

'Recovery Curriculum' at Elms Bank

- To understand the intent behind the 'Recovery Curriculum' at Elms Bank
- To develop understanding of structures around the recovery curriculum



Can you think of any feelings you experienced during the Spring and Summer term of 2019



'Recovery Curriculum' – the what and the why?

It would be naive of any teacher to think that the child would simply pick up the Curriculum at exactly the same point at which they left it on the day their school closed in Spring of 2019. Too much has happened.

Students have faced:

- Lack of routines
- For some children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. We cannot underestimate the impact of the loss of that social interaction.
- Loss of structure
- An overall loss of freedom and independence
- Grief
- A loss of friendship and peer network – self esteem, self worth and self regulation is all wrapped up in peer relationships but these were lost
- A loss of concentration and heightened anxiety. We understand how to educate our children and understand how our students learn; some parents become frustrated

The common thread that runs through the current lived experiences of our children, is

loss.



Anxiety, trauma and bereavement

The catastrophic effects of experiencing all of these at once?

The effects of 'loss' to a child or young person

Increased anxiety, deterioration of overall wellbeing. Irrational and illogical thinking.

Loss of friendship – feelings of bereavement, mourning for what they once had

Loss of routine – increased panic attacks, feelings of lack of control. Study by Young Minds has found increased incidents of self harm (2020)



The effects of loss

Those 5 losses of

1. Routine
2. Structure
3. Friendship
4. Opportunity
5. Freedom

Can trigger the emergence emotionally of anxiety, trauma and bereavement in any child.



Research

The Covid-19 pandemic has had a detrimental impact on many students' mental health.

In a [May 2020 survey](#), seven out of 10 teens reported mental health struggles, 61 percent said they had experienced an increase in feelings of loneliness, 43 percent said they had experienced depression, and 55 percent said they had experienced anxiety.

The NHS, has released a report based on data from over 75,000 users aged 11–25 years.

The report shows an increase in sleep issues (161%), loneliness (63%) and self-harm (27%) compared with the same period last year



<https://post.parliament.uk/child-and-adolescent-mental-health-during-covid-19/>

How did Elms Bank prepare?

What curriculum adjustments could we make?

What pedagogical framework will facilitate teaching with increased compassion?

How can we support the students mental health recovery?

How can we plan for potential loss of routine/unpredictability of structure again?

How will we manage our own recovery?



Recovery Curriculum – the what?

If we consider the definition of a relevant curriculum as the ‘daily lived experience’ we must plan for experiences that provide the space for recovery.

At Elms Bank the fundamental **wellbeing**, and secure positive development of the student drives our vision for recovery.



Recovery Curriculum – the what?

Within each pathway, middle leaders have been working to consider how the pedagogy and curriculum content can be adapted in order to support the growth and personal development of each student.

All pathways have been working towards the JIGSAW PHSE recovery curriculum programme, health and wellbeing, relationships and the wider world during form time.



All pathways hold common threads . . .

- To offer students a holistic recovery programme that includes a gradual implementation of the curriculum.
- By using the Elms Bank 5 Steps to Wellbeing' teachers will deliver a systematic, relationships-based approach to reignite the flame of learning in each student.
- Elms Banks mission is to journey with each student through a process of re engagement, which leads them back to their rightful status as an engaged and authentic learner.

Connect

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 them, scaffold relationships, develop structures to support.

Keep Learning

Some learners may be conscious that they have lost learning.

At Elms Bank we will show them how we are addressing these gaps and constructing new learning with the students.

Give

Acts of kindness can increase mental health and overall wellbeing.

What will teacher encourage kindness in their classroom?

Excellence for All

Be Active

Students will be encouraged to rediscover themselves, and to find their voice – how will you scaffold this?

Students will be given the opportunity to explore new learning opportunities and achieve

Take Notice

Students may have learnt to learn in different ways it is vital that we take this on board. They may have learnt in isolation – how can we encourage them to learn and listen to others? Tolerate others?

Relationships/communications/kind words

Key Stage 3 Inspire and Explore

- Holistic curriculum model that includes a broad based curriculum as well as increased opportunity for time to work towards the 5 Steps to Wellbeing
- Thematic weeks are the vehicles towards positive wellbeing and increased love of learning
- Class based learning to foster relationships, scaffold and shape new ones. Class based supports structure for learning and gives routine.

Specialist Provision, Nurture, Thrive, College and KS4

- Whilst the curriculum content remains the same, teachers and teaching staff are commonly considering the pace of the curriculum.
- Time should be allowed and planned for to foster appropriate relationships, peer communications, regulation of behaviour and also to support students to trust again in the structure and consistency that Elms Bank gives.



