

Moral Development

Aims	Evidence	Impact	Development
<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</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. This helps students to understand the difference between right and wrong and to see it from different perspectives and how this might impact on their lives.</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. They are then challenged to apply this to their lives in the way they treat people and react in different situations.</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 are challenged on the concepts of right and wrong and how to put rhetoric and reality into practice.</p> <p>KS4 PHSE follows a similar format to L2L where students are challenged with age appropriate material and are given real life scenarios to think about and respond to. Role play and improvisation are used as very helpful tools.</p> <p>Drama is an effective tool using role play and improvisation to re-enact scenarios where students have to make important choices and carry through their decisions.</p>	<p>The schools effective behaviour support ensures students understand the difference between right and wrong and through Learning to Learn lessons they have opportunities to practice to ensure the understanding becomes a reality.</p> <p>The broad curriculum ensures students are given the opportunity to develop their own beliefs and perspective on life but in a way that is respectful of others.</p> <p>Students are able to make informed choices.</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</p>	<p>Staff have recently had training in creating a Restorative School, the principles are being gradually introduced into the school. Students will be involved in reflecting on their behaviour and how it may have impacted on others.</p> <p>Review of the 'no blame approach' to bullying in the light of our students educational needs.</p>

	<p>The school has a very simple but effective behaviour system which students clearly understand and through School Council have an input into – students know what is acceptable and unacceptable behaviour and know what the consequence for their actions may entail. Staff try to ensure they are consistent so students have firm boundaries.</p> <p>All students are part of the School Award Scheme – students earn points in lessons for good work, behaviour and helpfulness to others. The scheme is very popular especially with KS3 and students enjoy the rewards which are given at regular intervals to ensure the enthusiasm and desire to be involved is upheld.</p> <p>Each tutor group carries a diary around to each lesson, the subject teacher will comment positively or negatively on any student that has impacted on the lesson. The behaviour team and the form tutor have regular access to this and will comment on incidents recorded that need addressing either praise or a reminder about more appropriate behaviour. The aim is to intervene before a bigger issue arises. Students know that incidents and inappropriate behaviour will be dealt with promptly.</p> <p>Older students work towards additional privileges based on their behaviour and attitude; those who follow school guidelines generally earn more privileges.</p> <p>The school takes bullying seriously and each year we participate in the annual national anti bullying week held in November. Students understand the consequences of bullying and we aim to follow the 'no blame approach'. Lessons and assemblies focus on tolerance and the need to treat each other respectfully. In Learning to Learn lessons students learn how to bully proof themselves and are given opportunities to role play situations to try out the skills.</p>	<p>opinions.</p> <p>Incidents of bullying are minimum and are often the result of misunderstandings due to the students specific needs.</p>	
<p>Understanding of the consequences of their</p>	<p>The school has a team of four staff who make up the Behaviour and Pastoral Support team based in an area called the Hut. The team led by the Assistant Head teacher work with students in lessons, at free time and may support 1:1. The aim is to intervene if there were to be a problem to resolve the issue and return the</p>	<p>The schools effective behaviour support ensures students understand the difference between right</p>	<p>Staff have recently had training in creating a Restorative School,</p>

<p>actions.</p>	<p>student back to their studies as soon as possible. Time is spent discussing where the situation may have gone wrong, what could be done differently and encouraging students to take responsibility for their own actions.</p> <p>Consistently inappropriate behaviour may result in time out in an area called the Learning Support Unit and once again the situation which has caused the time out will be discussed and alternative actions suggested.</p> <p>Pro active work is undertaken by the team as a means of avoiding potential conflict, a strong pastoral approach ensures that students who are experiencing difficulties are supported as soon as possible to help avoid further problems.</p> <p>The school has a very simple but effective behaviour system which students clearly understand and through School Council have an input into – students know what is acceptable and unacceptable behaviour and know what the consequence for their actions may entail. Staff ensure they are consistent so students have firm boundaries which they understand and work with.</p> <p>Each tutor group carries a diary around to each lesson, the subject teacher will comment positively or negatively on any student that has impacted on the lesson. The behaviour team and the form tutor have regular access to this and will comment on incidents recorded that need addressing either praise or a reminder about more appropriate behaviour. The aim is to intervene before a bigger issue arises. Students know that incidents and inappropriate behaviour will be dealt with promptly.</p> <p>All students are part of the School Award Scheme – students earn points in lessons for good work, behaviour and helpfulness to others. The scheme is very popular especially with KS3 and students enjoy the rewards which are given at regular intervals to ensure the enthusiasm and desire to be involved is upheld.</p> <p>Older students work towards additional privileges based on their behaviour and attitude; those who follow school guidelines generally earn more privileges.</p>	<p>and wrong and through Learning to Learn they have opportunities to practice to ensure the understanding becomes a reality.</p> <p>Staff take time to discuss with students what has gone wrong, at what point things went wrong and what could be done differently if this were to happen again.</p> <p>Students understand that their actions may result in a consequence and that staff will follow up on incidents.</p>	<p>the principles are being gradually introduced into the school. Students will be involved in reflecting on their behaviour and how it may have impacted on others.</p>
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<p>Learn how to forgive themselves and others.</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. The different approaches to issues such as forgiveness are researched and discussed; students are challenged as to how this affects them and in their relationships with others. Staff try to relate forgiveness to situations that students can relate to as a means of encouraging empathy.</p> <p>Students in KS4 have a more discussion based approach in 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. Issues such as forgiveness are addressed and students are challenged to look at forgiveness in themselves and their relationships and also at bigger issues e.g. the Holocaust, Wars.</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. A key part of this work looks at relationships and their part in the different aspects of them including forgiveness.</p> <p>KS4 PHSE follows a similar format to L2L where students are challenged with more mature relationship issues and the different emotions they can evoke.</p> <p>Many students have a staff Mentor whose role includes talking with students particularly after an incident or at times when it has been recognised a student is needing extra support. The Mentor often becomes a significant adult who is able to discuss issues of forgiveness and other issues.</p>	<p>In many subjects students are encouraged to communicate their thoughts and feelings and this becomes a natural part of school life. Students can be very honest and do respond to personal issues such as forgiveness.</p>	<p>Ideally all students will have a staff Mentor.</p>
<p>Interest in</p>	<p>Students are encouraged to think about moral and ethical issues in a variety of</p>	<p>The supportive and</p>	<p>Through Learning to</p>

<p>investigating and offering reasoned views about moral and ethical issues.</p>	<p>subjects areas and they are supported as they make informed decisions based on discussion and research. This is part of a process which begins in Year 7.</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 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.</p> <p>Much of the work revolves around looking at moral and ethical issues generally from a religious perspective but at other times issue based on subjects from the news or students interest.</p> <p>Students in KS4 have a more discussion based approach in 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. Staff will try to challenge students in their thinking and reasoning but this can be difficult with the rigid thinking some students have due to their autism.</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.</p> <p>KS4 PHSE follows a similar format to Learning to Learn where students are challenged with age appropriate material often with a basis of looking at transition from school to college etc.</p> <p>Through their English lessons students explore different issues which evoke discussion this may be through the literature or issues they are studying or a</p>	<p>accepting ethos of the school ensures students are in an environment where they feel confident in expressing their views and opinions.</p> <p>Students learn about tolerance and respect for other people whose views may be different to theirs.</p>	<p>Learn lessons students to have more opportunities to develop the skills, understanding, qualities and attitudes needed when making moral decisions.</p>
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	<p>speaking and listening exercise.</p> <p>Certain aspects of the Science curriculum challenge student's views, staff sensitively deliver material which gives students a wider perspective and challenges their thinking. In Biology moral and ethical issues are relevant topics from Year 7 onwards.</p> <p>Through other subjects e.g. Art, History and Food Technology students may learn about other cultures and the beliefs that people from these countries or societies may hold, staff challenge students to explore new ideas etc and to look at moral and ethical issues from a different perspective.</p>		
<p>Develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.</p>	<p>Student voice is very important in the school, opinions are sought annually through questionnaires sometimes of a general nature others more specifically e.g. school dinners, free time etc. Elections are held for the School Council, representatives meet to discuss issues with members of the SLT. The group has a budget to spend and a great emphasise is spent on listening and responding to the students.</p> <p>All students are encouraged to take part in one of the annual residential visits, for many they are involved in activities they have not experienced before. Staying away from home overnight is quite a big thing for them. Students are given time during the week and after to reflect on their experiences especially linked to becoming independent and to see how they can move this forward. For many this is an important time for developing independence skills, students make decisions for themselves and ones which affect the group they are with.</p> <p>Preparation for leaving school is introduced from Year 9 onwards through work in Connexions in Learning to Learn lessons, Careers work and College visits etc, this gives students invaluable experience and a key part of this is the opportunity they have to reflect before, during and after the event. Students start to make informed choices which will affect their future.</p> <p>A programme of Citizenship is delivered to all students, links are made with</p>	<p>The School Council gives students the opportunity to make decisions based on research and knowledge of a specific subject.</p> <p>The schools effective behaviour support ensures students understand the difference between right and wrong and to make responsible good decisions.</p> <p>Students and staff know they are part of a community which holds the values of respect for others and acceptance very highly.</p>	<p>Through Learning to Learn lessons students to have more opportunities to develop the skills, understanding, qualities and attitudes needed when making moral decisions.</p>

	<p>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.</p>		
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