

Recovery Curriculum

We have been thinking about what a curriculum might look like for September and have used some guidance from a researcher of education for children Barry Carpenter and his Recovery Curriculum. We will be implementing our “recovery curriculum” from September. This curriculum 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 aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Children will also have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to. We have therefore mapped a curriculum to use alongside our standard educational curriculum to support the return of our children and their families to school in September.

To help us support children with this, our recovery curriculum will focus on four areas.

Supporting me to build positive relationships with others	
What this area will help me to learn?	What that may look like?
<p>Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, responding appropriately to adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.</p> <p>Some children may have become more reliant on online games and social activities. We will support them to interact successfully in person and ensure they are aware of safety measures of online socialisation.</p>	<p>There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:</p> <ul style="list-style-type: none"> Independent learning to nurture parallel and joint play Turn taking games and learning activities Sharing games and learning activities Time where adults can give sole attention to pupils rebuilding relationships including individual learning mentor time where required Games and activities where pupils can work together such as 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 during assembly time and PSHE lessons. Safety work about how adults can help us. Use of our learning characters and the values they encourage. <p>The computing curriculum and PSHE will include lessons on keeping safe online and understanding how not to become isolated from others.</p>

Supporting me to manage my feelings and behaviour	
What this area will help me to learn?	What that may look like?
<p>Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had.</p> <p>Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help them to feel safe</p>	<p>There will be clear routines which are supported by visuals where necessary and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of social distancing and processes related to this so we will use a variety of different ways to communicate this to our children. We may use are social stories and visuals to guide and</p>

<p>and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.</p>	<p>support. We will use both assembly time and class based time to reinforce this new expectations. The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using the school behaviour code and learning characters to support behaviour and emotions. Children who need it will be offered individual specialist support from learning mentors and mental health support personnel. Children who need it will be given extra learning mentor time to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience.. In addition there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs through class based learning activities and school council discussions.</p>
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Supporting me to enjoy and achieve	
What this area will help me to learn?	What that may look like?
<p>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. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. learning mentor time that enables schematic exploration, familiar unstructured time, independent learning, phonics time and assembly time</p>	<p>We will use familiar curriculum sessions that the children will be used to that provide them with experiences that feel like "the norm". This will include enabling them to engage in play opportunities within their bubble. We will be providing enjoyable learning activities which provide children with "fun" so that they can rejuvenate with positive endorphins and want to engage. Curriculum sessions that provide familiar structures (like phonics, maths, guided reading) will all help the children to feel that their return to school is smooth and that the changes made do not affect every aspect of their learning experience. Children will have missed out on many opportunities being at home that they are naturally exposed to 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.</p> <p>Children will be given the opportunity to share any existing or new skills and talents. We will use our extra-curricular clubs, specialist teaching and wider curriculum to help children develop these.</p>

Supporting my physical health and wellbeing	
What this area will help me to learn?	What that may look like?

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 and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

Children may have been experiencing different routines and lifestyle choices during their time away, so supporting them in following routines that promote good health at home and at school will help them achieve.

We will be planning in lots of time where children are able 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, some rooms which are closed) and understanding these differences will be supported with social stories where needed, photos and pictures. Learning in PHSE will focus on managing and coping within new processes for 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 an 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 hands and looking after yourself both physically and emotionally. As part of PE, Science and PSHE, as well as our Healthy Eating week, we will support children in understand what makes a healthy lifestyle and what choices we should be making in terms of food, exercise and sleep.