



Curriculum

Post COVID -19 Curriculum September 2020

We acknowledge that our students will have had different experiences during this long period of time when most have not been at school. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom.

Professor Barry Carpenter has developed the 'Recovery Curriculum' (<https://www.evidenceforlearning.net/recoverycurriculum/>), as a response to the losses described above. It is a way to help students come back into school life, acknowledging the experiences they have had. We recognise and take on board the principles he outlines and will use this to enhance our own curriculum addressing these areas of loss. Our Vincentian Values are at the centre of all aspects of school life and give us the starting point for the projects the children undertake. The familiarity of these values will give the children a welcome return to the routines and structure of life at St Vincent's and will enable them to explore the losses in a comforting, familiar environment.

Vincentian Values

- We are compassionate, caring and loving.
- We are respectful of the dignity and wishes of the individual.
- We are stewards of our environment and one another.
- We believe in practical, hands-on, hard work and we learn from our mistakes.
- We do not judge others
- We build relationships based on trust.

Our mission statement remains as it always has:

"Caritas Christi Urget Nos –

The love of Christ urges us on to care for each other and strive for excellence in everything we do."

Loss	Potential impact on our young people
ROUTINE	Many young people manage their mental health through maintaining routines. As routines are disrupted, anxiety can increase and this can impact upon how young people cope with different situations. Many young people describe routine or specific activities as important coping mechanisms.
STRUCTURE	Young people can find it alarming that the infrastructure of their week has been abandoned, however logical the reason. The sudden end to their normal structures and interactions can lead to feelings of abandonment. Our young people need to know what they are doing now and what will come next. Lack of structure will lead to our young people becoming anxious and concentration decreasing over time.
FRIENDSHIP	The loss of friendship and social interaction can trigger a bereavement response in some of our young people. They will grieve for that group of peers who affirms them as the person they are and want to be. The rules of the peer group have vanished without warning. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they were a threat.
OPPORTUNITY	Our young people were expecting and preparing themselves for experiences that never materialised. The sudden loss of opportunity can lead to anxiety, trauma and lack of confidence for their future pathways.

FREEDOM

Things like not being able to participate in meaningful work, engage socially with friends and family, and move about freely will lead to feelings of sadness. Our young people may be feeling a sense of sadness about what it is they can no longer do, experience or engage with. Unrecognised or unacknowledged grief can sometimes be difficult to process. For some, this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The Recovery Curriculum is built on 5 Levers, as a systematic, relationships-based approach to rebalance the love of learning and work through a process of re-engagement.

How we will address each lever

On return to school in September, teachers will be prepared to suspend normal timetables with time bound lessons to ensure sessions are based around the 5 levers. This will provide opportunities for the school community to share experiences and time will be given for discussion and reflection in all classes.

Relationships

We will invest in and restore relationships across the school community, child to child and adult to child and where necessary provide extra support for our students.

- **Lever 1: Relationships** – 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 greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to 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** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **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.