

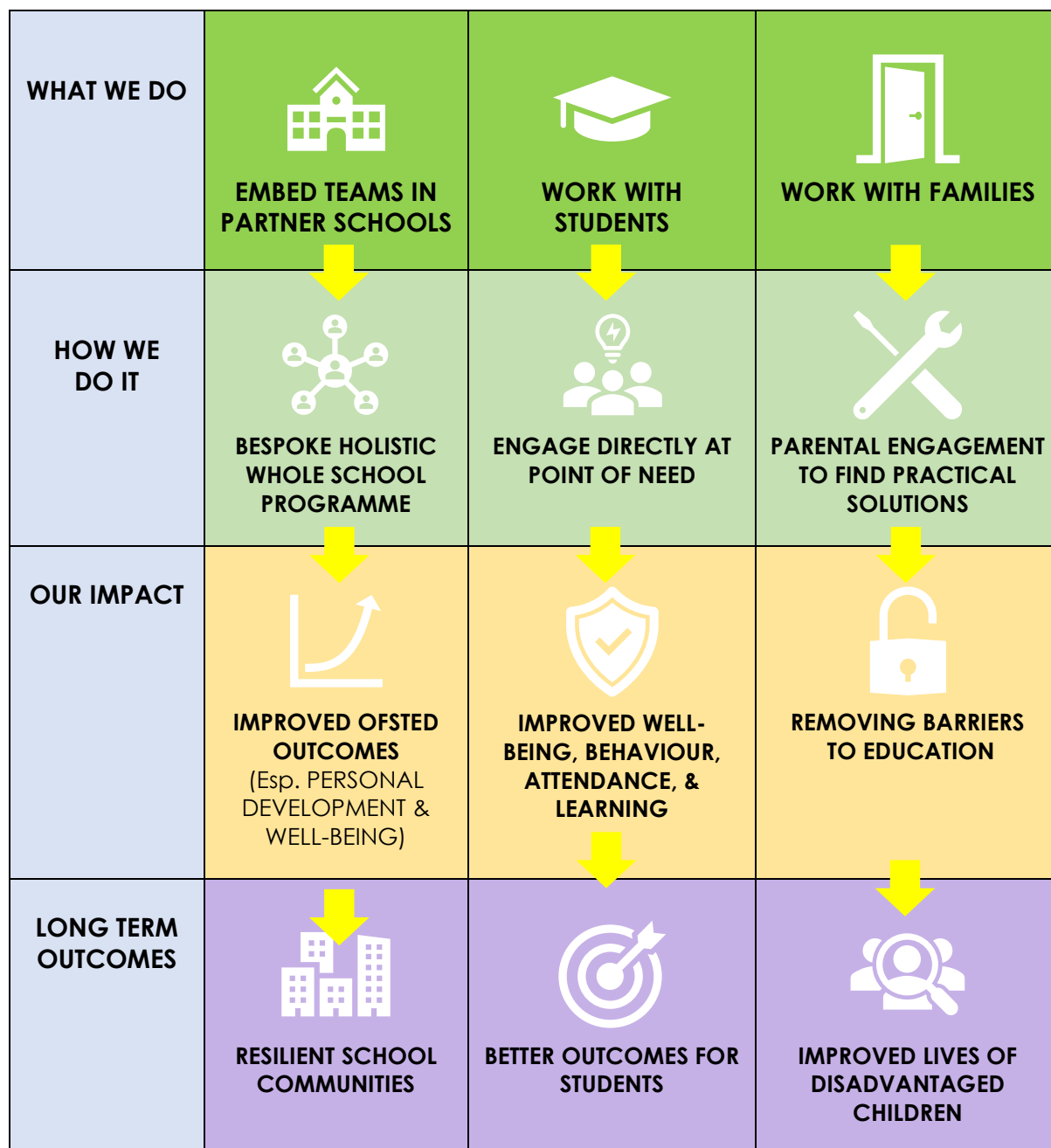


Our Ethos Teams work within secondary schools to make a lasting difference in the lives of young people and their families

OUR VISION



OUR THEORY OF CHANGE



OUR HISTORY



Grace Foundation began in 2003 with a clear vision: to transform young people's lives through holistic education.

The charity first worked alongside the Grace Academy Trust, sponsoring Ethos Teams in three Grace Academy schools - Solihull, Coventry and Darlaston. In 2019, when those schools transferred into Tove Learning Trust, the Foundation chose to continue its sponsorship and expand the reach of Ethos Teams into new schools and communities.

That decision has shaped the story we're writing today.

Now, our work impacts over 15,000 students and their families every day as we partner with 15 schools across four Multi-Academy Trusts.




Our core funding comes through the generosity of IM Group, with further support from a growing number of business partners enabling us to grow our impact and reach more young people and families.

Gary Spicer, CEO

OUR MISSION

We are committed to working with schools from the inside out to support the emotional, relational, and aspirational needs of students and their families.

We work in synergy with partner schools to tackle three key areas:

 1	DEVELOPING THE WHOLE PERSON	Our values-driven approach supports students' emotional, relational, and aspirational growth.
 2	ENHANCING STUDENT WELL-BEING	We strengthen well-being through tailored interventions, family support, and safe spaces for students.
 3	IMPROVING STUDENT OUTCOMES	We raise outcomes and contribute to stronger Ofsted judgements by embedding Ethos Teams and their bespoke Ethos Programme.

OUR APPROACH



We work with partner schools from the inside out to help transform young people from the inside out.



In each of our partner schools we provide long-term support through an integrated onsite Ethos Team.



YOUTH WORKER

Our Youth Workers support students' emotional, relational, and aspirational development.



ETHOS LEADER

Our Ethos Leaders partner with staff to deliver a bespoke Ethos Programme that drives improvement.



FAMILY SUPPORT WORKER

Our Family Support Workers work with families to break down barriers to learning.

We offer enhanced support through our central team:



TRAINING & DEVELOPMENT



RELATIONSHIPS & SEX EDUCATION



CAREERS & ASPIRATIONS

OUR ETHOS PROGRAMME

We embed a bespoke ethos programme in each partner school to provide effective support at the point of need.

CURRICULUM INPUT



Enhance RE, PSHE, and personal development with ethos-based sessions on values, faith, and life skills.

TUTOR & ASSEMBLY



Create space for students to reflect on life, values, and relationships.

1-1 INTERVENTIONS



Help students overcome barriers to behaviour, well-being, and attendance.

GROUP INTERVENTIONS



Build emotional literacy, well-being, and engagement through focused group sessions.

ETHOS ENRICHMENT



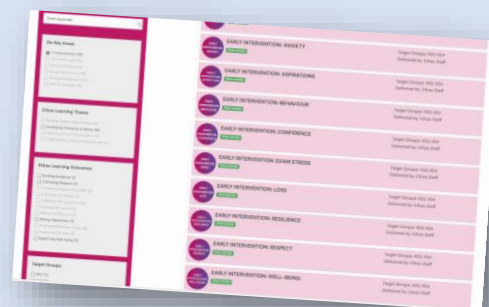
Provide a safe space to explore life, character, and values.

PARENTAL ENGAGEMENT



Equip parents with tools to support well-being and personal growth.

Our extensive toolkit of tried and tested resources is measured by OFSTED Ready statistics, student voice, and stories of impact.



OUR CHRISTIAN ETHOS

Our ethos makes Grace Foundation unique and shapes the heart of who we are as an organisation.

- We believe every individual is of equal value and worthy of respect because we are all loved by and made in the image of God.
- In the Bible, we find Jesus deeply concerned about people's holistic needs which is the motivation for our Ethos Team to support the emotional, relational and spiritual needs of students & their families.
- We are passionate about reducing inequality and promoting social justice by raising outcomes for all. We work to level the playing field in deprived communities so that every child can be brought up in an environment where they are given the opportunity to reach their maximum potential in life.
- We have a long-term commitment to be actively involved, integrated, influential and inspirational in school communities.

Grace Foundation will actively partner with people from all faiths and none, and it is made clear to all the staff, students, and families that we engage with that anyone can benefit from our work.



OUR EMPLOYED STAFF

We have a clear expectation that employed staff will have a familiarity with, and an ability to perform in accordance with, the mission, vision, and values of Grace Foundation's charitable objectives¹. In line with these charitable objectives, and in accordance with the Equality Act 2010, it is a Genuine Occupational Requirement that employed post holders are practicing Christians.

Staff will need to demonstrate a clear understanding of our ethos and how it applies to relevant issues young people face today. They need to be able to effectively engage young people and their families in faith² related issues and signpost to relevant faith-based agencies where appropriate. All employed staff on the Grace Foundation Team are required to engage with regular rhythms of prayer and receive relevant training on faith-based principles as part of their ongoing personal development.

A Minister or Pastor Reference may be required as part of the recruitment process for some roles.

¹ Grace Foundation Charity was incorporated in 2003 with its objectives being the advancement, for the public benefit, education in the United Kingdom by promoting the establishment, maintenance, carrying on, management and development of schools with a Christian ethos and in accordance with Christian principles.

² For a broad definition of basic Christian beliefs please see <https://www.churchofengland.org/our-faith/what-we-believe>

OUR VALUES

We seek to ensure the values of integrity, respect, commitment, and togetherness are evident in all we do.

INTEGRITY

Our work is built upon **integrity**. Those who connect with us - staff, students, partner organisations, community links and families - can trust that we will strive to do what is right and do what we say we will do.

RESPECT

We are consistent in our approach to work and relationships. We always treat each other with **respect**. We promote openness, listen, demonstrate understanding and are respectful of one another's circumstances.

COMMITMENT

Actions speak louder than words. We can be trusted to do what we say we will do and are accountable for our performance. We are **committed** to our work and protect and uphold the reputation of the charity and our sponsors which has been built through years of dedication to delivery.

TOGETHERNESS

Together we are a team, built around trust and humility. We share in our successes and the burden of the challenges we face. **Together** we build a sense of security and belonging with the wider school community.



🔍 FOCUS 1: DEVELOPING THE WHOLE PERSON

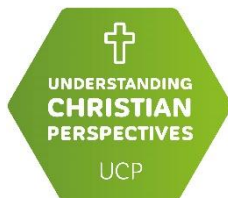
Our Ethos Learning outcomes shape all our work.



Our Goal is to Help Student's Develop Character and Values by Raising Aspirations, Building Resilience, Cultivating Respect & Supporting Well-being.



Our Goal is to Help Student's Build Healthy Relationships by Growing Self-Worth, Shaping Relationship Values & Developing Relationship Skills.



Our Goal is to Help Student's Understand Christian Perspectives by Examining Key Beliefs, Exploring Faith Questions & Making A Difference.



OUR LEARNING FRAMEWORK

DECA is Grace Foundation's learning framework, built to help students and educators recognise and celebrate progress in line with our Ethos Learning Outcomes.

Rooted in the principles of Bloom's Taxonomy, it shapes everything we create - from lesson plans to intervention groups. Its purpose is simple: to help students not only understand our Ethos Learning Outcomes but also apply them in everyday life.

 **DISCOVER**

What do I need to know and why?

 **EXPLORE**

How do I deepen my understanding?

 **CONNECT**

What does it mean for me?

 **APPLY**

How do we put it into practice?



Each Learning Outcome is linked to a set of "I CAN" Statements that provide a focus for student learning.

 **DISCOVER**

I can **discover** what aspirations mean.

I can **discover** why aspirations matter.

I can **discover** what aspirations look like in action.



Educating to Develop Character & Values



Our Goal is to Help Student's Develop Character and Values by Raising Aspirations, Building Resilience, Cultivating Respect & Supporting Well-being.

DCV1: RAISING ASPIRATIONS

Students will **DISCOVER** and identify their hopes and aspirations. This will help students consider steps they might take to set their own goals, increasing their sense of possibility and potential.

Students will independently **EXPLORE** how to devise and prioritise the steps of goal setting, evaluating how others have overcome challenges in order to progress. This will help students to deepen their understanding of how to raise their own aspirations and the impact this can have on reaching their goals.

Students can **CONNECT** their understanding of how to raise their aspirations, prioritising steps to overcome challenges and progress towards their personal goals. This will help students to move towards realistic goals in their life, skills-development, hobbies, education, career, and future opportunities.

Students can demonstrate a sound understanding of what it means to raise their aspirations in their life. This will help students to **APPLY** their learning in a range of situations and contexts, asking for help where needed.

DCV2: BUILDING RESILIENCE

Students will **DISCOVER** the value of building resilience and how it can help them grow through their daily challenges. This will help students understand the purpose and function of resilience, enabling them to identify how to outwork it through their day-to-day lives.

Students will independently **EXPLORE** the benefits of building resilience, evaluating how it helps others as well as influence their own daily life choices. This will help students to consider situations where resilience is needed and identify helpful strategies to overcome challenges.

Students will **CONNECT** their understanding of how to build resilience through all their challenges making a positive impact on their daily life choices. This will help students take practical steps to overcome barriers and understand how becoming resilient can impact their relationships and their life for the better.

Students will demonstrate a sound understanding of what it means to build and **APPLY** resilience in a range of situations whilst asking for help where needed. This will help students to face challenges with confidence, demonstrating positive behaviours that lead to positive character change and outcomes.

DCV3: CULTIVATING RESPECT

Students will **DISCOVER** what it means to cultivate respect whilst reflecting on how self-respect forms the foundation of all healthy relationships. This will help students to identify how and why respect can have a significant impact on our own self-worth and well-being.

Students will independently **EXPLORE** the benefits of cultivating respect, evaluating how it can positively impact their relationships and daily life choices. This will help students improve their understanding of why showing mutual respect can help them navigate difficulties, disagreements, and identify helpful ways to respond in a respectful manner.

Students will **CONNECT** their understanding of how to cultivate respect in their day-to-day relationships. This will help students to respect differences, manage conflict, increase positive connections, and practice self-respect in their daily life.

Students will demonstrate a sound understanding of what it means to cultivate respect, the benefits of respecting others, and the value and wider impact of healthy self-respect. This will help students **APPLY** their learning to a range of situations in and out of school life, showing respectful behaviours, and asking for help where needed.

DCV4: SUPPORTING WELL-BEING

Students will **DISCOVER** the role that their emotional, physical, social, spiritual, and intellectual well-being has on their daily life experience. This will help students to consider why and how healthy well-being can support their day-to-day choices and relationships.

Students will independently **EXPLORE** how to improve their own well-being and evaluate the impact that well-being can have on their regular routines and lifestyle. This will help students to deepen their understanding of what healthy well-being looks like in practice and consider how to better integrate it positively within their own lives.

Students will **CONNECT** their understanding of the importance of how to prioritise their own well-being as well as spot the signs of poor well-being and know how to respond for themselves and others. This will help students become well-informed as they learn to choose healthier choices and lifestyles whilst supporting others.

Students can demonstrate a sound understanding of what it means to have healthy well-being, applying their learning to a range of contexts, spot warning signs, whilst asking for help where needed. This will help students **APPLY** their understanding to identify and practice healthy routines which can bring positive change to themselves, and others, whilst increasing their own sense of well-being.



Developing Character & Values | OFSTED Rationale (2025 Framework)

Theme	Ofsted Links
DEVELOPING CHARACTER AND VALUES	<ul style="list-style-type: none"> ✓ "Promoting pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond." (Personal Development – Strong) ✓ "Personal development includes developing pupils' character — a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct." (Personal Development – Strong) ✓ "Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy." (Personal Development – Strong) ✓ "Pupils are consistently motivated to succeed, resilient to setbacks, and take pride in their achievements and work." (Attendance & Behaviour – Strong) ✓ "Pupils' spiritual, moral, social and cultural (SMSC) development can be seen across the school's activities." (Personal Development – Strong) ✓ "Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy." (Personal Development – Strong) ✓ "Pupils gain a sense of enjoyment and fascination in learning about themselves, others, and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences." (Cultural Capital – Personal Development – Strong) ✓ "Pupils' talents and interests are nurtured, developed and extended through a range of opportunities." (Cultural Capital – Personal Development – Strong → Exceptional if sustained)

- **Responding To the Post-Pandemic Landscape:** “The impact of the coronavirus (COVID-19) pandemic has further emphasised the importance of supporting our children and young people’s wellbeing, which is why it remains a central part of the Department for Education’s plans for recovery. Research includes:

 - The percentage of children and young people reporting low happiness with their health appears to have increased in recent years (The Children’s Society). Rates of probable mental disorders and eating problems remain at elevated levels compared to before the COVID-19 pandemic (NHS Digital, 2022b).
 - The percentage of those reporting low happiness with their family and friends remains at elevated levels compared to before the pandemic.

Source: State of the Nation 2023: children and young people’s wellbeing
- **Improving Behaviours & Attitudes:** Studies show that adopting a character-focused approach to behaviour management is likely to bring benefits. A meta-analysis found positive associations between character education and specific behavioural outcomes, such as increased self-control, reduced disruptive behaviour, fewer school suspensions, better moral judgement, and higher expressions of love, honesty, and compassion. Another meta-analysis revealed character education programmes were associated with lower school behaviour referrals.

Source: Outstanding Schools: Character Education & School Improvement (Jubilee Centre for Character & Virtues)
- **Enhancing the Curriculum:** Through offering an inclusive, broad, and rich curriculum that prioritises character education, schools can help pupils feel like they can play their part in the greater good, which is vital for their personal development.

Source: Outstanding Schools: Character Education & School Improvement (Jubilee Centre for Character & Virtues)
- **Improving School Communities:** Values based education impacts behaviour, relationships, learning environment, personal wellbeing, and attitudes to learning and learning diligence which lead to improvements in academic attainment. Studies find that values-based education improves student and teacher wellbeing, academic diligence, the teaching and learning environment, student-teacher relationships and partial parental and family participation.

Source: Values Based Education (Dr Neil Hawkes)
- **Linking to Academic Improvement:** Evidence from a study by *Public Health England* shows that promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes as well as their health and wellbeing outcomes. Key points from evidence include:

 - Pupils with better health and wellbeing are likely to achieve better academically.
 - Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
 - The culture, ethos and environment of a school influence the health and wellbeing of pupils and their readiness to learn.

Source: Public Health England





Educating to promote Building Healthy Relationships





Our Goal is to Help Student's Build Healthy Relationships by Growing Self-Worth, Shaping Relationship Values & Developing Relationship Skills.

BHR1: GROWING SELF-WORTH


Students will  **DISCOVER** and reflect on their own self-worth and value, considering how this influences their relationships and choices, both on and off-line. This will help students to deepen their self-awareness and grow their sense of self-worth, potential and possibility.


Students will independently  **EXPLORE** the characteristics that make them unique, deepening their understanding of how their self-worth can impact their day-to-day relationships and choices. This will help students know how to overcome the associated challenges of poor self-image, and better evaluate how to grow self-worth, instil value, and restore positive self-image.


Students will  **CONNECT** their understanding to their personal contexts by using strategies that will increase self-esteem and cultivate healthier self-worth. This will help students to make healthier choices and enable coping mechanisms for overcoming challenges that hinder their sense of value.


Students will demonstrate a sound understanding of how to monitor and grow their self-worth, applying their learning to a range of situations, both on and off-line. This will help students  **APPLY** their knowledge gained to support others, spot the signs of when they need to ask for help, and access support where needed.

BHR2: SHAPING RELATIONSHIP VALUES


Students will  **DISCOVER** and reflect on their own personal values and attitudes towards relationships and sex. This will help students to identify and positively develop their own values and aspirations, which helps to inform healthy choices within all relationships, including romantic relationships and sex.


Students will independently  **EXPLORE** how people form their attitudes around relationships and sex, evaluating the impact of media, culture, and peer groups, alongside both spoken and unspoken expectations. This will help students to consider where their attitudes to relationships and sex come from and how they can maintain or develop healthier relationships.


Students will  **CONNECT** their understanding of how their own relationship values are shaping their healthy and unhealthy attitudes and choices. This will help students to develop mutual respect, trust, and foster healthy boundaries, which then influences their choices, behaviour, and the behaviour of others.


Students will demonstrate a sound understanding of why healthy attitudes towards relationships and sex are important and how they impact others. This will help students  **APPLY** the knowledge gained to support others, identify how to access support, and develop healthier long-term relationships.

BHR3: DEVELOPING RELATIONSHIP SKILLS

Students will  **DISCOVER** the skills needed for healthy relationships and sexual relationships. This will help students to deepen their understanding of how to develop healthy relational skills and identify the foundations for making informed choices about healthy sexual relationships.

Students will independently  **EXPLORE** the skills needed to develop healthy foundations for all relationships, including romantic and sexual relationships. This includes (but not limited to) conflict resolution, recognising toxic/unhealthy behaviour, choices, and boundaries. This will help students evaluate how these themes then influence their personal choices and behaviour.

Students will  **CONNECT** their real-world understanding of how to develop healthy relationship skills. They can identify unhealthy traits in themselves and others. This will help students to identify and transfer the specific skills needed to develop a positive foundation in their relationships and make healthy choices about sex.

Students will demonstrate a sound understanding of the impact of healthy and unhealthy relationship traits which then helps to inform their relationship choices. This will help students  **APPLY** their knowledge to support others, identify how to access support, and develop healthier long-term relationships.



Building Healthy Relationships | OFSTED Rationale (2025 Framework)

Theme	Ofsted Links
BUILDING HEALTHY RELATIONSHIPS	<ul style="list-style-type: none"> ✓ “Developing pupils’ age-appropriate understanding of healthy relationships through relationships and sex education.” (Personal Development & Safeguarding – Expected → Strong) ✓ “Leaders ensure pupils are taught the knowledge they need to make informed decisions about healthy relationships, sex and online safety in ways that reflect their age, background and needs.” (RSHE – Expected → Strong) ✓ “Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.” (Attendance & Behaviour – Strong) ✓ “Pupils learn how to manage their own emotions and resolve conflict with others.” (Attendance & Behaviour – Strong) ✓ “Leaders ensure that pupils are taught how to stay safe and keep others safe, including online.” (Personal Development & Safeguarding – Strong) ✓ “Creating an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment, victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively.” (Attendance & Behaviour – Strong, safeguarding link to mental health)

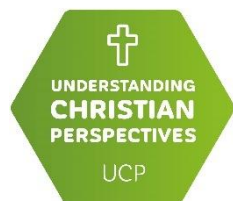
We acknowledge that Grace Foundation contributes to, but is not responsible for, providing the full requirements of statutory RSHE (Relationships Sex and Health Education). The school is responsible for being statutory compliant. We provide a service to the schools on selected topics, to help support and enhance their own core curriculum. All teaching will reflect the law & legal implications of decisions any students may make about relationships.

- Underpinned by Healthy Relationships:** RSE in secondary should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.
Source: RSHE Statutory Guidance 2025, para. 32
- Supportive of Well-being:** The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.
Source: RSHE Statutory Guidance 2025, para. 37
- Rooted in Values:** Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.
Source: RSHE Statutory Guidance 2025, Introduction

- Founded on Respect:** The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
Source: RSHE Statutory Guidance 2025, Secondary curriculum content
- Suitable for All Relationships:** Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (s.149), when teaching RSHE. Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.
Source: RSHE Statutory Guidance 2025, para. 64–66
- Sensitive to the Online Landscape:** About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Pupils should also learn how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Source: RSHE Statutory Guidance 2025, Secondary wellbeing curriculum
- Relevant for National Context:** Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to: sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour; the Online Safety Act; online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, and AI-generated sexual imagery). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion.
Source: RSHE Statutory Guidance 2025, para. 62–63





Educating to help Understand Christian Perspectives





Our Goal Is to Help Student's Understand Christian Perspectives by Examining Key Beliefs, Exploring Faith Questions & Making A Difference.

UCP1: EXAMINING KEY BELIEFS


Students will  **DISCOVER** who Jesus is, examining the evidence for his existence, and reflect on the significance of his life. This will help students to develop their critical thinking skills whilst identifying key beliefs within the Christian faith.


Students will independently  **EXPLORE** the life, death, resurrection, and teachings of Jesus, evaluating his impact on Christians and others. This will help students to deepen their understanding around why Christians believe what they do about Jesus and why that matters.


Students will  **CONNECT** how Jesus' influence has impacted history and shaped Christianity. This will help students to interpret the beliefs, teachings, and practices of Jesus in relation to their own personal worldview.


Students can demonstrate and  **APPLY** a sound understanding of the key beliefs of Christianity, articulating how these relate to their own personal worldview. This will help students to develop their own sense of spiritual curiosity, awe, and wonder.

UCP2: EXPLORING FAITH QUESTIONS


Students will  **DISCOVER** and reflect upon faith-based questions including faith vs science, the nature of suffering and the purpose of life. The 'lived experiences' of Christians will inform their investigations; This will help students critically discover their own worldviews in relation to the real world.


Students will independently  **EXPLORE** faith-based questions and listen to real life stories to deepen their understanding of Christianity in relation to different worldviews. This will help students develop their critical thinking skills as they identify how Christianity provides relevant answers from a theological, philosophical, and sociological perspective.


Students will  **CONNECT** the relevance of exploring faith-based questions to their own lives. This will help students compare and contrast different perspectives which then informs their own personal worldview and influences their sense of value and purpose.


Students will demonstrate a sound understanding around the significance of exploring faith questions. This will help students to describe how they  **APPLY** their learning to their own personal worldview and to be more confident as they articulate faith-based arguments related to the big questions around faith and Christianity.

UCP3: MAKING A DIFFERENCE

Students will  **DISCOVER** how the Christian faith has inspired so many people to be courageous in their advocacy for others. This will help students learn how to stand up for justice and have a mindset to make a positive difference in their local community and beyond.

Students will independently  **EXPLORE** why the Christian faith has inspired people to act with compassion, courage, and generosity. This will help students to explore how the future can be positively shaped through serving others.

Students will  **CONNECT** their understanding of why the Christian faith helps motivate so many people into positive action, which helps students to identify ways that they might be able to help people, speak into situations or support our planet. This will help students to connect their understanding around the influence of the Christian faith in action.

Students will  **APPLY** a sound understanding of courageous advocacy by speaking out against issues of injustice, acting on behalf of those whose voice is not heard, working through social or political means, or seeking to help others in need. This will help students to contribute and make a positive difference in and beyond their local communities.

Understanding Christian Perspectives | OFSTED Rationale (2025 Framework)

Theme	Ofsted Links
Understanding Christian Perspectives (UCP)	<p>✓ "The curriculum extends beyond the academic, technical or vocational... through the spiritual, moral, social and cultural development of pupils." (Personal Development – Strong)</p> <p>✓ "Pupils are able to reflect on their own beliefs (religious or otherwise) and perspective on life; they show knowledge of, and respect for, different people's faiths, feelings and values." (Personal Development – Strong)</p> <p>✓ "Embedding fundamental British values effectively, fostering a culture of respect and tolerance for those with different faiths and beliefs, and those without faith." (Personal Development – Strong)</p> <p>✓ "Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured." (Attendance & Behaviour – Strong)</p>

- **Making Personal Development Outstanding:** The personal development judgement explores how the curriculum may extend beyond the academic, technical, or vocational. This may be, for instance, through the spiritual, moral, social and cultural development of pupils. It considers pupils' recognition of different people's values, feelings, faith, and ways of living. What is learned and remembered by pupils in RE may, of course, contribute to personal development.

Source: OFSTED Research Review – Religious Education - May 2021

- **Embedding British Values:** As part of the agenda to promote British Values effectively, we actively encourage mutual respect for, and tolerance for, those with different faiths and beliefs, and for those without faith. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Source: Ofsted Framework

- **Improving SMSC:** We help meet the OFSTED requirements for the spiritual development of pupils and our work specifically helps young people develop their ability to be reflective about their own beliefs (religious or otherwise). The spiritual development of pupils is shown by their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others, and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences.

Source: Ofsted Framework

- **Maximizing the Benefits of RE:** Effective Religious Education can help students develop self-confidence and awareness, promoting an understanding of our world and find a sense of meaning and purpose. It allows students to reflect on and consider their own values, behaviors, and experiences. It promotes respect and tolerance and plays a significant role in reducing conflict and misunderstanding.

Source: NATRE (& Education Research)

- **Implementing Up-To-Date Approaches:** The OFSTED RE Subject Review published in May 2021 highlights what quality RE provision look and this includes many aspects now focussed on in our UCP theme. These include:

- **Ways of Knowing:** When considering ideas include a Theological perspective – How did people come to believe this? A Philosophical perspective – Why does it matter that people believe this? And A Sociological perspective – How does it impact the way people live?
- **Personal Worldviews:** When pupils study RE content, they do so ‘from a position’. This position is their ‘viewpoint’ or perspective on the world, which is influenced by, for example, their values, prior experiences, and own sense of identity. Good RE builds awareness of the assumptions that they bring to discussions concerning religious and non-religious traditions. Personal knowledge shapes and is shaped by their personal worldview. [Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.](#)
- **Lived Experiences:** it is good practice to share people’s ‘lived experiences’ and learn the real-life stories of faith practitioners. 71% Parents say it is important to learn differences between lived experiences and worldviews (Culham St Gabriel’s Trust Survey 2022). [Welcome to a Religion and Worldviews Approach \(vimeo.com\).](#)

Source: OFSTED Research Review – Religious Education - May 2021

- **Encouraging Positive Action:** By way of a working definition, when using the term ‘courageous advocacy’ we are referring to the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard. Speaking out, at whatever level this takes place, requires an element (and sometimes a great deal) of courage! Becoming a courageous advocate for change, therefore, must involve being informed about an issue and it must move beyond simply knowing, to saying and doing.

Source: Courageous Advocacy – Church of England Education Office (Christian Aid – May 2021).



🔍 FOCUS 2: ENHANCING STUDENT WELL-BEING

We enhance well-being through effective early interventions, targeted family support, and by providing safe spaces for students.



A Focus on Early Intervention

At Grace Foundation, we believe the best way to help young people thrive is to step in early - focusing on the right students, with the right interventions, in the right way. Our approach blends **First Response support** for immediate needs with carefully planned, **targeted interventions** that tackle deeper challenges before they escalate.

Our student interventions, which range from targeted one-to-ones and group work, help contribute towards student well-being in a way that helps improve the school community over time.

Evidence from a study by *Public Health England*³ shows that promoting the health and well-being of pupils and students within schools has the potential to improve their educational outcomes as well as their health and wellbeing outcomes. Key points from evidence include:

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.

³ More information can be found online at: <https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>

Providing targeted family support

Our Family Support Workers walk alongside students and families facing difficulties at school or at home. Their work covers a wide range of needs, from parenting support and skills (such as emotional health, relationship building, and online safety), to practical help with finances, benefits, housing, or food. They also play a key role in improving attendance, supporting transitions into education, employment and training, and providing tailored wellbeing and safeguarding support. This early, holistic intervention strengthens family relationships, builds resilience, and creates lasting change.

Creating safe spaces for students

Ethos Teams play a vital role in safeguarding and supporting students. Through education, intervention and ongoing pastoral care, they empower young people to make positive choices and protect them from harm. Our dedicated Ethos Rooms create safe spaces within schools where students can step out of the classroom, receive immediate support, and re-engage with learning in an environment built on trust and care.

Alongside targeted support, enrichment activities give students opportunities to discover new skills, grow in confidence, and feel a stronger sense of belonging at school. Whether through clubs, social action projects, or special events, enrichment helps students develop character, resilience and purpose.

Together, these approaches lead to measurable impact - improved attendance, better behaviour, and stronger academic progress – creating the conditions for students and families to truly flourish.

Grace Foundation is always committed to safeguarding and promoting the welfare of children and young people.

🔍 FOCUS 3: IMPROVING STUDENT OUTCOMES

We help schools fulfil Ofsted requirements in **Personal Development and Wellbeing**, while also strengthening key areas such as **SMSC, British Values, RE, PSHE, RSHE, Citizenship, Health and Wellbeing, Cultural Capital, and Safeguarding**.

OUR WORK LEADS TO...

- ✓ Increased Attendance
- ✓ Reduced Exclusions
- ✓ Improved Behaviour
- ✓ Raised Aspirations
- ✓ Faster Student Progress
- ✓ Enhanced Student Well-being

Our work is evidenced through OFSTED Ready Statistics, Stories, and Student, Staff and Parent Voice underpinned by a robust Quality Assurance process.

Our OFSTED Contribution | At a Glance (Nov 25)

Curriculum & Teaching	<ul style="list-style-type: none"> ✓ “Leaders design a high-quality, ambitious curriculum for all pupils, including disadvantaged pupils and those with SEND.” ✓ “Leaders ensure the curriculum prepares pupils for life in modern Britain, equipping them to be responsible, respectful and active citizens who contribute positively to society.” ✓ “The personal development curriculum meets statutory requirements, including relationships, sex and health education.” ✓ “How curriculum subjects such as citizenship, RE, PSHE and RSHE contribute to pupils’ personal development and their spiritual, moral, social and cultural (SMSC) development.”
Achievement	<ul style="list-style-type: none"> ✓ “Any gaps in knowledge or skills are closing quickly and pupils are exceptionally well prepared for their next steps.” ✓ “Disadvantaged pupils, including those with SEND, achieve highly, and the curriculum ensures that they do not fall behind their peers.”
Attendance & Behaviour	<ul style="list-style-type: none"> ✓ “Pupils behave with consistently high levels of respect for others... difference is valued and nurtured, and bullying, harassment and violence are never tolerated.” ✓ “Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong.” ✓ “Pupils play a highly positive role in creating a school environment where commonalities are identified and celebrated.”
Personal Development & Well-being	<ul style="list-style-type: none"> ✓ “Personal development includes developing pupils’ character — a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct.” ✓ “Promoting pupils’ wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond.” ✓ “Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.” ✓ “The curriculum extends beyond the academic, technical or vocational through the spiritual, moral, social and cultural (SMSC) development of pupils.” ✓ “Pupils’ talents and interests are nurtured, developed and extended through a range of opportunities. This contributes to their cultural capital and broadens their horizons.”
Leadership & Governance	<ul style="list-style-type: none"> ✓ “Leaders’ actions have a transformational impact on disadvantaged pupils, those with SEND, and those known to social care.” ✓ “Leaders establish and sustain an open culture where safeguarding is everyone’s responsibility and consistently effective.”
Inclusion	<ul style="list-style-type: none"> ✓ “Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, and those facing barriers to learning and well-being.” ✓ “Leaders ensure disadvantaged pupils and those with SEND can access enrichment opportunities such as clubs and wider school activities.” ✓ “Leaders work closely and effectively with parents, professionals and staff, ensuring that pupils’ and parents’ views and aspirations are included in decision-making.”
Safeguarding	<ul style="list-style-type: none"> ✓ “Leaders have established an open culture in which safeguarding is everyone’s responsibility... Pupils are kept safe and feel safe. Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum” (Met → Strong) ✓ “Leaders ensure pupils are taught the knowledge they need to make informed decisions about healthy relationships, sex and online safety in ways that reflect their age, background and needs.” ✓ “Leaders fulfil their responsibilities in relation to child-on-child violence... including bullying, sexual harassment and domestic abuse” ✓ “Leaders fulfil their responsibilities in relation to the ‘Prevent’ duty.” (Safeguarding - Met/Strong)

OUR PARTNERS

OUR MULTI ACADEMY TRUST PARTNERSHIPS



OUR PARTNER SCHOOLS



OUR FUNDING PARTNERS

