn about the different festivals and calendar events associated with the religions and are often involved in these in a practical way. A clear link is made between the different faiths and the cultural influences that shape theirs and other peoples heritage.</p> <p>Students in KS4 have a more discussion based approach to RE and PHSE and may be involved with visiting speakers, visits and assemblies/special events. Students are encouraged to listen, discuss, question and research as tools to help them as they form their own views and opinions. Students are encouraged to understand and appreciate how a wide range of cultural influences have shaped their own heritage.</p> <p>In Learning to Learn students study their immediate community and look at the history of the school and its position in the community. This is followed by work on the history and geography of Margate. Students find this very interesting and we are able to make visits and invite speakers to the school. Students are able to have first-hand experience of how cultural influences have and continue to shape their own heritage. Thanet is a multi-ethnic area and students are encouraged to explore issues related to this. Cross curriculum links to Humanities mean this is extended as students learn about other countries and cultures.</p> <p>Staff understand the benefits of taking students on visits to the theatre, art galleries, exhibitions, museums both locally and nationally. These activities help the students appreciate different cultural influences as well as being an enjoyable</p>	<p>The broad curriculum ensures students are given the opportunity to develop their own beliefs and perspective on life.</p> <p>Students are encouraged to develop an understanding and appreciation of different cultures both in and out of the classroom.</p> <p>The supportive and accepting ethos of the school ensures students are in an environment where they feel confident in expressing their views and opinions.</p> <p>Students are able to make informed choices based on evidence and then making judgements based on this knowledge.</p> <p>Humanities is a popular subject at the school,</p>	<p>Students to be given more opportunities to integrate into the community as a means of understanding and appreciating cultural influences around them.</p> <p>Students in Years 7 and 8 will be part of a Social Skills programme which will involve them in a variety of activities in the community.</p> <p>Through Citizenship lessons students need to learn about the changing face of Margate with the recent influx of European migrant workers.</p>

	<p>experience.</p> <p>Through other subjects e.g. Art and Food Technology students may learn about other cultures and the beliefs that people from these communities or countries hold, staff challenge students to explore and try new things and to appreciate the differences.</p> <p>In English lessons students explore different cultures through the literature and issues they are studying. This challenges their thinking and interest and also encourages a respect for different people’s feelings and values. Links are made between how the influences of different cultures have affected both our literature and heritage.</p> <p>History and Geography help students understand and appreciate the wide range of cultural influences that have helped shape their heritage. Local studies are very popular and educational visits help students have a greater understanding. Staff challenge students to compare and contrast different environments as they learn more about other countries. Through history students use their knowledge of different eras and events to see how they influenced what happened in future generations.</p> <p>Each year the school holds a special day of events linked to a different culture or event, this year was a celebration of the Olympics where students enjoyed learning about the different countries that were competing and the links they have with the United Kingdom. Earlier in the year we had a day of celebration for the Golden Jubilee and students explored the Commonwealth and how this has shaped our heritage today.</p>	<p>students enjoy learning about their own and other peoples culture and are able to understand how this may affect their heritage and that of others.</p>	
<p>Willingness to participate in, and respond to e.g. artistic, musical,</p>	<p>Art and Applied Art are very popular and successful subjects and offer students the opportunity to work with a wide variety of mediums. Students are encouraged to be creative and enjoy displaying their work for others to enjoy. As well as creating pieces of art students are encouraged to appreciate different artists and pieces of art from different eras and countries. Each year an annual art exhibition is</p>	<p>Students are confident in trying new activities and are willing to undertake challenges.</p>	<p>To continue to develop opportunities for students to have more varied</p>

<p>sporting, mathematical, technological, scientific and cultural opportunities.</p>	<p>organised for the GCSE students this is held at school or in a local art gallery.</p> <p>Food Technology gives students numerous opportunities to use their imagination and creativity from Year 7 when they are encouraged to try new food, experiment with recipes and research food from other countries.</p> <p>Students are often involved in catering for group of students particularly at special events e.g. the school Sports and Open Day.</p> <p>A popular event at the school is 'Nish Nosh' a restaurant run by students, this opens several times a year for parents and friends. Each one has a theme which may be a specific nationality e.g. Indian or have a theme e.g. Second World War. Students are involved in every aspect of this and are encouraged to be creative not just in cooking but in presentation, dressing the room and the entertainment.</p> <p>The Food Technology department support other subjects e.g. creating Kosher food for students learning about Judaism.</p> <p>Speaking, listening, poetry and drama are key elements of the English curriculum and these give students the opportunity to be creative, to learn about other people's creativity and to explore different ways of recording and responding to what they are reading or hearing.</p> <p>The English curriculum is designed to enhance and encourage student's creativity and to get them to be more imaginative – something many students at the school struggle with. Staff use a wide variety of stimulus to support this.</p> <p>Staff encourage students to read for enjoyment and recommend a variety of material from around the world.</p> <p>Drama is a very popular lesson; students enjoy the games, acting and activities which include puppet work and circus skills. Drama is a subject that students achieve well in, drama builds up confidence and self-esteem, encourages teamwork, develops social skills and gives great enjoyment. Students study the history of the theatre, the influences from around the world and the way drama has developed looking at cultural and historical influences.</p> <p>The school runs a very popular after school drama club. Students learn new skills,</p>	<p>Students are given a wide variety of opportunities to experience the Arts and develop an appreciation for them to encourage a lifelong interest.</p> <p>By providing a rich and broad variety of opportunities for students they grow in confidence and are able to learn new skills.</p> <p>The school has a 'can do' attitude; staff promote confidence and raise students self esteem so that they feel empowered to get involved.</p> <p>Pupils feel confident about joining clubs and activities out of school and are inspired to excel at what they do.</p>	<p>opportunities particularly cultural.</p> <p>More opportunities developed for students to be involved in activities in their local communities.</p>
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	<p>practice acting, singing, dancing, playing musical instruments and learn technical skills. The school has an excellent reputation for the productions that are performed twice a year and in the past student have performed at local theatres. The department challenges students with a variety of scripts which have included Shakespeare, Charles Dickens, Andrew Lloyd Webber and Gilbert and Sullivan.</p> <p>The school has an excellent reputation for sporting achievements both in lessons and out of school. Students are offered a wide range of sporting activities which vary from aerobics to hockey, rugby, athletics and golf. Pupils enjoy sport in their free time during the day and are willing to stay after school to join clubs and play sport against other schools.</p> <p>Many students have sporting interests that they pursue out of school and we have a champion horse rider, an archer and a Judo black belt. Many others enjoy and achieve in sports simply as a leisure activity.</p> <p>Local events and clubs are promoted by the school and we have regular visits from sporting groups e.g. rugby coaching.</p> <p>Staff who teach subjects which are often seen as being less creative do take the opportunity whenever possible to encourage imaginative work e.g. maths and science practical work where students are given a challenge to build or design an object or machine. These subjects encourage students to present their work in a more imaginative and creative way. Students in science give presentations and are expected to use a variety of mediums when doing this e.g. Power Point, drama and music.</p> <p>ASD students often have an aptitude for technological thinking, designing and creating; ICT is very popular with students who enjoy all aspects from making films, animation and designing games etc.</p> <p>Resident students are encouraged to try new sports and activities which encourage them into mixing with people outside the school. Many local groups welcome our students to be members of their clubs and activities either on a regular or casual basis.</p>		
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<p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity.</p>	<p>Learning to Learn was developed as a means to encourage students to have respect for themselves and others, to learn about acceptance and tolerance and to explore differences. Relationships are a key part of the lessons – how to treat people, how to be a friend, get a friend and keep a friend. Exploring the different relationships we have with people is essential as is accepting, respecting and celebrating the diversity this brings.</p> <p>Learning to Learn encompasses PHSE and Citizenship and through these lessons students are encouraged to research question, discover and share experiences. Emphasis is placed on speaking and listening as tools to help students as they develop their own beliefs and perspectives on life. Diversity is a key element of the work and students understand the need to respect all people and for tolerance.</p> <p>The philosophy of the school is acceptance of all people. Staff model respectful and inclusive behaviour and students know that we are all unique individuals and that</p>	<p>A strong lead from Learning to Learn lessons ensures students learn from Year 7 the need to respect all diversity including cultural diversity.</p> <p>A broad and varied Humanities curriculum supports the schools philosophy regarding diversity.</p> <p>The supportive and accepting nature of the</p>	<p>Students to have more opportunity to develop a respect for cultural diversity as the school is not multi ethnic.</p> <p>Staff to be pro active in developing learning opportunities to help students explore and celebrate cultural diversity.</p>

	<p>diversity is celebrated. Visitors comment on the welcome and ethos of the school as do prospective students and parents.</p> <p>KS4 PHSE follows a similar format to Learning to Learn where students are challenged to think about others and have an interest in exploring, understanding of, and respect for diversity. Being different is celebrated.</p> <p>Students in KS3 follow a programme of RE which is delivered as part of Learning to Learn lessons. Students participate in discussion, visits, meet with leaders from each of the five main religions and are given a broad and balanced input to help them make informed choices about their own personal beliefs. Students learn about the different festivals and calendar events associated with the religions and are often involved in these in a practical way.</p> <p>Students in KS4 have a more discussion based approach to RE and may be involved with visiting speakers, visits and assemblies/special events. Students are encouraged to listen, discuss, question and research as tools to help them as they form their own views and opinions.</p> <p>Students in year 8 as part of the RE syllabus arrange a charity day. Money goes to the charity of their choice and all students are required to play a part in the organisation and running of the event. At other times of the year charity events are organised which involve students from all year groups and staff. These are a fun event which bring people together and is a very positive experience for all involved. Students research their charity and are encouraged to empathise with people who are different from themselves and possibly less lucky than they are.</p> <p>A programme of Citizenship is delivered to all students, links are made with outside agencies who support the school to ensure a wider perspective is introduced e.g. links with the Mayor of Margate, councillors, politicians etc. Students are challenged to get involved in politics, decision making, volunteering etc. Students are encouraged to explore and respect cultural diversity especially in their home environments and nationally.</p>	<p>school ensures students are in an environment where they feel confident in expressing their views and opinions.</p> <p>The ethos of the school focuses on having respect for others and celebrating being different, staff and students understand this and work towards this in and out of the classroom.</p> <p>The regular celebratory days the school organises ensures students have the opportunity to look at the cultures of other countries e.g. India, Native Americans.</p> <p>Incidents of bullying are minimum and are often the result of misunderstandings due to the students specific needs.</p>	<p>Review of the 'no blame approach' to bullying in the light of our students educational needs.</p>
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<p>Attitudes towards different religious, ethnic and socio economic groups in the local, national and global communities.</p>	<p>The philosophy of the school is acceptance of all people. Staff model respectful and inclusive behaviour and students know that we are all unique individuals and that diversity is celebrated. Visitors comment on the welcome and ethos of the school as do prospective students and parents.</p> <p>Students in KS3 follow a programme of RE which is delivered as part of Learning to Learn lessons. Students participate in discussion, visits, meet with leaders from each of the five main religions and are given a broad and balanced input to help them make informed choices about their own personal beliefs. Students learn about the different festivals and calendar events associated with the religions and are often involved in these in a practical way. Students are challenged to empathise with people with a variety of beliefs as a means of encouraging tolerance.</p>	<p>The ethos of the school focuses on having respect for others and celebrating being different, staff and students understand this and work towards this in and out of the classroom.</p> <p>The principles of tolerance and acceptance as well as an appreciation of diversity are key aspects of the school.</p>	<p>Students need more opportunities to develop a respect for cultural diversity as the school is not multi ethnic.</p> <p>Staff to be pro active in developing learning opportunities to help students explore and celebrate cultural diversity.</p>

	<p>Students in KS4 have a more discussion based approach to RE and may be involved with visiting speakers, visits and assemblies/special events. Students are encouraged to listen, discuss, question and research as tools to help them as they form their own views and opinions.</p> <p>As Learning to Learn encompasses PHSE and Citizenship students are encouraged to research question, discover and share experiences. Emphasis is placed on speaking and listening as tools to help students as they develop their own beliefs and perspectives on life. Students look beyond their immediate environments to national and global communities and to explore issues of tolerance, acceptance and open - mindedness.</p> <p>History and Geography lessons help students understand and appreciate the wide range of local, national and global communities. As students progress through the school they are taught the skills that will enable them to use the information learnt to form their own thoughts and beliefs. Students are encouraged to focus on the various people who make up the different communities and to try and empathise with their lifestyles, values and beliefs.</p> <p>In English, Learning to Learn, Drama and PHSE students discuss homophobic, racial, religious and other forms of bullying often through the roles of victim, perpetrator and bystander.</p>	<p>The supportive and accepting nature of the school ensures students are in an environment where they feel confident in expressing their views and opinions.</p> <p>Incidents of bullying are minimum and are often the result of misunderstandings due to the students specific needs.</p>	<p>Review of the 'no blame approach' to bullying in the light of our students educational needs.</p>
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