

Emotional Resilience Information

Intent/implementation/impact

<u>INTENT</u> Curriculum intent "I HAVE COME THAT THEY MAY HAVE LIFE AND LIVE IT TO THE FULL." John 10.10	We believe that nurturing Spirituality will help children gain a sense of direction and hope during difficult times. Our school has the key opportunity to build resilience . This will help increase their achievements,support them through transitions and encourage healthy behaviors in and out of school.
Sequencing & Progression	Co-ordinators created sequences in the form of leaflets from nursery to Y6 building on skills such as independent learning,making the right choices and having the opportunity to be taught these explicit skills. These have been shared with parents at the beginning of the school year and a parent information session was held in November 2019. A launch week has been planned for March 2020 to introduce activities to promote emotional resilience in school using these leaflets and books that have just been purchased. At the time of writing this statement, the teaching of ER in school ,is at the foundation of where we would like to be in regards to consolidating these vital life skills. Planned sequences for each year group to be created.
Rationale – why do it this way? Is it ambitious and designed for all pupils?	We regard the development of ER to be paramount . Children need to be supported to learn what is acceptable behaviour and to learn emotional skills which will help them thrive in life. The staff are excellent role models for children and as a consequence , many pupils have high levels of empathy with others. We are concerned of a growing number of children who struggle with being resilient and we are keen to involve parents in this journey. All children will be involved, with specific care and attention to those children in need in or out of school.

	We want creative, confident children and see these opportunities to boost a child's holistic development and learning.
Key focuses/ areas for development	Developing social skills. Developing empathy skills. Managing feelings. Promoting self-awareness. Motivation.
Disadvantaged pupils provision	Mixed ability so dependent on individual needs – support given to pupils and parents where needed by teachers..
SEND provision	To include all pupils: resources and support to ensure all pupils can achieve lesson objectives to develop these life skills..
How does the subject provide cumulatively sufficient knowledge and skills for future learning and employment?	Progression ensures build up of skills – e.g. to develop critical thinking and problem solving skills. This will allow children to be able to cope in the outside world and develop their resilience for future learning and employment.
How is cultural capital promoted in this subject? <i>'Educated citizens, introduced to the best that is thought and said so they can appreciate human creativity and achievement'</i>	As part of activities, to listen to music, appreciate art, comment on other children's work, develop a sense of awe and wonder by questioning about the world around them. To discuss the characteristics through subjects such as history/ science to what makes a good explorer or scientist. To read and share quality texts. To continue to provide opportunity for children across school to work together. Children to pray together and understand God's love for them.
<u>IMPLEMENTATION</u> How does your curriculum and teaching ensure that learning is embedded into long-term learning?	Sequence/progression with modelled teaching, repetition, practical for all learning styles. Visual aids such as beautiful photographs, art work, words around school to promote discussion. ER to be imbedded with the school curriculum to ensure long term learning and understanding of others and themselves.
How is your subject assessed to inform learning?	As part of PSHE . To be organised . Children to be identified in early Spring Term to attend a Friday Lunch Club and then take part in activities

	around school to help them develop their confidence. Training to follow re attachment for staff which will help staff look at well- being and involvement. Possible use of Fere Leavers assessment tool. Others agencies involved are the school nurse, STEM, Action for Children and developing the involvement of parents and carers. Open day at the end of Mental Health week in March for parents/ carers to see school in action and children to prepare presentations/ resources to inform adults about ER at home and school. Activities to include problem solving, self evaluation, the Science behind ER and E Safety.
Reading focus	Key words
How is speaking/listening & emotional resilience promoted in ?	Throughout all of the activities, this will be our prime aim. Especially developing listening skills.
Is the standard of work in ER comparable with other subjects?	Our intent is to raise standards over time.
<u>IMPACT</u> Assessment data: progress and attainment	Unknown at the moment.
How are gaps addressed?	Gaps identified by class teacher and other staff in school working with groups of individual children
Key vocabulary/concepts that thread through school	kindness, empathy, strong, well being, involved, time to think, being creative, thinking for yourself.
EYFS Link	Characteristics of effective learning

Diving Deep:

Find answers to the above by-

- Looking at planning for sequencing and progression from term-to-term and from year-to-year. Look for a 'golden thread'.

- Looking at books (with a child) and discussing learning. 'Tell me what you have been learning in maths?' (Not what have you been 'doing'). How well are you doing? How do you know? Do you get feedback about your learning?
- Investigate long-term learning by asking: Show me the knowledge map of your learning. How does this link to further learning? How does this learning help with knowing something else? What did you learn in previous years that help you learn now?
- Look at available data for your subject – compare to national/school trends for EYFS/KS1/KS2
- Glance through books for other subjects to compare standards with yours.
- Discuss with staff what specific activities they involve their class in for cultural capital development.
- Plot cross-curricular learning, making links to build long-term knowledge.