*Jennett's Park - Empowering our children to flourish and achieve under God's love*

## Recovery Curriculum – Sept 2020 onwards

We have been thinking about what a curriculum might look like for children in this next phase of school. As school life returns to a 'new normal' in September, we will begin the year implementing a "recovery curriculum" which acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil's mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these all at once and in a sudden and unplanned fashion leaving them vulnerable.

*"From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing."*

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK

These effects will vary from person to person but no one will have escaped the unrest that it has caused to lives across the globe. Children returning to school have experienced loss (routine, freedom, relationships, social interaction, structure) and we have all lived through a collective trauma.

Focusing purely on the recovery of lost learning time does not recognise the extent of impact of the pandemic. We have the opportunity to choose our approach as our Jennett's Park family return in full. We can choose to focus on our children's fundamental wellbeing, positive personal development and mental health as we all recover. Happy and calm children learn best, compassionate teaching and leadership is now crucial.

To help us support children with our collective recovery, we will focus on four key areas

- Building relationships
- Managing feelings and behaviour
- Enjoying and achieving at school
- Physical health and wellbeing

I have included our 4 school promises at the bottom of our page to ensure that we reflect on our whole school aims as we move our recovery curriculum forwards.

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| **Educating for Wisdom, Knowledge and Skills** | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives. | **Educating for Community and Living Well Together** | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| **Educating for Hope and Aspiration** | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds | **Educating for Dignity and Respect** | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

## 1. Building positive relationships

What learning is included?

Supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others including sharing, turn taking, greeting and interacting with others positively, playing alongside and with peers, responding to familiar school adults, seeking adults to support and comfort me when appropriate, and knowing how adults keep children safe while in school.

What that might look like

We will provide opportunities each day to focus on rebuilding relationships with peers and adults. This may include:

- Independent learning to nurture parallel and joint play
- Turn taking games and activities
- Sharing games and activities
- Interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships
- Games and activities where pupils can work together such as board games or outdoor PE games.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.
- Activities that link to children's interests to show we are interested and care for them.

## 2. Managing feelings and behaviour

What learning is included?

Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had, supporting pupils to relearn positive learning behaviours which they may have forgotten outside of the school environment. Engaging learners with self-regulation strategies and tools which help them feel safe and calm. Understand the changes in the world we live in with tools and strategies to help them process changes.

What that might look like

- Clear routines which are supported by visuals and communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day.
- Use of social stories and use of visuals to guide, support and reinforce where structures and boundaries in school have changed

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- Giving clear with boundaries and using therapeutic approaches environment (e.g. 'Positive Regard' to acknowledge feelings and emotional responses) to supporting behaviour and emotions.
- Therapeutic tools to support pupils in communicating with us such as building in regular circle time, therapeutic play times, tools like candle and use sentence starters in conversations.
- Regular sessions to explore and express and support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this shared experience.
- There will be regular opportunities for pupils to engage in self - regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals.

In addition we will provide lots of opportunities for pupils to practise their verbal communication so that they are able to feel like they have a voice and are able to express their wants and needs.

3. Enjoying and achieving at school

<u>What learning is included?</u>

Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. Allowing children to be honest and open about the learning that took place during lockdown without judgement. Pupils often use approaches used in previous learning that they are familiar with when processing events in their lives and planned provision will focus on what is familiar; . I.e. play provision that enables exploration, relaxation time, independent learning, reinforcement of owl learning behaviours and rainbow values.

<u>What that might look like</u>

- We will use familiar curriculum sessions that pupils will be used to that provide children with experiences that feel like "the norm".
- Using what we know about how children process, this will look like familiar structured sessions in the day and opportunities to engage in play opportunities.
- Celebrating extra-curricular achievements that took place during lockdown. (baking, bike riding, lego building, DIY etc..)
- We will be providing enjoyable activities which provide children with "fun" so that they can rejuvenate with positivity at school and motivation to engage.
- Sessions which will feel familiar will be different for each learning hub and class group but that provide familiar formats and structures.
- Independent learning where provision takes account of familiar teaching and learning and may include ICT, paired and small group activities where these are familiar. Learning in these sessions will link to previous and current topic learning or children's key interests and motivators.

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Children will have missed out on many opportunities being at home that they are naturally exposed to when at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

4. Physical health and wellbeing

What learning is included?

Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in routines such as use of a hygiene facilities or being supported in a different way for eating/ drinking. Encouraging physical wellness through active sessions, use of outdoor space and understanding about keeping physically and mentally well.

What that might look like

- Time for children to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom) and understanding these differences will be supported with social stories, photos and pictures where appropriate.
- Learning and development in physical health and wellbeing will focus on managing and coping within new processes and keeping safe. This will include: Understanding what is different about school and how to navigate this environment, hand washing and hygiene measures. Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual. Keeping and maintaining social distancing Catch it, kill it, bin it messages health and hygiene sessions focussing on washing, being independent and looking after yourself.
- Having fun while keeping fit and active through outdoor games, exercise and socialising

It is clear that our children will need different levels of support and 'gap filling' in their learning. We must compassionately find the areas of weakness in learning through strategies above to enable us as teachers to plug the gaps as required without adding additional stress to our children. As a school we can use love and compassion to move our children into the next phase of their school life. Addressing the emotional side to the pandemic will allow our learners better access to new learning and accelerated progress as our school finds its 'new normal' in the new academic year and onwards.

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