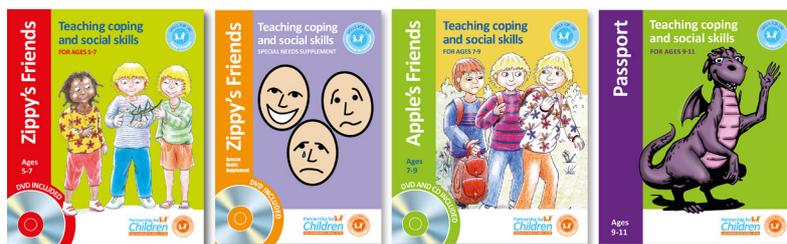


Using the *Skills for Life* programmes as part of your school's Recovery Curriculum



A Recovery Curriculum: *Loss and Life for our children and schools post pandemic* proposed by Barry Carpenter and Matthew Carpenter puts forward the five losses that children may have experienced due to the pandemic - routine, friendship, opportunity and freedom.

Our *Skills for Life* programmes will support schools in meeting the five levers of the Recovery Curriculum in the following ways:

LEVER 1: RELATIONSHIPS

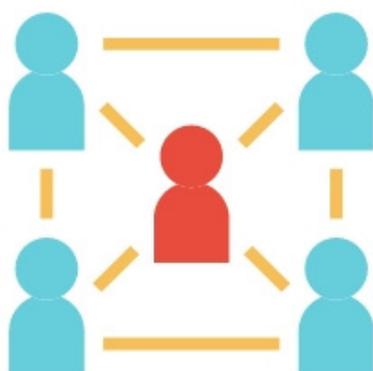
"We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning."

- The *Skills for Life* programme modules on *Feelings, Communication, Friendship and Conflict Resolution* will support children to restore and maintain positive relationships.
- Taking part in these programmes will promote connectedness and help children to develop emotional literacy and coping strategies to support them through the transition process.



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."



- The *Skills for Life* programme activities encourage children to share their own experiences and give you the opportunity to listen to and understand children's needs in order to be able to support them.
- Each programme also includes home activities which continue to promote positive wellbeing outside of the classroom.
- The module on *Change and Loss* may be an appropriate tool for supporting any groups that have faced bereavement(s) during the lockdown.

LEVER 3: TRANSPARENT CURRICULUM

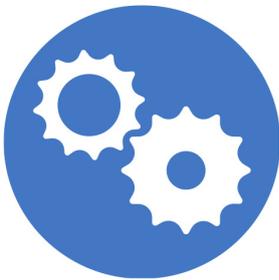
“All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.”

- The *Change and Loss* and *We Cope* modules will help children to learn skills to cope with the new situations that they have faced and are continuing to adapt to and the loss of learning that they’ve suffered due to the pandemic.
- By sending the *Partnership for Children* Covid-19 wellbeing support activities for children to work through before they return to school you will gain an insight into their feelings and can prepare accordingly.



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.”



- The *Skills for Life* programmes encourage children to be independent self-regulating learners, reflecting on their own progress by completing the feedback activities at the end of each session.
- Throughout the programmes, children learn to celebrate their individualities and differences – These sessions will also help them to build their confidence as learners by celebrating the different skills they’ve developed at home during the lockdown.
- The activities help children to build confidence in their learning as there is no marked work and no ‘right’ or ‘wrong’ answers.

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.”

- By creating a special atmosphere for the *Skills for Life* sessions, children will feel safe, comfortable and able to share their thoughts. These sessions will give children the time and space to discuss their feelings towards what has happened, rediscover themselves and transition to ‘the new normal’. You might also want to create a special *Skills for Life* room or corner where you have the programme materials and displays based on the programme.
- The programmes are designed to run over one academic year, but you could run multiple sessions in a week to support children’s social and emotional learning when they return to school. You could build time into every morning to complete an activity from the programme, for example asking children to share how they are feeling or taking part in a relaxation activity.

