

## Lower Heath CE Primary School



### Recovery Curriculum

#### Curriculum Intent:

As children return to our school in September, we recognise that they will all have had very different experiences of lockdown, and will have varying levels of confidence about the new term. Many children came into school for some sessions towards the end of the summer term, and some were coming in throughout lockdown, but school was a very different place during that period, and we now have to support all children in adapting to a different version of school again in the Autumn Term. For children to thrive, their well-being has to be a priority; if they are in any way anxious or insecure, they will find it difficult to learn, so we must first ensure that they can communicate their anxieties and that we have the tools available to enable them to overcome their insecurities. As a result, our curriculum will be slightly different for the first part of the new school year, and for as long as it needs to be. There will be an increased focus on well-being, relaxation techniques, Rest Easy time, PSHE discussions, and physical well-being. We will teach literacy (including phonics) and maths daily, but within these subjects there will be a focus on re-gaining confidence and preparing to move forward. We will gradually begin to teach subjects across the wider curriculum, linked to our new topics, however this will be done in a way that helps children to re-discover their love of learning, and to develop their skills of independent learning as well as team work. In our church school, our ethos is one of supporting each other and living out our core values of love, respect, faith, thankfulness and fellowship, so we are well-equipped to work together to support children in adapting to our new normal.

## Christian Value: Courage

### To be covered across school at an age appropriate level:

- Rest Easy programme to help them communicate to us how they are feeling and so that they understand the impact of these feelings on them.
  - Hygiene – hand washing, respiratory hygiene so that they understand the responsibility we all have to keep ourselves and others safe.
- Behaviour expectations and other measures in place in school to keep us safe so that they have an understanding of why things appear different.
- An exploration of what have been the positive experiences of the lockdown and what have they found tricky to help them reflect and understand similarities between themselves and others and to help them understand how the future may look.
- Physical wellbeing –to ensure that following periods spent indoors we reignite a love for sport and activity and how this can keep them physical and mentally healthy, including the Daily 15 so that children see activity as a fundamental part of their day.

Worship	PSHE	Literacy	Maths	PE	Wider Curriculum
<p>Lichfield Diocese has created <i>'Rainbow Worships: Supporting Well-being through Collective Worship and Spiritual Development – Post Corvid Worship Plans'</i> which classes will be accessing in class worship time, as well as worship activities linked to our termly value of 'courage'.</p>	<p>Children will take part in a Rest Easy session at least once each day, but will have access to additional Rest Easy support as and when needed.</p> <p>There is a 'Happiness Box' in each classroom which is introduced and explored during PSHE sessions.</p> <p>Use our school council to seek feedback and opinions from children and young people.</p> <p>Mental and physical activities to break up a</p>	<p>At the start of the term, children will complete a literacy unit based on an age-appropriate text, following the planning from 'Agents of Hope: Teaching Mental Health and Wellbeing After Lockdown'.</p> <p>They will also complete a unit of work based on Oliver Jeffers' book 'Here We Are', which aims to revise basic literacy skills whilst also:</p> <p>* providing a framework for children to re-engage socially with each other and their wider community;</p>	<p>Our maths curriculum has been adapted to ensure that important calculation skills are reinforced and embedded, and to cover areas of the curriculum that were missed during the school closure.</p> <p>The focus will be on instilling confidence in the children before they move on, and ensuring that they have the foundations in place to build on.</p>	<p>Children will take part in the Daily 15 each day, as well as PE lessons each week and additional opportunities for outdoor learning and physical activities in the classroom, such as yoga and brain breaks, using resources such as Go Noodle.</p>	<p>We are returning to our programme of termly topics, and children will start their year with a Launch day to introduce this topic in an engaging way.</p> <p>Through these topics, subjects across the wider curriculum such as history, geography and art will begin to be taught with increased frequency as the term progresses.</p> <p>However, initially, there will be an increased focus on arts and practical subjects, and</p>

	<p>period of concentration, designed to help pupils re-focus when they return to normal classroom activities.</p> <p>PSHE curriculum: Focus immediately on areas such as relationships, mental health and emotional well-being, but also consult pupils on what they need or want to cover beyond this.</p> <ul style="list-style-type: none"> <li>*transition</li> <li>*friendships / relationships</li> <li>*promoting well-being</li> <li>*staying safe</li> <li>*media</li> <li>*bereavement, change &amp; loss.</li> </ul>	<ul style="list-style-type: none"> <li>*suggesting opportunities to engage positively with the outdoor environment;</li> <li>*stimulating thinking and talking about world events and the impact of these events on individuals and the wider world;</li> <li>*providing a safe forum to share thoughts, concerns, ideas and personal responses;</li> <li>*using art and writing to help children respond personally to experiences they have had.</li> </ul> <p>We have embedded daily story-time opportunities into our timetable, with each class sharing a range of texts that link to English work, link to wider topic work, enhance understanding of culture and diversity, and promote wellbeing. This shared reading time will</p>			<p>a creative approach to wider learning, to re-ignite enjoyment and engagement with learning.</p> <p>Our 'Mindfulness Planning Tool', focused on the natural world, ensures that at least weekly(Friday afternoon as a minimum) , children have the opportunity to take part in something that is creative and child-led, and focuses on mindfulness and well-being.</p>
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		expose children to a range of high-quality texts and encourage reading for pleasure.			
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**The theory behind our Recovery Curriculum:**

*“A Recovery Curriculum: Reconnection, Re-igniting and Resilience”* - Barry Carpenter

Carpenter, Professor of Mental Health in Education, has created the concept of a ‘recovery curriculum’, to help children to make sense of their lockdown experiences and re-adjust to the school environment. Carpenter refers to the following 5 ‘levers’ as being essential for any recovery curriculum, and they form the basis of our curriculum adaptations outlines above.

**Lever 1: Relationships** - we can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2: Community** - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent Curriculum** - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4: Metacognition** - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5: Space** - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.