

## **Moral Responsibility and Integrity**

At The Chelsea Group of Children lessons in moral responsibility, in honesty, fair play, and consideration and tolerance for others are imbedded in every aspect of the child's day at school. It happens in the process of building relationships with students, and in the culture of learning in the school, not as a specific and separate lesson.

Every lesson in this seamless curriculum is first modelled by the teacher in his or her treatment of the child, then in the teacher's support and gentle intervention in the children's treatment of each other. The school's atmosphere of tolerance and respect is established by adults in tone of voice, patience and acknowledgement of every child's feelings.

We feel these lessons must be experiential and relevant to the child's own life.

### **KINDNESS and COMPASSION**

Kindness can be learned and must be taught. Taught best through modelling but also in structured lessons. At Chelsea Group we think of this curriculum, imbedded within all others, of basic and necessary emotional skills as the foundation. It is fundamental to all other learning, particularly for the young child. Teachers enable the students to learn in a happy and secure environment through their kind and compassionate treatment. They help the students develop the ability to imagine what another person is experiencing. Kindness and compassion require, first awareness, then action, and is, indisputably, one of the most important qualities of any teacher and essential in special needs.

### **RESPECT**

The connection between student and teacher is one of the most meaningful and to be effective must be nurtured in an atmosphere of trust and respect. Being respectful is the most effective way to teach respectful behaviour. In the classroom, for teacher and student, respect can be, first, a performance, then, hopefully, an attitude. We perform in listening to another, being polite in exchanges and responses, and exercising control over any negative attitudes resulting from differences of opinions. Where Kindness or Compassion may falter, Respect can mitigate hostilities and enable civilized relationships.

Topics and activities, which contain a strong focus on integrity, moral responsibility, and *doing the right thing*, are as follows:

**Social Communication:** The speech and language therapist conducts daily small group lessons in social communication in which children are guided through polite and sharing social language.

**Helping Hands:** Chelsea Group staff developed a program we call *Helping Hands* in which children are given tasks to perform in school. The specifically assigned tasks support key areas of development such as leadership, co-operation, confidence, kindness and compassion and self-respect. Each child's Therapy Provision Map and Profile are reviewed to determine assignments.

**PSHE** is taught once a week by the speech and language therapist and also coordinated, planned and delivered as an integrated programme which is provided across the curriculum in all subject areas as well as in discrete lessons

We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship.

For the youngest children this topic is integrated across the Early Years Curricula.

**Floortime Sessions:** See Stanley Greenspan Direct Individual Relationship-based Intervention: *A comprehensive developmental approach to intervention based on functional developmental level, individual differences, and interactive relationships.*

**Themes which commonly underlie children's guided play are**

- Nurturance and Dependency
- Pleasure and Excitement
- Curiosity
- Power and Assertiveness
- Anger and Aggression
- Limit Setting (containing feelings)
- Fears and Anxieties
- Love, Empathy, and Concern for Others
- Control