

Spiritual Development

Ofsted Aims	Evidence	Impact	Development
<p>Beliefs religious and otherwise which inform their perspectives on life.</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 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.</p> <p>As KS3 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 L2L where students are challenged with age appropriate material often with a basis of looking at transition from school to college etc. Students are encouraged to develop their own thoughts and beliefs through reading, research, discussion etc.</p> <p>Through their English lessons students explore different cultures which evoke discussion about religious beliefs through the literature and issues they are studying.</p> <p>Certain aspects of the Science curriculum challenge student's views on creation etc, staff sensitively deliver material which gives students a wider perspective and</p>	<p>A practical approach to RE ensures students experience the different religions through visits, speakers etc making them more relevant and encouraging tolerance.</p> <p>Students are given information and have experience of the five main religions to enable them to make informed choices.</p> <p>The broad curriculum ensures students are given the opportunity to develop their own beliefs and perspective on life.</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</p>	<p>KS4 students to have more opportunities to spend time to discuss, research and have time to reflect after events, visits, speakers etc.</p> <p>Year 10 PHSE to be revised to give students more opportunities for discussion and debate around key areas of life and belief.</p> <p>A member of staff appointed with a specific responsibility to revise the PHSE curriculum and assemblies.</p>

	<p>challenges their thinking.</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 hold, staff challenge students to explore and try new things and always teach 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>Assemblies take the theme of respect and being different and it is a common theme that is regularly reiterated.</p> <p>Assemblies are varied in subject matter and delivery. Students meet in year groups sometimes in key stage groups and we have whole school assemblies. Students are encouraged to participate whenever possible and we aim to deliver a broad range of subjects which includes religious, moral, social and cultural issues.</p>	<p>expressing their views and opinions.</p>	
<p>Interest and respect for different people's feelings and values.</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>Assemblies take the theme of respect and being different and it is a common theme that is regularly reiterated.</p> <p>Students openly discuss their own additional needs and why they are attending the school, students share this with each other as staff try to develop empathy with them. Students discuss openly their specific difficulties and how this affects their lives, this offers opportunities for shared experiences.</p> <p>Work experience is a very constructive experience in Year 11 and gives excellent preparation for life after school and ensures this is a positive experience for students, the school and the workplace. Students learn to work with people of different ages from different social, religious and sometimes cultural back grounds.</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>Students learn about tolerance and respect for other people who may be different to them.</p> <p>Through being involved in a wide variety of activities students have the opportunity to practice their skills.</p>	<p>A Year 7 pilot scheme for Social Skills was followed last year and this is being developed for students in Years 7 and 8. The Social Skills scheme based on stage not age. The main aim is for students to be able to consistently demonstrate specific skills in a variety of situations.</p>

	<p>Students need to practice the skills of tolerance and respect etc that they have been learning from Year 7 onwards. Each skill has to be taught and then practiced in a variety of situations. A key part of this being relationships, this is an ongoing target for most students.</p> <p>Work undertaken in RE focuses on being different, learning to be tolerant and accepting people as they are.</p> <p>Learning to Learn lessons are based on the values of respect for oneself and for others and students are challenged to be tolerant and be accepting of others. There is a great emphasis placed on teamwork, good sportsmanship, learning the rules, turn taking and other social skills. This is an area that students generally have a difficulty with and these skills have to be taught, practised and revisited.</p> <p>Students in Years 7 and 8 are following a Social Skills programme based on stage not age which encourages and supports students in their relationships with others as well as introducing and practicing specific social skills.</p> <p>Drama gives students the opportunity to explore emotions, feelings, relationships and empathy. Through class work and productions students are challenged to explore different cultures and societies and use this in their performances.</p> <p>Having empathy is an area that students often have a difficulty with and staff will take every opportunity to develop this both in and out of the classroom.</p> <p>Drama as an after school activity is very popular and gives students the opportunity to work with students from different year groups in an out of class setting. Team work and working for a common aim is as much a target for the students as the final production. On occasions the performance may be taken to the local theatre to be performed and students have the opportunity to work with different people. This has been very successful and students have responded well to the challenge.</p>	<p>The ethos in the school of having respect for oneself and for others is tangible as expressed on numerous occasions by visitors.</p> <p>Students are very respectful of visitors to the school especially speakers and leaders of workshops. They understand the need to listen and to try and empathise with what they have learnt.</p> <p>Incidents of bullying are minimum and are often the result of misunderstandings due to the students specific needs.</p>	<p>Residential staff are developing opportunities in the residence for students to join outside clubs and activities where they are mixing with a wider variety of young people and adults e.g. judo, swimming, scouts.</p> <p>Review of the 'no blame approach' to bullying in the light of our students educational needs.</p>
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	<p>Through their English lessons students explore different cultures which evoke discussion about religious beliefs through the literature and issues they are studying, this challenge their thinking on and interest and respect for different people's feelings and values.</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>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</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. Students meet twice daily with their form tutor and time is spent in reflecting on issues affecting students. 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>Students are great ambassadors for the school and enjoy meeting visitors, showing them around the school etc. This is an opportunity to practice their social skills but also to speak and listen to a variety of people on a wide range of subjects.</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</p>		
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	given opportunities to role play situations to try out the skills.		
Sense of fascination and enjoyment about learning about themselves, others and the world around them including the intangible.	<p>Staff are always looking for opportunities to include students in activities which help them learn about themselves, others and the world about them for example through the School Council, college courses, guest speakers, visits, internal courses e.g. first aid in science. Each activity is seen as a learning opportunity as well as an activity that can be enjoyed and shared.</p> <p>Students in KS4 are given the opportunity to take part in the Duke of Edinburgh Award Scheme this challenges young people to take part in new and different activities and to push themselves in areas they have not otherwise done. Students mix with a variety of other young people and adults in out of school activities and situations.</p> <p>All students are encouraged to take part in one of the annual residential visits. As part of this students have to look after their own belongings and personal hygiene, share a room with other students and take on responsibilities which are for the good of the whole group. Students try many new activities which challenge them mentally as well as physically and a great emphasis is put on encouraging others and setting personal goals.</p> <p>Learning to Learn focuses on learning about us and our relationship with other students and adults and our place in the world. This may be supported with in work in RE, PHSCE and Citizenship.</p> <p>Staff make learning fun, they challenge students in a 'safe' environment where it is expected that they question what they are learning, they are encouraged to ask relevant questions and staff pose questions and challenges in return which ensure students have to think.</p> <p>This is also demonstrated in English, Science, Maths, History and Geography for example work on space in Science. Due to the nature of their additional needs students can find this difficult but staff will find a variety of ways to support them. Whenever possible staff making learning tangible for students as this is often</p>	<p>Student's attendance and behaviour is very good and gives an indication that they want to be at school and are enjoying their learning. This was not always the case in many of our student's previous schools.</p> <p>Students are expected to question, research, discover, investigate etc from Year 7 and as they progress through the school and become more mature they can discuss the bigger issues of life including the intangible.</p> <p>Staff organise a variety of speakers, visits, special events, residential visits etc as a way of keeping students interested, fascinated and enjoying the 'wider' experience of school. These visits are very popular with students.</p>	<p>Staff to research a pre Duke of Edinburgh Award Scheme for Year 9 students. As well as learning new skills students will learn more about themselves and the world around them.</p>

	<p>essential for a student on the autistic spectrum whilst attempting to introduce the intangible.</p> <p>Drama focuses on self-discovery and our place in our environment and beyond. Drama is a very popular subject at school and once confidence has been gained students are generally willing to challenge themselves and others as they experiment with different drama styles and study texts.</p> <p>Drama as an after school activity is very popular and gives students the opportunity to work with students from different year groups in an out of class setting. Team work and working for a common aim is as much a target for the students as the final production. On occasions the performance may be taken to the local theatre to be performed and students have the opportunity to work with different people. This has been very successful and students have responded well to the challenge.</p> <p>Residential students have the opportunity to be involved in a very wide variety of activities including musical, sporting, art and craft and learning a new skill. Students can have a taster session but it is expected they will take part in at least one out of school interest.</p>		
<p>Use of imagination and creativity in their learning.</p>	<p>Many subjects lend themselves to creativity for example Art, Drama, FT, English but all subjects have aspects in their lessons when students are encouraged to be imaginative and creative.</p> <p>Students have the opportunity to work in Art and Applied Art up to GCSE and standards are very high. Students use a wide variety of mediums with staff often using a student's specific interest as a vehicle to get them involved. The art department holds an annual art display for the GCSE candidates which is well attended and much appreciated. Students take pride in their work and are very experimental in their choices.</p> <p>Drama is a popular subject and with the younger students staff will focus on social</p>	<p>Students generally have a real enjoyment of reading, performing, writing stories and poetry and expressing themselves through art. Staff support students in their experimentation and give them the confidence to try new things.</p> <p>Students enjoy visiting the theatre, art galleries;</p>	<p>The school already has links in the community with the Turner Contemporary, the Winter Gardens and the Theatre Royal. This will continue with extra opportunities being sought to enable students to have an</p>

	<p>skills and improving confidence. As the students get older they follow Btec and learn about theatre in a broader sense and are involved not only in the acting and performing but also in stage management skills.</p> <p>Staff challenge students to be creative to come up with their own ideas, characterisation, set designs etc.</p> <p>The drama department has a reputation for producing high quality shows which students are very involved in all aspects of, sometimes this is a set play or musical but it can be pieces created by students. Drama is often used successfully in other subjects e.g. English, Geography, History, Science and L2L.</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>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.</p> <p>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</p>	<p>exhibitions, museums etc and they are encouraged to be inspired so that when they return to school this enthusiasm and challenge can be demonstrated in their own work.</p> <p>Students are encouraged to continue these activities in their own time and maybe to enthuse their friends and family.</p> <p>Students understand that creativity can impact all aspects of school and their lives. Creativity is seen as something which can enhance our lives and not something which is part of a lesson.</p>	<p>even wider range of facilities to experience and be inspired by.</p>
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	<p>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>Staff understand the benefits of taking students on visits to the theatre, art galleries, exhibitions, museums etc and whenever possible these will be arranged for all year groups. This is invaluable once students are back in the classroom as they can inspire and enthuse them as they complete follow up work.</p> <p>Students who are residents have the opportunity to try different activities e.g. Judo and horse riding, which are not available during the day. They are encouraged to think creatively about activities they might like to try and staff facilitate this.</p>		
<p>Willingness to reflect on their experiences.</p>	<p>Specific subjects for example Drama and English expect students to reflect on their experiences and students soon realise that staff create a safe environment for this to happen and as they progress through the school students do this verbally and through their drama, poetry, writing, speaking and listening.</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 an achievement. 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 once they are back at school and at home.</p> <p>Preparation for leaving school is introduced from Year 9 onwards through work with 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.</p> <p>All KS4 students and some younger students have an adult Mentor. Their role is to be available for support, guidance, and practical help, to be an advocate and very importantly to help the student reflect on what is happening in their school life and</p>	<p>Students are more willing to reflect as it is a natural part of what happens in lessons.</p> <p>Staff ensure students experience a wide variety of activities within school and out of school many of which can be challenging for students on the autistic spectrum.</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>sometimes home life. We see this as an invaluable role and students can develop significant relationships with their Mentor.</p>		
<p>Growth of a sense of self, their unique potential and understanding of their strengths and weaknesses and their will to achieve.</p>	<p>The ethos of the school focuses on not only having respect for others and celebrating being different but also how they themselves are unique and special and deserve equal respect. Staff and students understand this and work towards this in and out of the classroom.</p> <p>Assemblies take the themes of respect for self and others and that being different is good. This is a common theme that is regularly reiterated by staff.</p> <p>Assemblies are very celebratory – achievements are noted whether academic, sporting, dramatic or from other school activities but also the out of school achievements e.g. students who play for a team, have passed a music exam etc. Social and moral achievements are also celebrated – kindnesses to others, helpfulness, selfless acts are also highly regarded.</p> <p>Specific subjects for example Drama and English expect students to reflect on their strengths and areas for improvement and students soon realise that staff create a safe environment for this to happen and as they progress through the school students do this verbally and through their drama and writing. Students are encouraged to evaluate each other and are taught the skills from Year 7 of giving constructive criticism to each other and more importantly about themselves.</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 are encouraged to be realistic about what they want to do and link this with their possible qualifications.</p> <p>Work experience is generally a very positive experience as the choice of venue is the student’s choice whenever possible. Excellent preparation ensures this is a positive experience for students, the school and the workplace. Students are</p>	<p>Students and staff know they are part of a community which holds the values of respect for themselves and for others very highly.</p> <p>Students learn about tolerance and respect for other people who may be different to them. Uniqueness is celebrated.</p> <p>The ethos in the school of having respect for oneself and for others is tangible as expressed on numerous occasions by visitors.</p> <p>Students are encouraged to be realistic about themselves, they are encouraged to identify their strengths and weaknesses and not be defeatist about their weaknesses but to create targets to help them overcome these.</p>	<p>Staff to research a pre Duke of Edinburgh Award Scheme for Year 9 students. As well as learning new skills students will learn more about themselves and the world around them.</p> <p>A Year 7 pilot scheme for Social Skills was followed last year and this is being developed for students in Years 7 and 8. The Social Skills scheme based on stage not age. The main aim is for students to be able to consistently demonstrate specific skills in a variety of situations.</p>

	<p>expected to be as independent as possible in terms of travel, organising themselves and sorting out any problems for themselves.</p> <p>All students are encouraged to take part in one of the annual residential visits. As part of this students have to look after their own belongings and personal hygiene, share a room with other students and take on responsibilities which are for the good of the whole group. Students are expected to set personal targets for themselves and the group work to support and encourage each individual [staff included] as they achieve this.</p> <p>Learning to Learn work focuses on the individual personality traits, interests, expectations etc and supports them as they develop and mature as individuals.</p> <p>Students in KS4 are given the opportunity to take part in the Duke of Edinburgh Award Scheme this challenges young people to take part in new and different activities and to push themselves in areas they have not otherwise done. Students are encouraged to try new activities, learn a new skill and become involved in a community project which may take them out of their comfort zone.</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</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. Students meet twice daily with their form tutor and time is spent in reflecting on issues affecting students. Elections are held for the School Council, representatives meet to discuss issues with members of the SLT. The group has a small budget to spend and a great emphasis is spent on listening and responding.</p>		
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	<p>The school House system involves all students, teachers and LSA's working together, supporting and encouraging each other. Houses are made up of students from each year group to encourage tolerance, relationships and respect.</p> <p>Students who are residents have a 24 hour curriculum, each student has a key worker and targets are set with the student regarding the time out of school. Students have individual programmes that support them in their independence, self esteem, maturity, relationships and understanding of themselves.</p>		
<p>Answering some of life's fundamental questions.</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 are challenged to look at deeper fundamental questions and develop their own thoughts and answers.</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.</p> <p>As Learning to Learn encompasses PHSE and Citizenship students are encouraged to research question, discover and share experiences. Through their English lessons students explore different cultures and religions which evoke discussion about life's fundamental questions often through the literature. Speaking and listening exercises support this too.</p> <p>KS4 PHSE follows a similar format to L2L where students are challenged with age appropriate material. This is often discussion based and students are challenged to look at bigger issues as they form and develop their own thoughts and ideas and learn how to present this to others.</p>	<p>Students are expected to question, research, discover, investigate etc from Year 7 and as they progress through the school and become more mature they can discuss the bigger issues of life including life's fundamental questions.</p> <p>The broad curriculum ensures students are given the opportunity to develop their own beliefs and perspective on life. Students are able to make informed choices.</p>	<p>KS4 students to have more opportunities to discuss life, experiences, to form ideas and beliefs and to answer life's fundamental questions e.g. through an updated PHSE syllabus.</p>

	<p>Certain aspects of the Science curriculum challenge student's views on creation etc, staff sensitively deliver material which gives students a wider perspective and challenges their thinking.</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 hold, staff challenge students to explore and try new things and always teach tolerance. Discussion may include looking at deeper and more thought provoking topics.</p>		
<p>Develop the knowledge, skills and understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.</p>	<p>Students in year 8 as part of the RE syllabus arrange a charity day. Students are required to research a variety of charities and as a group make an informed decision as to where their money will go. Students are required to play a part in the organisation and running of the event.</p> <p>Charity events are arranged throughout the year some led by staff but most are led by students. The focus is more on how the charity helps the cause that is supported and looking at the circumstances of the need e.g. students regularly support Demelza House a local children's cancer hospice. These are generally fun events which bring people together and is a very positive experience for all involved.</p> <p>Volunteering is seen as a positive experience and an opportunity to give something back to the community or to society. Students are encouraged to volunteer and on occasions events are organised when students can work either in school or the community helping others e.g. gardening, cooking for the elderly and clearing shared areas.</p> <p>Students in KS4 are given the opportunity to take part in the Duke of Edinburgh Award Scheme this challenges young people to take part in new and different activities and to push themselves in areas they have not otherwise done. This is often a time of self discovery especially the hike and overnight camp.</p> <p>All students are encouraged to take part in one of the annual residential visits. As</p>	<p>The broad curriculum ensures students are given the opportunity to develop their own beliefs and perspective on life.</p> <p>Students are able to make informed choices about themselves as well as form opinions and beliefs.</p> <p>Students know they are part of a community which holds the values of respect for others and acceptance very highly. This gives a firm base for students as they foster their own inner lives and self confidence.</p>	<p>Staff to research a pre Duke of Edinburgh Award Scheme for Year 9 students. As well as learning new skills students will learn more about themselves and the world around them.</p> <p>A Year 7 pilot scheme for Social Skills was followed last year and this is being developed for students in Years 7 and 8. The Social Skills scheme based on stage not age. The main aim is for students to be able to consistently demonstrate specific</p>

	<p>part of this students have to look after their own belongings and personal hygiene, share a room with other students and take on responsibilities which are for the good of the whole group. During the residential -free time does not involve going places, electronic gadgets or technology – the emphasis is on making their own fun, staying occupied and having time to enjoy the countryside, appreciate each other, relax and think.</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.</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. Students meet twice daily with their form tutor and time is spent in reflecting on issues affecting students. Elections are held for the School Council, representatives meet to discuss issues with members of the SLT. The group has a small budget to spend and a great emphasise is spent on listening and responding.</p> <p>Students who are residents have a 24 hour curriculum, each student has a key worker and targets are set with the student regarding the time out of school. Students have individual programmes that support them in their independence, self esteem, maturity, relationships and understanding of themselves. As students progress through the residence they earn extra privileges and staff raise their expectations.</p>		<p>skills in a variety of situations.</p> <p>More opportunities to be created for students to volunteer both in and out of the school environment.</p>
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