

# St Joseph's Catholic Primary School

## Recovery Curriculum



*“The common thread that runs through the current lived experiences of our children, is loss. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing.”*  
(Carpenter and Carpenter, 2020).

As we begin this new academic year Post-Covid, St Joseph's Catholic Primary School is committed to ensuring that the children are well supported and cared for during this time. As part of our Recovery Curriculum, we are placing high priority on Mental Health and wellbeing, including building relationships, reconnecting and routines. Running alongside this will be a programme of academic support. As a family of Academy Schools, we have produced training materials for staff, containing detailed research and guidance on trauma and ACES. This document seeks to give some practical guidance as to what this looks like in our school.

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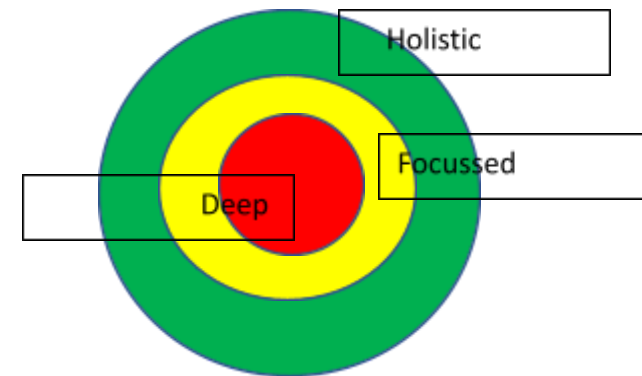
# St Joseph's Catholic Primary School – Recovery Curriculum

During the 2020 Covid Pandemic, when schools were forced to close, our family of MAT schools quickly realised that when the children return, Mental Health and well-being will be of vital importance in order to enable the children to return to learning. A working party was formed, who have gone on to create a bank of materials and resources to detail our response. Our Schools response can be categorised into 5 broad categories:

- Deeper understanding
- Recalibration
- Reconnection
- Repair
- Reset

Following Barry Carpenter's model, we will ensure each child receives the level of support they need moving through three phases:

- Holistic Recovery – For all
- Focussed Recovery – A personalised needs led approach
- Deep Recovery – For those needing a longer period of exploration of the trauma



Carpenter describes in his thinkpiece 'The Recovery Curriculum' 5 losses that we have all experienced over the last few months:

- Loss of routine
- Loss of structure
- Loss of friendship
- Loss of opportunity
- Loss of freedom

Loss generates 4 consequences: - Bereavement – Attachment – Anxiety - Trauma

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As we journey through our Recovery Curriculum planning, it is important that staff have a **Deep Understanding** of the effects of these losses, and how they may present in our children. As we then move through the different processes of **Recalibration, Reconnection, Repair** and **Reset** we will ensure they will receive high levels of support to reintegrate into school and society successfully, as they are likely to return experiencing reduced empathy, motivation, low self-esteem triggered by minor events and reduced ability to engage positively with others. As they have experienced a significant stressor through the pandemic, it is only through this approach and developing their resilience during this period, working with their vulnerabilities, that we will be able to reduce the risk of any tolerable stress becoming toxic stress and having long-lasting impact.

## Aims

Our Recovery Curriculum at St Joseph's Catholic Primary School will enable our children to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in a school environment once again. Our school Vision Statement of Excellence, underpinned by our values of Worship, Opportunity, Resilience, Knowledge, Enjoyment and Respect will continue to be threaded through all we do.

Our School plan is organised into three different strands: **PASTORAL CARE**, **ROUTINES AND EXPECTATIONS**, **TAILORED CURRICULUM**, with each strand being implemented in a tiered approach – HOLISTIC RECOVERY, FOCUSED RECOVERY, DEEP RECOVERY

While each strand has been mapped out as an individual area, there will be cross over, overlap, links and continued movement through and back the different strands and tiers.

### PASTORAL CARE

A focus on the child's wellbeing, mental health and the emotional impact of the pandemic and period of absence.

### ROUTINES AND EXPECTATIONS

Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe, as well as the social and school specific expectations of conduct, relationships and behaviours lost during the period of school closure.

### TAILORED CURRICULUM

Reviewing and Amending the curriculum offer so that any negative impact on attainment and progress, as well as attitudes to learning and learning behaviours can be negated as soon as possible.

- Holistic Recovery – For all exploration of the trauma
- Focused Recovery – A personalised needs led approach
- Deep Recovery – For those needing a longer period of

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## PASTORAL CARE

<b>Holistic Recovery</b>	<b>Focussed Recovery</b>	<b>Deep Recovery</b>
<ul style="list-style-type: none"> <li>● All children welcomed back</li> <li>● Plans and Risk Assessments shared with parents</li> <li>● Class teachers to go through routines, systems and timetables to reassure children</li> <li>● Ensure classrooms are kept orderly and free from unnecessary clutter</li> <li>● Avoid over stimulation with displays</li> <li>● Use of Circle Time to give a safe space to talk about feelings</li> <li>● Daily Act of Worship to provide time for Spiritual reflection</li> <li>● Include prayers for the deceased and sick</li> <li>● <a href="#">Wednesday Word website for AoW suggestions and resources</a></li> <li>● PSHE sessions delivered using <a href="#">Agents of Hope</a> scheme. Scheme available on Drive and DHT has texts available.</li> <li>● Allow time for play in all year groups – use role play, lego, construction etc</li> <li>● Regular practise developing confidence and skills in speaking and listening activities and social communication will be key – through group discussions, turn taking games, team building, social communication games and drawing activities</li> <li>● Daily reading for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>● Break and lunchtime support - to aid socialisation. This may include staff led games and activities</li> <li>● Use CPOMS to record any concerns or findings</li> <li>● Try to Identify triggers causing negative reactions – particularly noises, work struggles, conflict</li> <li>● Visual Now and Next Timetables</li> <li>● Mindful club</li> <li>● Allocate a Key worker/pastoral support</li> <li>● Anxiety, wellbeing support from SEND/TAs - e.g. Next Steps or Lego Therapy</li> <li>● Contact parents to open dialogue</li> <li>● Consider if the wider family is in need of Early Help. Sign post to Universal and Level 1 services</li> <li>● Contact school nurse for advice/resources</li> <li>● Additional reading boost sessions</li> <li>● Acknowledge children who need respite from ‘work’ and need some relax/down time with a low-level activity e.g. reading, jotter session, construction etc</li> <li>● Create feelings cards for children to identify emotions they are feeling</li> <li>● Make contact with school ELSA for referral or advice</li> <li>● <a href="#">ACES materials from KIND team</a></li> </ul>	<ul style="list-style-type: none"> <li>● Create Safe Space within classroom - Tents / rooms / hideaways</li> <li>● Record concerns on CPOMS</li> <li>● Bereavement support referral</li> <li>● Referrals to external agencies e.g. CAMHS</li> <li>● School nurse involvement</li> <li>● Discussion with parents</li> <li>● Play Therapy</li> <li>● Referrals to Children’s Social Care where required</li> <li>● Individual Risk Assessment/EHCP for individual high vulnerability children</li> <li>● <a href="#">ACES materials from KIND team</a></li> </ul>

<ul style="list-style-type: none"> <li>● Mindfulness/art therapy activities such as colouring for relaxation (ELSA to provide)</li> <li>● Use of soft music</li> <li>● Team building games (PE lead to advise)</li> <li>● A deliberate slow pace for the first period</li> <li>● Surround children with same adults and spaces they were with before</li> <li>● Communicate in open warm body language</li> <li>● Smile / be wary of shifting into still face / Be present</li> <li>● Be aware of crossed arms / negative body language.</li> <li>● Be intentionally expressive &amp; relaxed</li> <li>● Use a storytelling voice</li> <li>● Vary tone of voice</li> <li>● Increase playfulness / humour</li> <li>● Defuse anxiety through humour</li> <li>● Movement breaks- Stretches / power posing / Daily Mile</li> <li>● Regular low-level exercise/physical activity outside of PE lesson e.g. walk around the playground, yoga poses, self-massage</li> <li>● Physical activity is key to supporting stress management and emotional regulation. During the early phases of the recovery curriculum children will be provided with team building sessions and daily workouts.</li> <li>● Re Connect with community groups- Write to residents in care homes / church /local residents</li> <li>● Re Connect with others across the world at this time.- <a href="#">CAFOD</a> / <a href="#">Caritas</a></li> </ul>		
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<ul style="list-style-type: none"> <li>● Class charity project</li> <li>● Regular communication to parents</li> <li>● <a href="#">PSHE Association resources on Relationships (access via DHT)</a></li> <li>● Ensure staff are familiar with blue contact forms to understand child's medical needs, home situation etc</li> <li>● Start and end each day with a set phrase and action – this helps the children with their settling in and out of school life and helps ground them e.g. the same morning greeting, the same system -stand behind chairs, etc</li> <li>● Deliver lessons about the virus itself so that children develop a rationale and reasoned understanding</li> <li>● Teach about and challenge any Covid misconceptions to avoid any unnecessary worries</li> <li>● Use Coronavirus page and safeguarding resources page of school website for lessons on E-safety, coping with stress, support, staying positive etc</li> <li>● Ask the children to list three positives each day</li> <li>● Ensure you LISTEN to the children – what are they telling you verbally and non-verbally?</li> </ul>		
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**Pastoral Care for staff**

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This recovery curriculum has also been planned with staff in mind...

There is no doubt that supporting our children is a very rewarding, albeit physically and emotionally demanding role. It is critical that staff feel able to seek support; whether that be someone to offload to, a shoulder to cry on, adaptations made or more formal support from external professionals.

Afterall...

“You can’t pour from an empty cup”.

Every one of us has been facing our individual challenges over recent months; after all we are living through a global pandemic, it is important that we respect and acknowledge that this will have affected and is affecting us all in different ways and that, as always, we ensure that our team adapts to enable us to support each other through these challenging times.

Staff will be having regular check ins and 1:1 chats with their colleagues, SLT and the Headteacher during the year.

There is also additional support available from the following places:

- Government Guidance - <https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19>

- NHS Guidance -

[https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/?gclid=EA1aIQobChMIqdTs47fH6AIVQ7TtCh02RQaVEAAYASAAEgLYT\\_D\\_BwE](https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/?gclid=EA1aIQobChMIqdTs47fH6AIVQ7TtCh02RQaVEAAYASAAEgLYT_D_BwE)

- MIND - <https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing>

- Mental Health At Work - <https://www.mentalhealthatwork.org.uk/toolkit/coronavirus-and-isolation-supporting-yourself-and-your-colleagues>

- Occupational Health Employee Assistance Programme – 0800 030 5182 24 hour confidential helpline

Just as our children are being reintegrated into school using personalised reintegration routes, we are supporting staff using the same premise. Our key aims for staff are supporting their mental health and wellbeing during this challenging time and supporting staff to return to what we do as a school: working directly with our children to support their holistic progress.

## ROUTINES AND EXPECTATIONS

Holistic Recovery	Focussed Recovery	Deep Recovery
<ul style="list-style-type: none"> <li>● Revisit and ‘over communicate’ the School Vision Statement, Values and Mission Statement. Discuss how they relate to each child. Children to create posters to display</li> <li>● Revisit Behaviour Code of Conduct and ‘over communicate’. Discuss why it is important. Discuss additional COVID specific unacceptable behaviours. Children to create posters.</li> <li>● Use of ‘over praise’ for doing the right thing – really draw attention to the behaviours we want rather than focus on the ones we don’t</li> <li>● Staff training using Charlie Taylor and DfE materials</li> <li>● St Joseph’s behaviour checklist based on Charlie Taylor</li> <li>● Go through the daily timetable with the children.</li> <li>● Go through adaptations to the classroom e.g. sitting in rows, routes around, teacher space etc</li> <li>● Explain processes for hand washing and wiping of surfaces and sneezing. <a href="#">Use e-bug materials and ‘Catch it, bin it, kill it’</a></li> <li>● Look at and discuss any signage around the school, such as Social Distancing</li> <li>● Start and end each day with a set phrase and action – this helps the children with</li> </ul>	<ul style="list-style-type: none"> <li>● Use of visual timetable – ‘now and next’</li> <li>● Build in additional High Intensity Exercise or resistance training (bands, wall push, weighted belts etc)</li> <li>● Use CPOMS to record particular challenges</li> <li>● Headline pupil level information to be shared with all staff so that whole workforce can support – e.g. give praise when walking along the corridor etc</li> <li>● Meet with parents and discuss any home issues – sleep patterns, healthy diet etc</li> <li>● Establish if any other potential concerns related to behaviour – e.g. social media accounts, online access, contacts outside of school</li> <li>● Individual behaviour charts/rewards</li> <li>● Specific assemblies/lessons/sessions/discussions for identified groups</li> <li>● Attendance meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to external behaviour agency – Gilbrook outreach</li> <li>● KIND team materials and techniques</li> <li>● Time out systems</li> <li>● Work with ELSA if behaviour is a result of trauma – what is the behaviour communicating?</li> <li>● Meeting with parents</li> <li>● ESW meetings for poor attendance</li> <li>● Individual report card</li> <li>● Fixed Term Exclusion as last resort and if deliberately putting others at risk</li> </ul>



<p>their settling in and out of school life and helps ground them e.g. the same morning greeting, the same system -stand behind chairs, etc</p> <ul style="list-style-type: none"> <li>● Use <a href="#">PSHE materials</a> to deliver lessons on consequences of behaviours and actions</li> <li>● Be sympathetic and understanding, but do not compromise on expectations of behaviour, conduct, manners and politeness. Understand that some behaviours may come from anxiety or stress, but do not ignore – challenge, teach and support to work for expected high standards</li> <li>● Complete Classroom Risk Assessment to identify any hazards and how they might affect routines or how they can be overcome</li> <li>● In an appropriate way, share the school Risk Assessment, including why measures are in place</li> <li>● Break down long instructions very clearly and numbered e.g. “1 stand up, 2 tuck your chair in, 3 come to the carpet” etc to avoid cognitive overload</li> <li>● Very clear and repetitive teaching of Hand washing – use E-bug materials, paint experiment, make own posters etc</li> <li>● Go through revised school timetable and explain why bubbles can’t mix, so they might not see friends/siblings in other bubbles</li> </ul>		
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<ul style="list-style-type: none"> <li>● Key messages to reinforce behaviour, conduct and respect</li> <li>● All staff reminded of their own responsibility for promoting and enforcing high standards of behaviour</li> <li>● Year 6 Prefect applications to go ahead with revised job descriptions to model peer standards and aspirations</li> <li>● Staff to build in vigorous exercise as a way of reducing stress related poor behaviour</li> <li>● Talk to the children about routines and expectations – what do they think they will find hard? How can they overcome this?</li> <li>● Try to maintain regular structure so that the children know what is happening and when, but be prepared to be flexible based on needs</li> <li>● The school behaviour sanction system to be reviewed to be COVID secure</li> <li>● All staff to model and expect high standards at all times and from all pupils – consistent</li> <li>● Clear communication with parents including behaviour expectations and attendance expectations</li> </ul>		
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## TAILORED CURRICULUM

Holistic Recovery	Focussed Recovery	Deep Recovery
<ul style="list-style-type: none"> <li>● Before returning to formal curriculum, ensure Pastoral care is implemented first.</li> <li>● The children cannot engage in learning if they do not feel safe, so ensure aspects of the Pastoral curriculum are given priority.</li> <li>● Use of <a href="#">Agents of Hope</a> to deliver a structured PSHE curriculum</li> <li>● Introduce daily reading – combination of class read, reading for pleasure and teacher read</li> <li>● Revisit St Joseph’s Vision, Values and Mission and how these relate to learning and the curriculum experience</li> <li>● All staff to be mindful that any perceived ‘drop’ in standards does need to be addressed – however, this is to be done in a calm and focussed manner. The children will have gaps, but they will also have developed other strengths we would not usually see.</li> <li>● Lots of praise and positive reinforcement</li> <li>● Move towards a greater focus on reading – phonics for those needing introduction, or revision or repetition and comprehension for more fluent readers. <a href="#">Read, Write, Inc</a>, <a href="#">Cracking Comprehension</a> and <a href="#">Pathways to Read</a></li> <li>● Reading lessons that foster a love of reading and book enjoyment, reading</li> </ul>	<ul style="list-style-type: none"> <li>● One Page Plans to be reviewed</li> <li>● EHCP to be reviewed</li> <li>● Individual target setting</li> <li>● Focus on reading – extra sessions delivered by class teacher/TA</li> <li>● Referral to Beanstalk (once operational)</li> <li>● Liaise with SENDCO for advice and resources</li> <li>● Online programmes such as Phonics Play, Dyslexia support etc</li> <li>● Promote independent learning for those that have become over reliant on adult support (through home-learning). Break down activities into smaller steps</li> <li>● Ensure that appropriate groups receive curricular support, but gradually reduce scaffolding to develop emphasis on independent learning</li> <li>● Gaps in non-core curriculum to be addressed at the commencement of new topics e.g. where children have missed out on learning about the Romans, teachers to identify core knowledge needed for historical chronology</li> <li>● Use of Oaks Academy resources – children to be directed to complete units at home or in focussed groups with TA to either plug gaps or as pre learning</li> <li>● Audits of assessments and gaps analysis to identify further support needed</li> </ul>	<ul style="list-style-type: none"> <li>● SENDCO review provision map to identify required support beyond classroom work</li> <li>● Consideration of referral to external agencies</li> <li>● Specific work on attitudes to learning and learning behaviours</li> <li>● Additional materials sent home to re enforce learning or to enable pre learning</li> <li>● Lots of repetition and over learning of core required knowledge</li> <li>●</li> </ul>

<p>behaviours, and focus on discussion and promote speaking and listening</p> <ul style="list-style-type: none"> <li>• When introducing new concepts, revising or delivering content ensure ‘Chunk teaching’ to avoid cognitive overload. The children may need practice at following instructions so be very clear and direct with what they need to do. Do not overwhelm</li> <li>• Teach RE through <a href="#">The Way, The Truth, The Life</a> to allow time for Spiritual Reflection and God’s presence in the world, even at times of hardship</li> <li>• Ensure discreet teaching of handwashing techniques</li> <li>• Teach factual information about the virus. Address and Covid misconceptions</li> <li>• KS2 reintroduce News Round sessions to promote global awareness, opinion and discussion</li> <li>• Writing sessions to focus on handwriting and spelling. Include fine and gross motor exercises as children may experience pain/cramp if they are not used to pencil grips</li> <li>• <a href="#">Pathways to Writing</a> planning Keys have been amended to pinpoint key areas missed because of lockdown. Use amended planning to teach keys</li> <li>• Put up Working Wall (See Pathways planning) to support and remind children of the key knowledge and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Catch up funding to be allocated and utilised effectively</li> <li>• Orretts Meadow sessions</li> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>• Keep classrooms highly organised and fairly minimal to avoid over stimulation. Ensure displays include focus on vocabulary and spelling. Create a language rich environment</li> <li>• Model a wide range of vocabulary as children may have missed hearing different terminology or phrasing</li> <li>• Classroom to be kept well organised and clear to support cleaning regime</li> <li>• Each teacher to design their own daily/weekly timetable based on a needs assessment of the class e.g. heavy focus on handwriting or PSHE</li> <li>• Subject leads to review long term planning and communicate changes e.g. PE lead to offset equipment based units with dance based, music lead to review plans where singing is required etc</li> <li>• Curriculum PE lessons as well as increased outdoor/physical time</li> <li>• Getting Physically Active - Physical activity is key to supporting stress management and emotional regulation. During the early phases of the recovery curriculum children will be provided with team building sessions and daily workouts.</li> <li>• Maths lessons – continue to use <a href="#">Maths No Problem</a>. Enter at correct workbook and text book for age group. Where gaps in learning make access difficult, go back to previous and revise</li> </ul>		
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<ul style="list-style-type: none"> <li>• Continue to use the CPA structure, but elongate the concrete stage</li> <li>• Regular sessions using <a href="#">Times Table Rock Stars</a></li> <li>• Ensure Speaking and Listening is explicitly taught and provide opportunities to rehearse</li> <li>• Regular practise developing confidence and skills in speaking and listening activities and social communication will be key – through group discussions, turn taking games, team building, social communication games and drawing and talking activities.</li> <li>• Introduce a return to teaching Cultural Capital – through texts, music, News Round, Art study etc</li> <li>• Use art lessons as a way of also promoting relaxation and fun in the classroom – e.g. mindfulness colouring using blending techniques, outdoor landscape painting etc</li> <li>• Computing curriculum to focus on e-safety plans – children may have had more access to online word during lockdown. Use Computing Plans and PSHE plans, as well as NSPCC and 02 materials to teach how to stay safe online</li> <li>• Spend an IT session ensuring the children are all logged on to Google Classroom. Set some activities such as spellings, reading review or project research to allow the children to become familiar with the</li> </ul>		
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<p>platform (this will be used in the event of isolating/bubble closure)</p> <ul style="list-style-type: none"> <li>• Focus on <b>Curiosity</b></li> </ul> <p>Questioning / exploring / experimenting</p> <p><b>Attention</b></p> <p>Noticing / concentrating / immersing / contemplating</p> <p><b>Determination</b></p> <p>Persevering / recovering / practising</p> <p><b>Imagination</b></p> <p>Connecting / visualising / playing with ideas</p> <p><b>Thinking</b></p> <p>Analyzing / deducing / critiquing</p> <p><b>Socialising</b></p> <p>Collaborating / Accepting / imitating / empathising</p> <p><b>Reflecting</b></p> <p>Evaluating / self evaluating / witnessing</p> <p><b>Organisation</b></p> <p>Designing / planning / resourcing</p> <ul style="list-style-type: none"> <li>• Use some of this thinking in your lessons</li> <li>• Think about developing activities to help children explore their learning</li> <li>• Use sensory learning breaks to help make thinking visible</li> <li>• Go through existing knowledge and make new learning explicit</li> <li>• A high level of adult modelling and scaffolding will be required.</li> <li>• Outdoor activities are key. Spend as much time outdoors as you can.</li> </ul>		
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<ul style="list-style-type: none"><li>• Be creative with your teaching. Can you explore activities outside?</li><li>• Be aware of limitations around resources and distancing at first</li><li>• Ensure you LISTEN to the children – what are they telling you verbally and non-verbally?</li><li>• Use Coronavirus page and safeguarding resources page of school website for lessons on E-safety, coping with stress, support, staying positive etc</li><li>• Assessment – see <a href="#">assessment overview</a> for bank of diagnostic materials to be used to identify specific gaps in learning</li><li>• Make continued use of Google Classroom – pre learning, extension tasks, revision etc</li></ul>		
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## Remote Curriculum

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