

# Sacred Heart Recovery Curriculum Statement of Intent

March 2021 Return



Aims:

- Integrate children back into wider society;
- Reflect upon recent events;
- Begin process of healing;
- Allow learning and recovery through play;
- Transition to new year group or school;
- Re-build confidence levels.

# What is a Recovery Curriculum?

It is a curriculum built on **relationships**: teaching is a relational occupation and we need to rebuild safe havens for our pupils

It is underpinned by **compassion**, based on understanding trauma and attachment

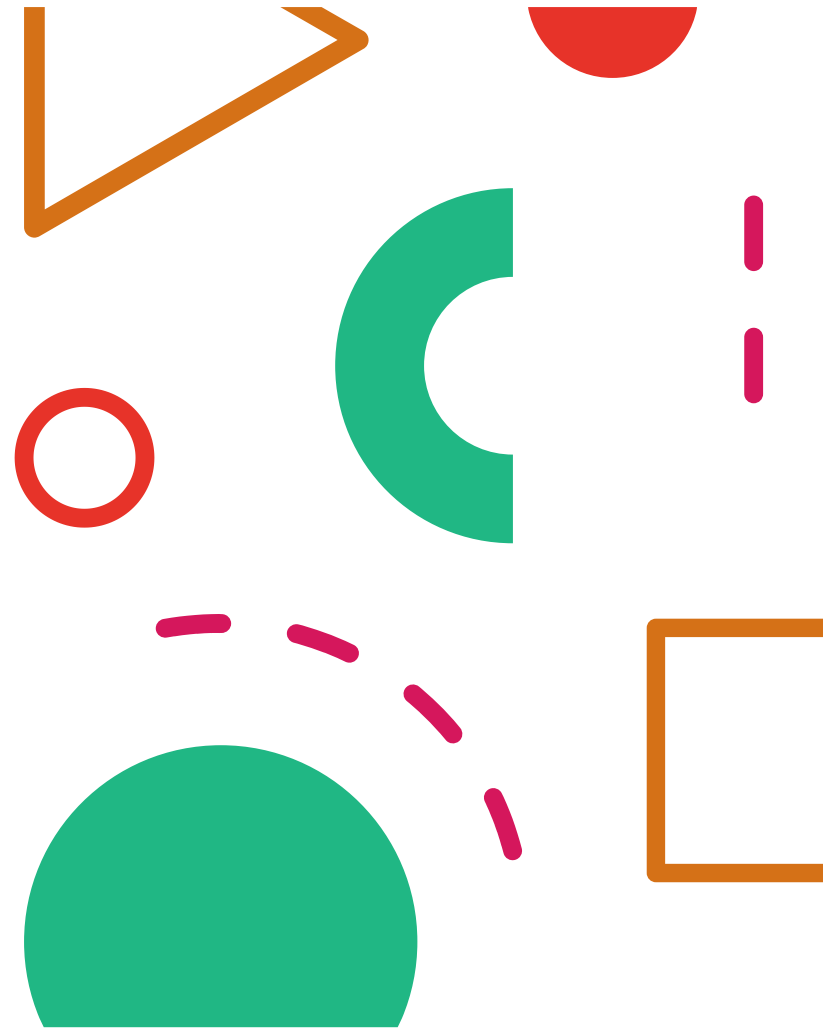
It focusses on opportunities to **play** and gives **space** to explore

It reinforces **community** and a sense of belonging

# Four levels of need

As the diagram illustrates:

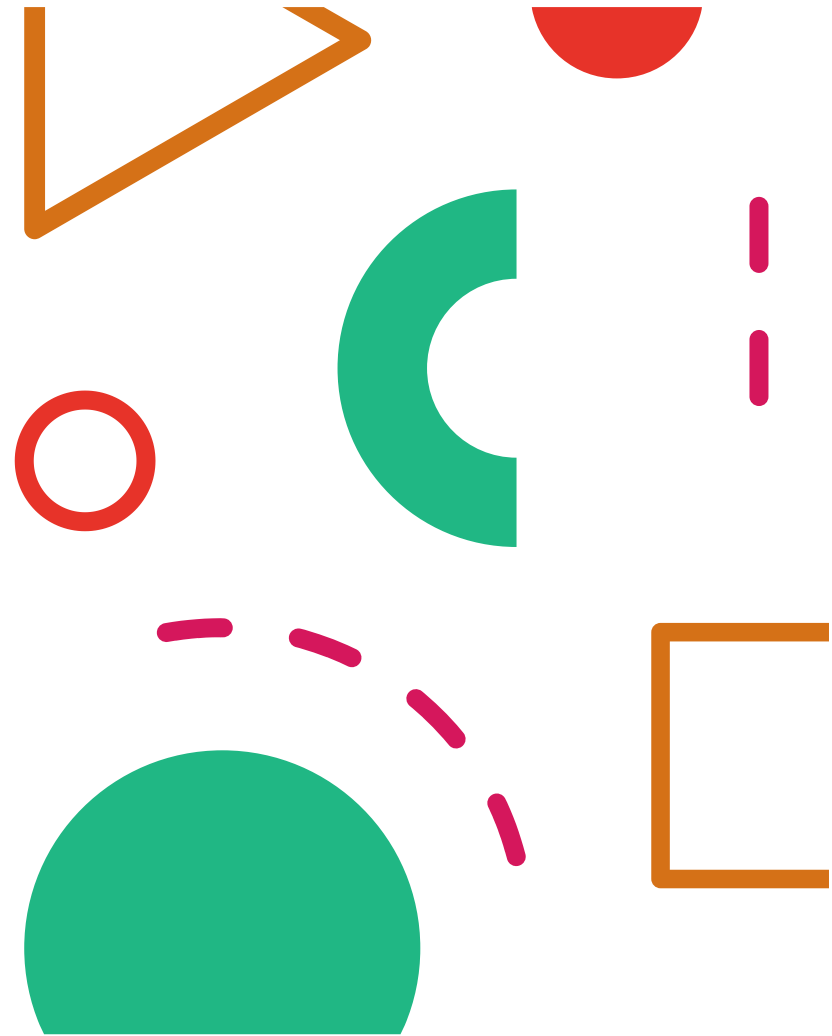
- All children will need a holistic recovery;
- Some may need a concentrated recovery program, personalised to their particular needs;
- Others may need an intensive, extended recovery period, to allow for a comprehensive assessment and response to extent of their trauma and emergent attachment issues;
- Yet others will have multi-layered trauma and attachment issues related to their past experiences, and the pandemic will have compounded their already, significant trauma.



## Staff will need to be...

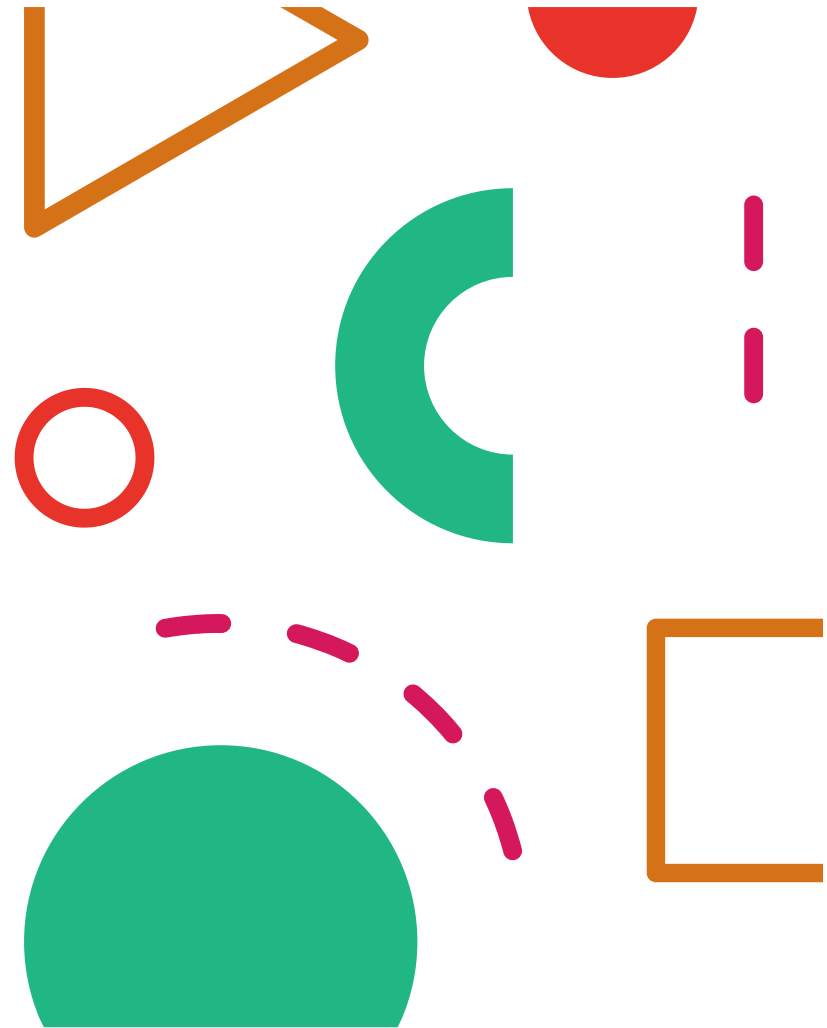
In order to best support our pupils as they return to school, staff will need to be:

- Authentic: be real about the challenges and difficulties and allow the children to be real too
- Curious: ask questions and make time for self reflection; check in with your own emotions and thoughts as well as those of others in the school community
- Connected: we need to facilitate re-connection and reach out to offer and accept support



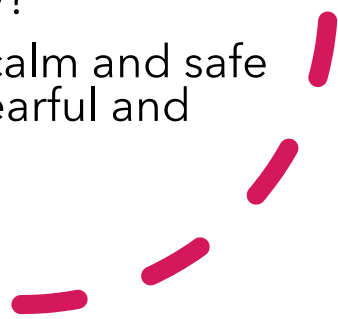
## Recovery curriculum: play based

- Children process information and experiences through play; it is like a language for them.
- When a child is overwhelmed or troubled or confused by something in their internal experience, e.g. loneliness, isolation, fear, they use toys, art, role play, imagination etc. to express their feelings.
- It's important to give children the space to play out these themes, and not to disapprove, even if it seems morbid or aggressive.



A large green semi-circle graphic on the left side of the slide, containing the title text.

## Being aware in the school community

- An understanding that emotional contagion exists is the first step in managing it. Awareness makes the process less automatic, which helps in resisting it.
  - Remember to sit with yourself as a compassionate adult, taking time to tap into feelings and thoughts: notice; experience; express; process.
  - If you're feeling incredibly anxious or fearful, ask yourself: Do I really have a reason to feel this way? Or is it your friends, or your social media feeds, or news from non-expert sources that is leading you to feel that way?
  - Do more of what makes you feel calm and safe and less of what makes you feel fearful and anxious.
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- A decorative pink dashed line graphic consisting of several curved segments, located in the bottom right area of the slide.

# Sacred Heart Recovery Curriculum

## Statement of Intent

At Sacred Heart, we understand the how important being in school is for our children, and we also understand that the transition back into school after so many weeks away brings with it a whole host of additional considerations. This is not like returning to school after the Summer break as most children have not been in a formal classroom setting since before Christmas, even when attending live lessons. To enable us to make the transition back into full-time education as successful as possible, we have looked to learn lessons from the previous recovery and consider the children's resilience more.

The Sacred Heart Recovery Curriculum:

- Is built on relationships;
- Is underpinned by compassion, based on understanding trauma and attachment;
- Focusses on opportunities for play and gives space to explore;
- Reinforces community and a sense of belonging.

The Sacred Heart Recovery Curriculum recognises that:

- All children will require a holistic recovery;
- Some children may need a personalised, concentrated recovery programme tailored to individual needs;
- Others may have multi-layered trauma and attachment issues related to issues arising or resurfacing during the pandemic.

To best support the children, staff will be:

- Authentic;
- Curious;
- Connected.

When not in the classroom, routines are very different and, even when learning at home, the structures, routines and general ethos of school cannot be replicated (nor would we want them to be). This means that when returning to school it can be a culture shock at first, and as so we have taken this into account when planning and structuring our Sacred Heart Recovery Curriculum.

Children will be identified early upon return for requiring additional pastoral support, which will be provided by our Pastoral Support Lead, who will build personalised support programmes that have the potential to run through into the Summer term.

Because we have maintained a full curriculum timetable during this period of remote education, which has included RSHE lessons and regular opportunities to speak with friends, our recovery curriculum this time will look different. Firstly, we have been exploring thinking

skills this year which have helped to develop independence and applied thinking – skills that will support the transition back into full-time, class-based education. Secondly, we will be returning with a timetable that is more similar to our regular school timetable, except with additional RSHE opportunities provided. This will last for an initial two-week period and will be reviewed to see if an extension is required. This approach is based on the return to school in September and how the children requested more formal learning to take place sooner.

We have conducted gap-analysis whilst providing remote education, including areas not covered fully from January to March and areas from the previous period of remote learning. Staff have identified where these gaps can be addressed through our standard curriculum provision or if further afternoons need to be provided (E.g. DT afternoon).

In line with our successful curriculum, as we transition back into formal teaching cross-curricular opportunities will be explored to address and reinforce the gaps in learning identified. We aim for our children to continue to progress with their education as engaged, motivated and critically thinking learners.



## **General Overview of Weekly Timetable**

### **Week 1**

**Monday:** Standard curriculum + additional RSHE session

**Tuesday:** Standard curriculum + additional RSHE session/cookery (Years 5 and 6)

**Wednesday:** Standard curriculum + additional RSHE session

**Thursday:** Standard curriculum + additional RSHE session

**Friday:** Standard curriculum + additional RSHE session

### **Week 2**

**Monday:** Standard curriculum + additional RSHE session

**Tuesday:** Standard curriculum + cookery (Years 3 and 4)

**Wednesday:** Standard curriculum + additional RSHE session

**Thursday:** Standard curriculum

**Friday:** Standard curriculum + additional RSHE session

\*\*\*Review Recovery Curriculum\*\*\*

### **Week 3**

**Tuesday:** Cookery (Nursery and Reception)

### **Summer Term**

**Tuesday:** Cookery (Years 1 and 2)