

## Spiritual Moral Social Cultural Curriculum

### **Spiritual Understanding**

The understanding and reflection of one's feelings, through which one's opinions and ideologies are formed, is a complex and challenging concept for most of the students at Chelsea Group and as such, is an overarching goal throughout the curricula.

In every lesson there are *Feelings Charts* providing an emphasis on encouraging students to reflect on their feelings and how their emotions can affect others.

Yoga, Dance, Community Outings, Drama Therapy, Art Therapy, Music Therapy offer many opportunities to develop self-awareness, and an understanding of different people and cultures.

We have a close relationship with the church, St Andrew's, our landlord. Students participate in church programs such as the food drive during the Harvest Festival.

### **Moral Responsibility**

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.

### **Cultural Understanding**

At The Chelsea Group of Children there are 16 different nations represented in the staff and student body, which offers a rich cultural mix. Every opportunity is taken to highlight and celebrate the differences among us. We are a 'family' yet we are all different.

### **A Note on British Values.**

[School Inspection Handbook from August 2016](#)

According to Ofsted, 'fundamental British values' are:

- *democracy*
- *the rule of law*
- *individual liberty*
- *mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.*

At the Chelsea Group of Children, all students are taught the values of democracy, the rule of law, individual liberty and respect for others of different cultural backgrounds and beliefs but not that these values are either exclusively British or upheld to a higher standard in the United Kingdom.