



Clutton Church of England Primary Recovery Curriculum



Our vision for our 'recovery' curriculum

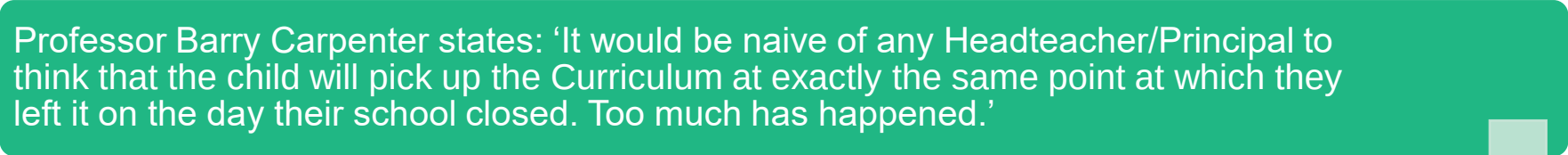
To re-build the foundations of learning and achievement through connecting with others, building resilience and promoting success in the curriculum.



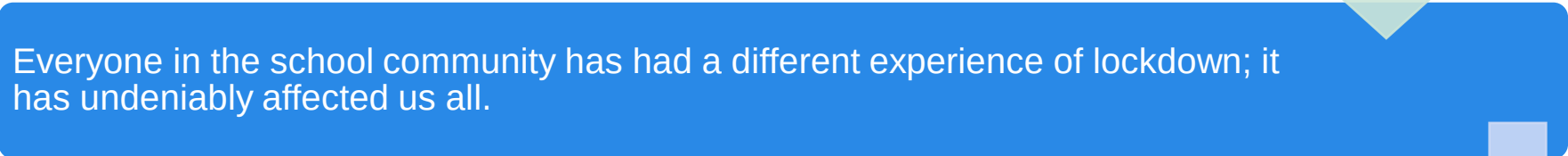
Why is this needed?



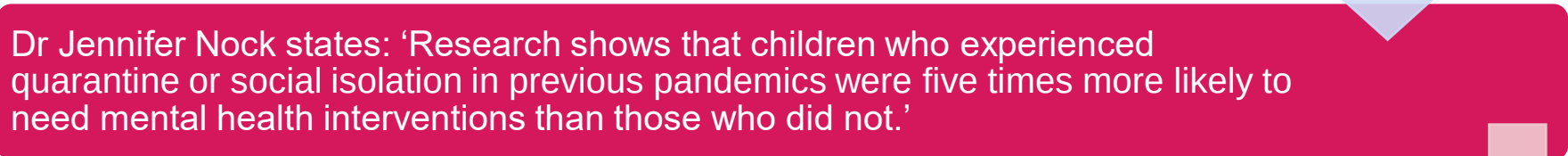
Professor Barry Carpenter states: 'It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened.'



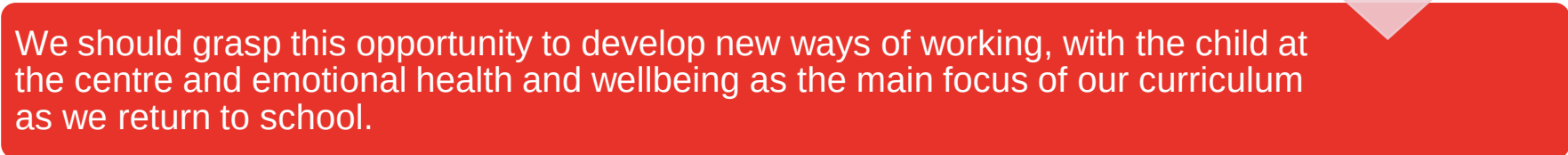
Everyone in the school community has had a different experience of lockdown; it has undeniably affected us all.



Dr Jennifer Nock states: 'Research shows that children who experienced quarantine or social isolation in previous pandemics were five times more likely to need mental health interventions than those who did not.'



We should grasp this opportunity to develop new ways of working, with the child at the centre and emotional health and wellbeing as the main focus of our curriculum as we return to school.



What is a Recovery Curriculum?

It is a curriculum built on **relationships**: teaching is a relational occupation and we need to rebuild safe spaces 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

What have we lost?

It is recognised that there are five main areas of loss suffered by us all during this pandemic:

1. Loss of daily routine
2. Loss of structure
3. Loss of social interaction
4. Loss of opportunity
5. Loss of freedom



Loss of daily routine

- No alarm clock for weeks
- No school bus to run for
- No timetable to follow
- No school bell
- No play times/breaks
- No homework
- No set bedtime



Loss of structure

- Without a structure, children become anxious
- Without the pattern of school/home or school days and weekends, a lack of meaning and purpose sets in
- Motivation levels drop as a result
- Concentration is poorer
- Frustration levels are higher



Loss of opportunity

- For some, they have missed the chance to take exams/tests
- For others they have missed the opportunity for a residential
- These 'rites of passage' are important milestones in a person's life journey
- Some have not been able to be in their sports team
- Or perform in the school play
- Or take part in....



Loss of freedom

- One walk a day
- No visits to friends' houses
- No family contact outside of home
- No social life outside your home
- No holidays
- No shopping trips
- Limited in house entertainment
- No sport/gym



Out three tiered approach

<u>Tier 1</u>	Inclusive, nurturing, whole school approach already used	12 Christian Values Roots and Fruits, trauma approach training, well-being resources.
<u>Tier 2</u>	Enhanced practices, pupil specific support	Mrs Rose's sessions funded by catch up funding and Pupil Premium funding, CPD for staff, New curriculum launched 9/20.
<u>Tier 3</u>	Specialist intervention provision and interventions	SEND provision Mrs Carciero, CPD, external agencies including paediatrician, SALT, Ed Psych, autism support, OH.

Barriers:

- Rebuilding strong relationships, they will not happen automatically
- Fragmented friendships
- Separation anxiety
- Feeling unsafe
- Rebuilding of school communities
- Engagement
- Tough times during lockdown
- Feeling nervous
- Lack of trust



Barriers continued

.....

- Day dreamy
- Withdrawn
- Distant
- Not feeling connected
- Regression of academic, social and emotional skills

