



## Redbridge Primary

# The CALM Curriculum – Our plan for Rebuilding, Re-connecting and Resilience

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# A CALM Curriculum: Our Plan for Rebuilding, Re-connection and Resilience

## Our Intent



As children begin returning to school, we have thought about the approach to the curriculum and learning that we are taking as a school.

The aim of this approach is to support children's well-being as they begin their re-engagement with learning at school.

Redbridge Primary School have put the child's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community has thought about the most effective way to support children's ability to learn. This approach will encompass and support the academic expectations for all children

### What is it?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. We have based our CALM curriculum on these key principles but we view it as more of a 'rebuilding' rather than a 'recovery'. We will use this as a way to help children come back into school life whilst acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning.

Professor Barry Carpenter has created **5 Levers** as a way of **‘reigniting the flame of learning’**. **As a school, we will ensure that each of these levers are at the forefront of all we do.**

Our curriculum will support the recovery from loss, trauma, anxiety and grief. Our focus will very much be on Connecting with others and our learning, Accepting that life has been difficult and different, Learning in different ways - reskilling and rebuilding, Me – emotion regulation

**THE 5 LEVERS OF RECOVERY**

**LEVER 1: RELATIONSHIPS**

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

**LEVER 2: COMMUNITY**

We will recognise that your child's curriculum will have been based at home for a long time. We will 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**

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

**LEVER 4: METACOGNITION**

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

**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.

Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University.

# Our Implementation

## Our Three Part Approach

- Children's wellbeing and mental health
- Addressing gaps in learning
- Reconnecting skills and knowledge

## Children's wellbeing, mental health and behaviours for learning.

The return to school for some children will be an exciting moment but for some children it will be scary. When planning the first few weeks back in the Autumn Term, the focus needs to be on re-connection, recovery, healing and ultimately empower the children to be resilient again to become efficient effective learners. Children have to learn how to learn again.

Children will have had different experiences during lockdown and it is our job to 'level the playing field'

We will need to address and deal with losses experienced by the children:

- Routine
- Structure
- Friendship
- Opportunity
- Freedom

Learning can only take place once the children are in the right head space to learn and have the behaviours associated with learning. This is why the children's wellbeing MUST be at the forefront.

As a school, we will ensure that the children are able to recognise and regulate their emotions as well as strategies to help.

## Planning and Delivery

Each Year Group and class will deliver a four -week programme focussing on the emotional needs of the children. Through open dialogue, children can verbalise their experiences and feelings. This programme will focus on Connecting, Communicating and Resilience – the key aspects the children will have missed

### 'Take one Book'

As part of our new CALM Curriculum, the whole school will embrace an approach called 'Take one Book', where Years 1 – 6 explore a book and write in a variety of genres using this one text as a stimulus for four weeks. We have chosen the book 'The Heart and the Bottle' by Oliver Jeffers. This book deals with loss and bereavement. The text can be accessed by all year groups and the pictures provide ample discussion prompts.



### Synopsis

The Heart and the Bottle by Oliver Jeffers is a moving picture book that deals with **wellbeing, grief, reflective** and emotions.

“Once there was a girl, much like any other, whose head was filled with all the curiosities of the world.” The girl along with her grandfather explore the world and discover new things. Until, one morning, she found her grandfather’s chair empty.

Unsure of how to feel she put her heart in a bottle and carried it around her neck. “She was no longer filled with all the curiosities of the world and didn’t take much notice of anything... other than how heavy... and awkward the bottle had become.”

Her life continued this way until she met a small child filled with the wonder she once had. She decides to break her heart out of the bottle, but

can't remember how. "It occurred to someone smaller and still curious about the world that she might know a way." She placed her heart where it belonged, rediscovering her curiosity and love of the world.

### Addressing Gaps in Learning

Everyone's experience of teaching and learning remotely has been different, but it is likely that some children may have some knowledge and understanding gaps. These gaps could be between pupils in the same cohort or it could be one that relates to the curriculum at whole-cohort level. As a school we have spent time with our Year Group Leaders and teachers looking at curriculum maps to make sure the essentials will be covered in class during the first term. Teachers will be using the previous year's learning objectives as well as the current year group learning objectives when planning. Teachers will use our assessment procedures to identify any gaps and misconceptions. Where any gaps emerge, we have planned additional interventions for children and groups of children. We will be carrying out formal assessments after October half term to see where our children are in their learning.







