

Herons Dale Recovery Curriculum

We have been thinking about what a curriculum might look like for our children in this next phase of school and have used some guidance from different researchers of education to help us with this.

From September we will be implementing a 'recovery curriculum'.

We want to acknowledge that there have been big losses for our children who have missed their friends and extended family. Families have experienced high levels of stress and routines have been difficult to maintain. These losses can impact pupil's mental health and may create feelings of anxiety and vulnerability which may impact on concentration and memory

We aim to provide a safe and welcoming environment when children return and to help us with this our recovery curriculum will focus on the 3 Rs; **RESETTING RELATIONSHIPS, ROUTINES AND REGULATION**



Resetting relationships

Children will have missed out on many opportunities being at home that they are naturally exposed to at school, for example peer play.

Connecting times will be built into the day in the same way movement breaks are used. There will be opportunities every day where the focus is on rebuilding relationships with peers and adults.

What this will look like;

- Parallel and joint play
- Circle times
- Turn taking games and activities
- Sharing games and activities
- Intensive interaction opportunities using call and response games and songs
- Time where adults can give sole attention to pupils re-building relationships
- Copying games
- Games and activities where pupils can work together
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community
- Safety work about how adults can help us
- Activities that link to children's interests to show we are interested in them
- Sherborne Developmental Movement

Resetting routines

Children need routine and boundaries to help them feel safe and well.

There will be clear routines which are supported by visuals 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. Pupils will learn new routines which will support them to keep safe and enable infection control. This will include hand washing and using one way systems in school. Social stories, photos and picture will support change. We will provide familiar curriculum type sessions that pupils will be used to that provide familiar school days.

What that may look like?

- What's in the Box/ Attention Autism
- Hello times
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning
- Familiar songs
- Outdoor play
- Story time
- Health and hygiene sessions focusing on washing, being independent and looking after yourself
- Reduced transitioning

Resetting regulation

There will be regular sessions where we explore and express and model talking about feelings and being able to express feelings;

What that may look like?

- Zones of regulation,
- Circle time
- Short bursts of physical activity
- Sunshine circles
- Breath work and yoga
- Drumming
- Self- massage
- Comic strip conversations
- Play breaks
- Sensory Circuits
- Free Art

Planning and looking forward together promotes resilience and we will be celebrating our school community by providing activities that children will look forward to so that they will enjoy returning to school each day.

We will be working as team and allocating key adults to those children identified in need of extra support and working with families to ensure that any changes in needs are identified at the earliest point.