

# The Recovery Curriculum... Re-igniting Learning... and beyond!

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This presentation is based on the **Think Piece -  
A Recovery Curriculum: Loss and Life for our  
children and schools post pandemic**

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University.  
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.

See further – <http://www.recoverycurriculum.org>





# A Recovery Curriculum: Re-igniting Learning



# The Recovery Curriculum

- a construct
- built on compassionate leadership
- aims and values
- best informed judgements
- a personalised response

# The 5 Losses

- Loss of Routine
- Loss of Structure
- Loss of Friendship
- Loss of Opportunity
- Loss of Freedom

# Loss Generates 4 Consequences

- Bereavement
- Attachment
- Anxiety
- Trauma

# “Think of the children”

“Attachment is a deep and enduring bond ... The classroom is a frightening place for children with insecure attachment in normal circumstances but add in the extended period of absence from school for the lockdown period and we will have a real sense of fear and insecurity for many children,”

Nicky Stewart, 19<sup>th</sup> May, 2020

[www.nicolastewart.org](http://www.nicolastewart.org)

# Secure attachment and learning profile

Securely attached children are more likely to be:



- ✓ better problem-solvers
- ✓ more curious
- ✓ have increased quality and duration of learning
- ✓ **have higher academic achievement**

Securely attached children are more likely to be:

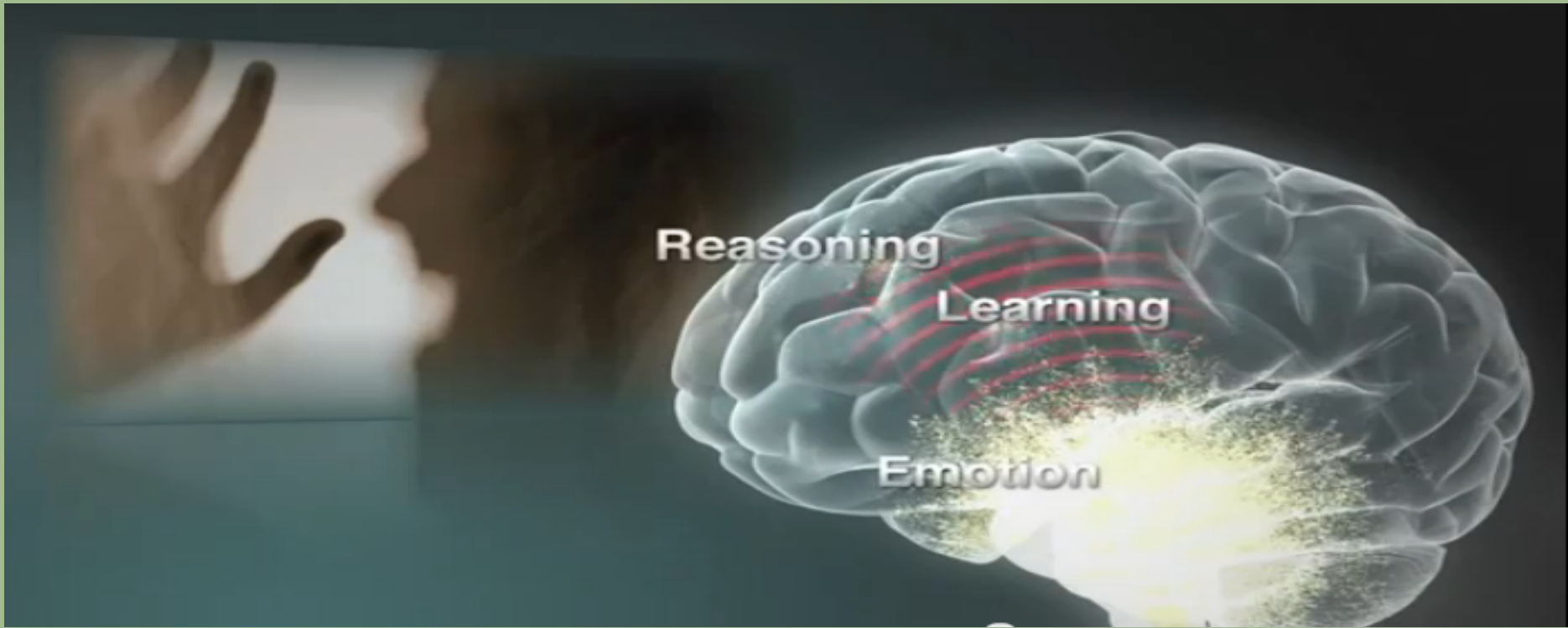


- ✓ co-operative and self-regulative
- ✓ less likely to develop emotional and behavioural problems
- ✓ more socially empathetic and less biased in interpreting behaviour of others
- ✓ more self-aware (self-knowledge)

# **“Lockdown Anxiety”**

Royal College of Psychiatrists, May 2020





**'Anxiety is a key block to learning. It can prevent the imprint on the brain.'**

*McCulloch, A. (2008)  
'Mental health and teaching'*



**The anxious child  
is not a learning  
child!**



# Current Trends in Child Mental Health

One in six children and young people had a probable mental health disorder in July during the first wave of coronavirus, compared to just one in nine back in 2017, demonstrating a sharp rise in mental health problems.

data produced by NHS Digital 2020 (July)

“As the whole country continues to find ways to live with the pandemic, many children and young people will be experiencing a range of feelings including anxiety, sadness and loneliness which are understandable responses to such an uncertain and stressful situation.”

Professor Prathiba Chitsabesan, National Clinical Director for Children and Young People's Mental Health.

# How is your Child's Mental Health?

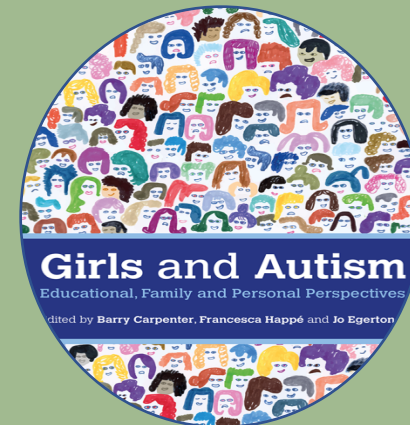
The signs to look out for include:

- ❖ You might find they are more upset or find it hard to manage their emotions
- ❖ They may appear anxious or distressed
- ❖ Increasing trouble with sleeping and eating
- ❖ Appearing low in mood, withdrawn or tearful
- ❖ Reporting worried or negative thoughts about themselves or their future
- ❖ For younger children, there may be more regressed behaviour such as bed wetting or separation anxiety

# Children and Care

Barnardo's reported in June, 2020, that there has been a 44% increase in the number of children taken into care during the pandemic.

[www.Barnados.org.uk](http://www.Barnados.org.uk)



If autism in girls remains undiagnosed, they are at high risk of developing mental health difficulties such as anxiety, depression, self-harm and eating disorders. This also impacts upon their ability to engage in the learning process and, in turn, achieve their full potential.

"Mental health and girls on the autism spectrum"

Tina Rae and Grace Carpenter-Hershey

In Carpenter, B., Happé, F. and Egerton, J. (Eds),  
*Girls and Autism: Educational, Family and Personal  
Perspectives*  
London: Routledge





# Girls and Autism

Educational, Family and Personal Perspectives

Edited by **Barry Carpenter**, **Francesca Happé** and **Jo Egerton**

# Restoring children's health services, COVID-19 and winter planning - position statement

“Without prompt attention to restore children's health services and the workforce that delivers them, and to protect them from surge policies over the next few months, there is a real risk that current health inequalities will widen, vulnerable children will slip through the net, the burden of child ill-health and disease will grow and long term damage to workforce development and service innovation. Meeting children's rights to access the healthcare they need cannot be deferred further.” (October 2020)

Royal College of Paediatrics and Child Health

“Our **current expectations** of children are way too high and unrealistic in the current context.

Many children are carrying huge amounts of anxiety and worry. They are hypervigilant, as are their teachers.

This is not a resting state for the brain; they are burning too much ‘brain fuel,’ and over time this will be exhausting and debilitating.

Curriculum requirements need to be relaxed and, temporarily, the teaching and learning content modified to reflect the lived experience of the children at this time of global crisis.”

Professor Barry Carpenter, CBE  
Professor of Mental Health in Education  
Oxford Brookes University.  
October, 2020





Through the eyes of a child

“Even the most resilient children are going to need additional support as they navigate this transition back into whatever is the new normal. Take as a starting point that every child is going to need something extra and many will need a lot extra.”

Bruce Adamson (July, 2020)  
Children and Young People’s Commissioner for Scotland

# “Rebuilding”

“Schools should make decisions based on the needs of each individual child.

Some children have lost a lot of time.”

Amanda Spielman,  
Ofsted Chief Inspector of Schools.  
BBC Radio 4 interview 6<sup>th</sup> July, 2020.

# The 5 Levers

- Lever 1:** *Relationships - Reach out to greet - don't automatically expect them to return joyfully.*
- Lever 2:** *Community - Engage, listen, understand, grow together.*
- Lever 3:** *Metacognition - Explicitly scaffold teaching to grow confidence as a learner.*
- Lever 4:** *Transparent Curriculum - co-construct to show them how you are addressing the gaps.*
- Lever 5:** *Space - to be, to rediscover self-image, concept, esteem and confidence.*

# Planning Model

- Lockdown
- Transition
- Recovery
- And Beyond

Katie Fielding (2020)  
Podcast in the Recovery Curriculum series  
[www.recoverycurriculum.org](http://www.recoverycurriculum.org)

Kindness is the Key ....

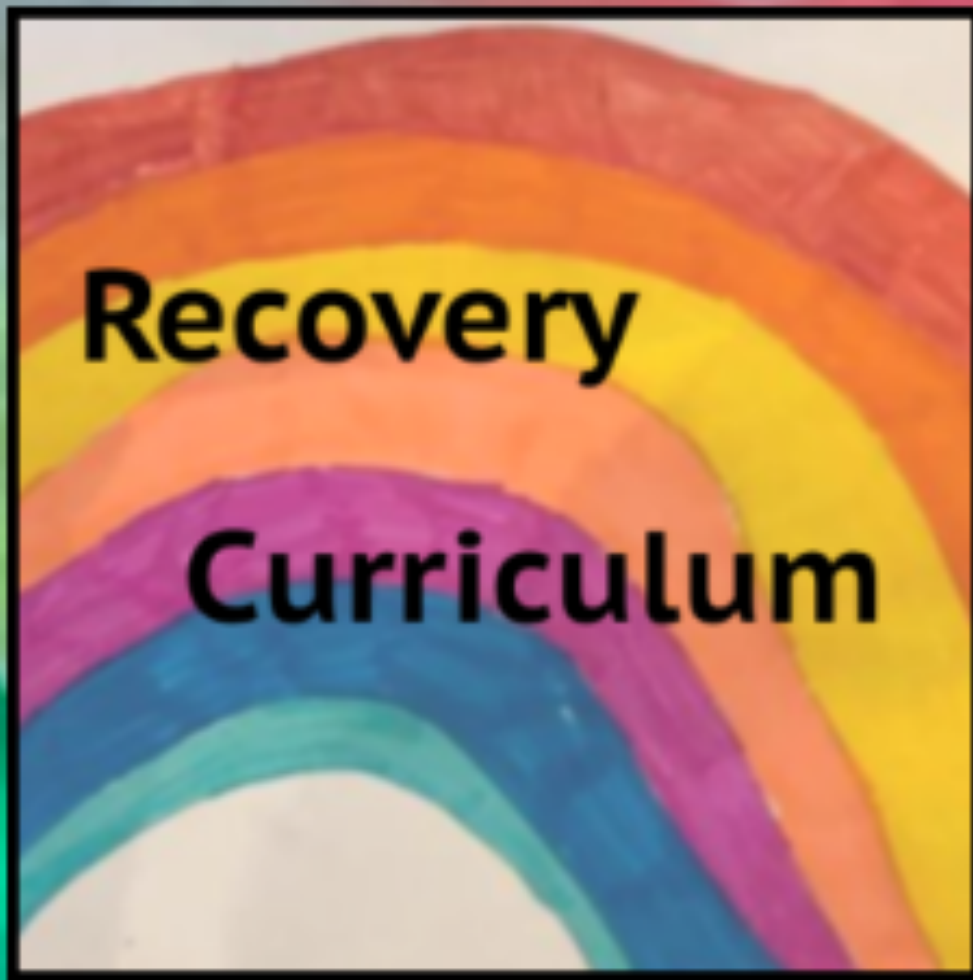






**The curriculum is the servant of the child,  
not its master.**

*Professor Barry Carpenter, (July 2020)*



[www.recoverycurriculum.org](http://www.recoverycurriculum.org)



# schedules

- Now & Next
- First Then
- Now Then



**Now**



**Next**



**NOW**

**NEXT**

**LATER**



# Task Plan

What do I need? 1 ..... 4 .....  
2 ..... 5 .....  
3 ..... 6 .....

What do I need to do?

1..... ☐

2..... ☐

3..... ☐

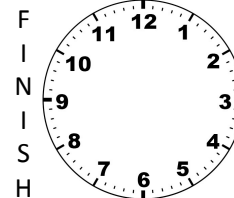
Anything else?

..... ☐

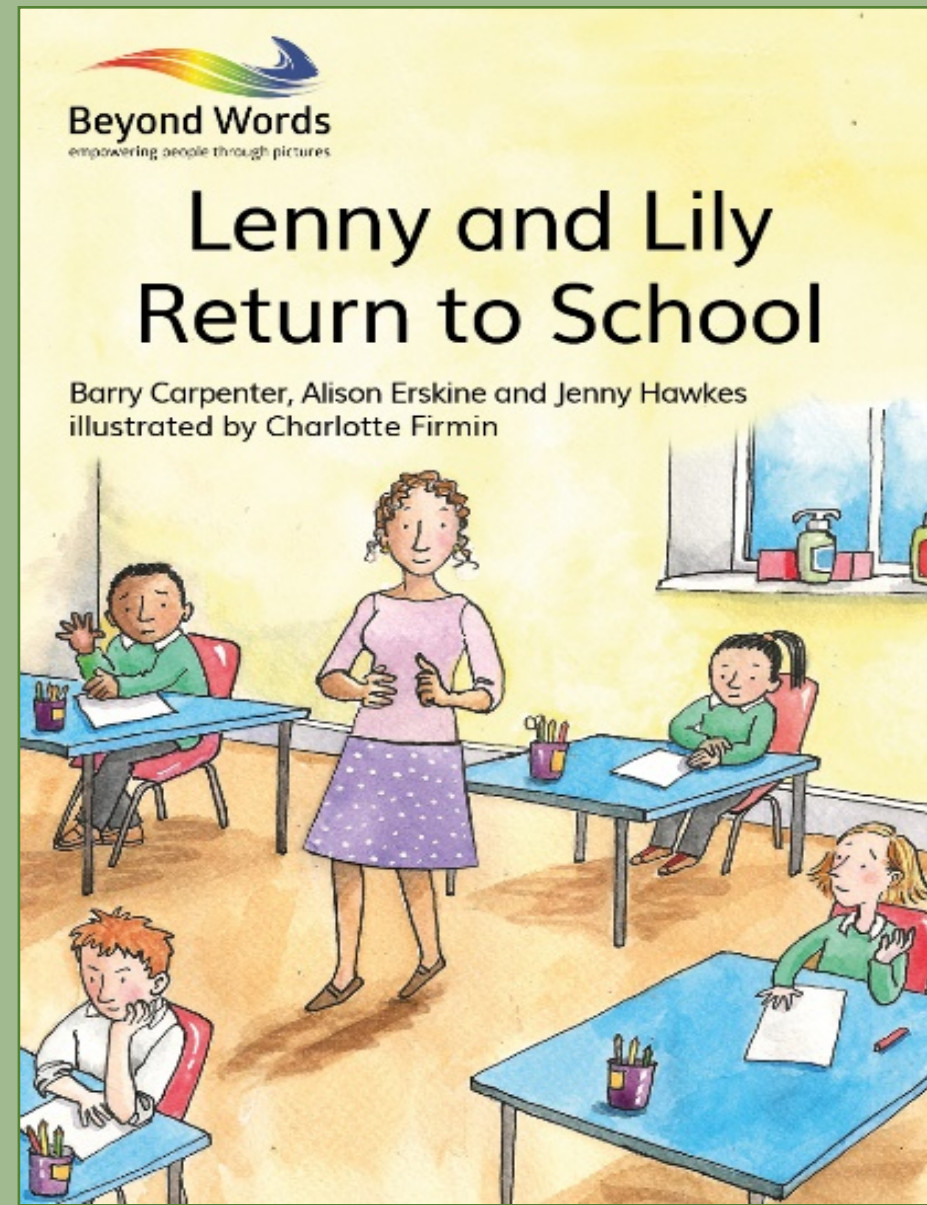
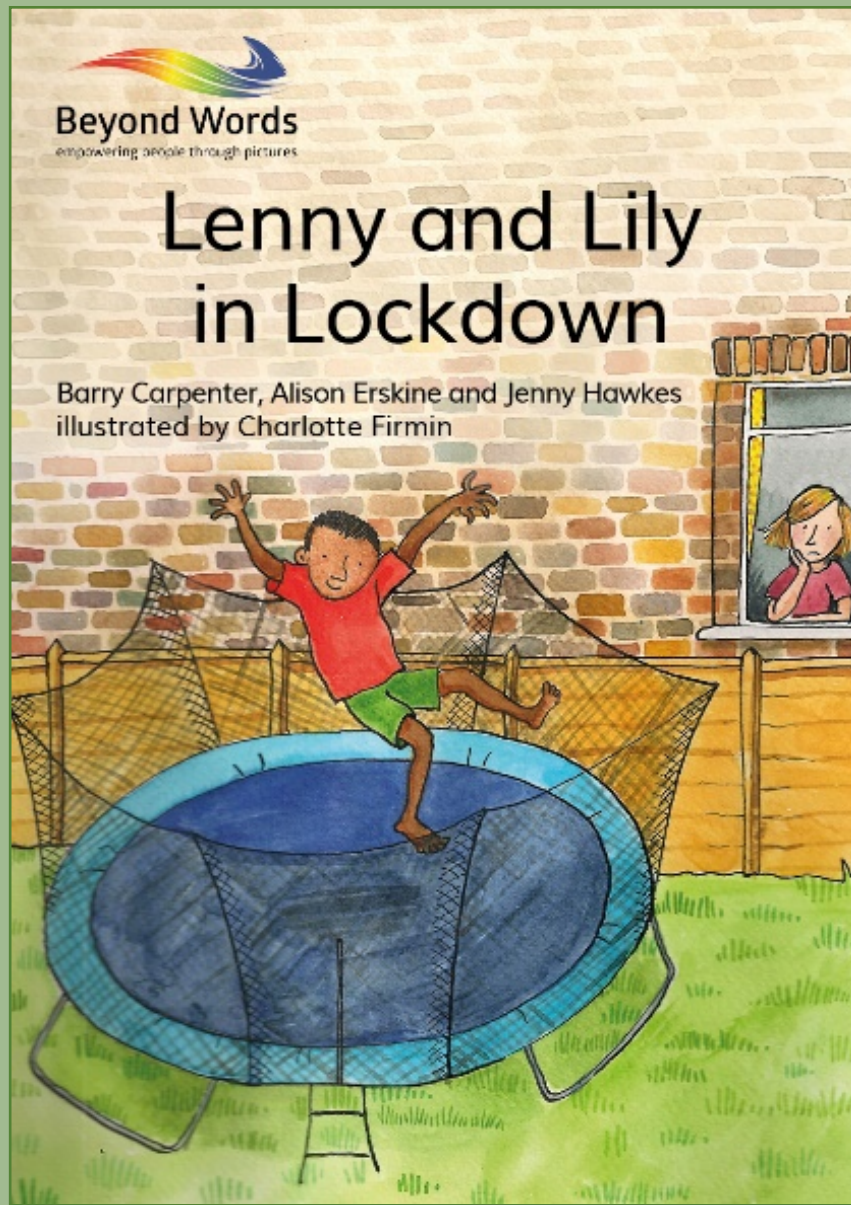
..... ☐

Reward

How long?













Sharing the 'Lenny and Lily' stories at Home





Creating your own  
Lenny and Lily  
story.




“After reading Lenny and Lily, one Primary pupil said:-

“We all have lots of feelings, not just one. We are all a bit mixed up!”

A Mother commented:-

“It is actually my Year 7 son who found them most useful ... as he could talk about how hard it was to leave his Primary school. I have been able to unpick what he was feeling with him, address his fears and sadness, using the pictures as a prompt.”

A decorative graphic in the bottom-left corner of the slide, featuring a close-up, vibrant green image of a leaf with prominent veins, angled diagonally upwards towards the right.

# Having a Test for Coronavirus

By Sheila Hollins  
illustrated by Lucy Bergonzi



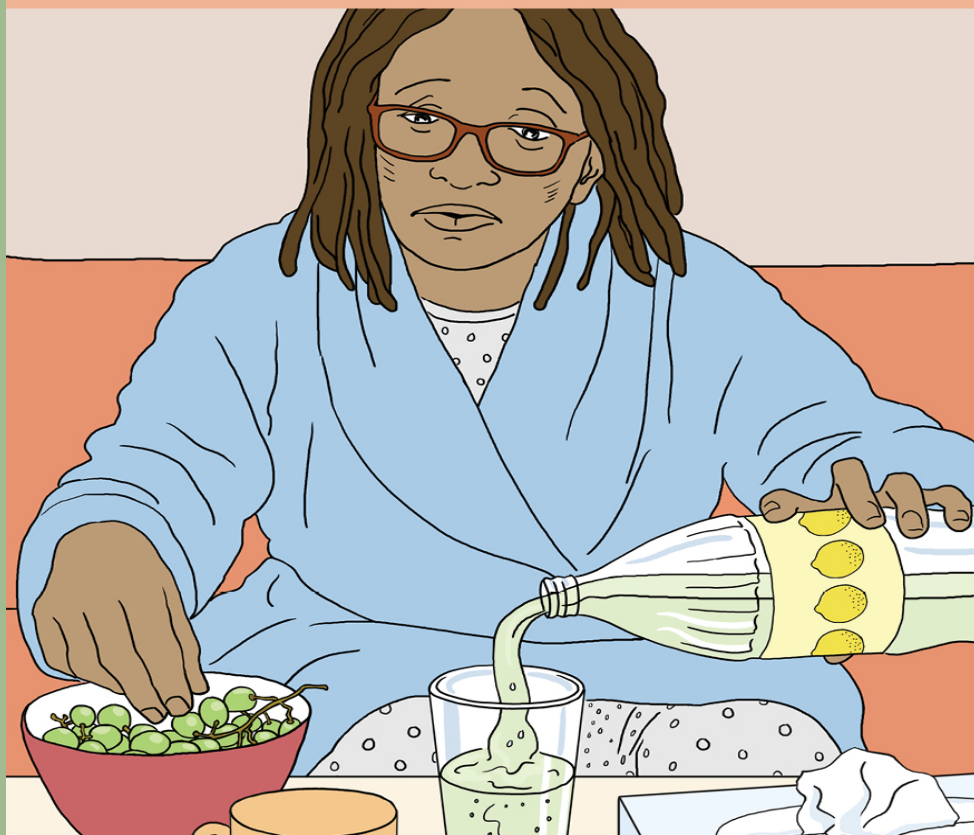
A wordless story about getting tested for coronavirus. The story shows how testing works at a drive through centre and using a self-test kit at home.

Free to download:

[www.booksbeyondwords.co.uk/coping-with-coronavirus](http://www.booksbeyondwords.co.uk/coping-with-coronavirus)

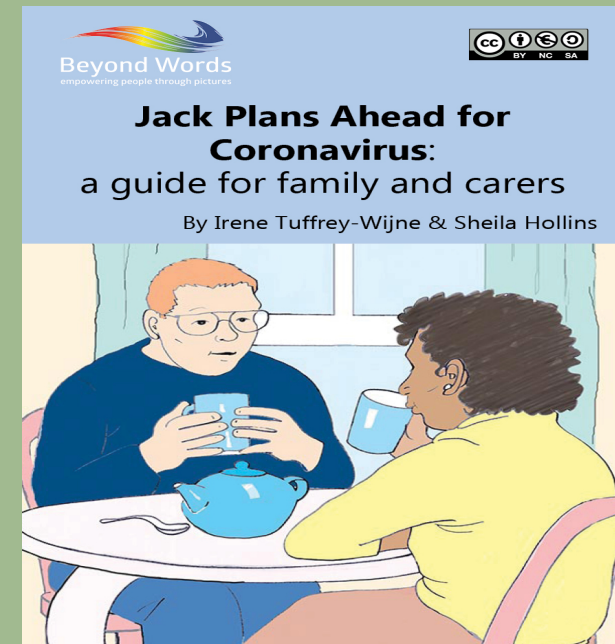
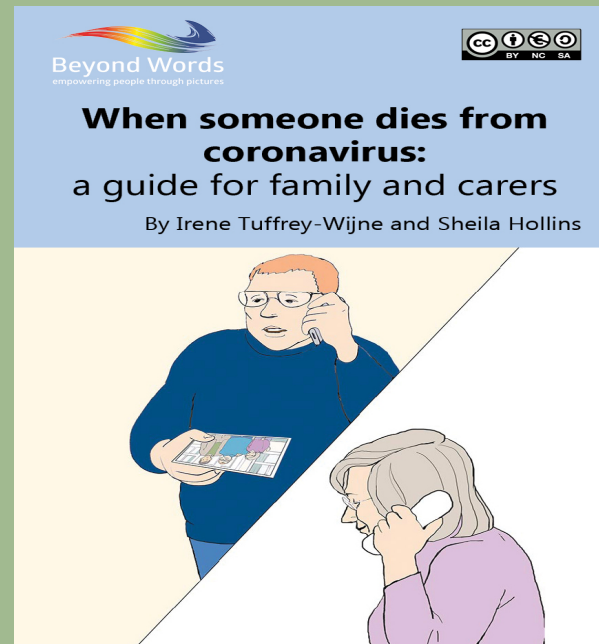
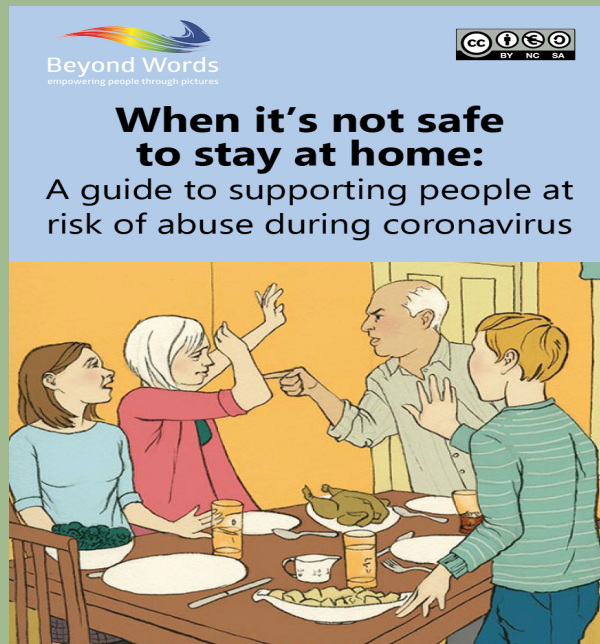
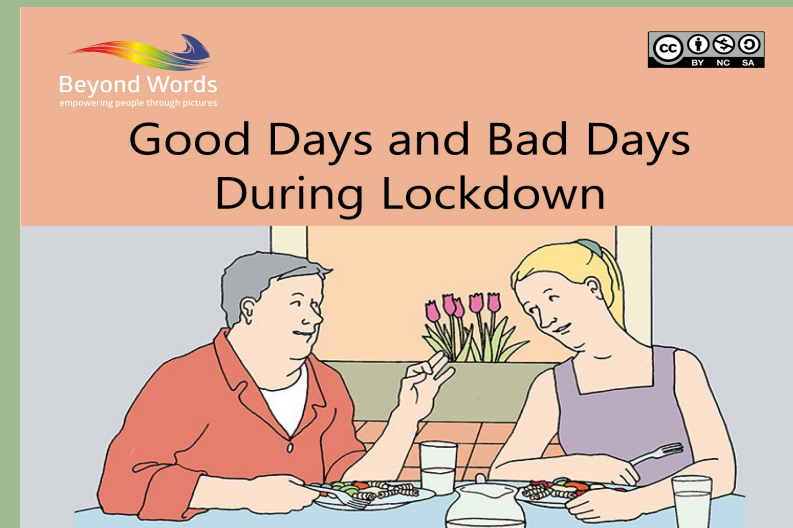
# Beating the Virus

illustrated by Lucy Bergonzi





More **FREE** resources from Beyond Words to support people through the coronavirus pandemic:



Go to: [www.booksbeyondwords.co.uk/coping-with-coronavirus](http://www.booksbeyondwords.co.uk/coping-with-coronavirus)



The **BW Story App** breaks down all of our picture stories into short, searchable snippets between 2-9 pictures long.

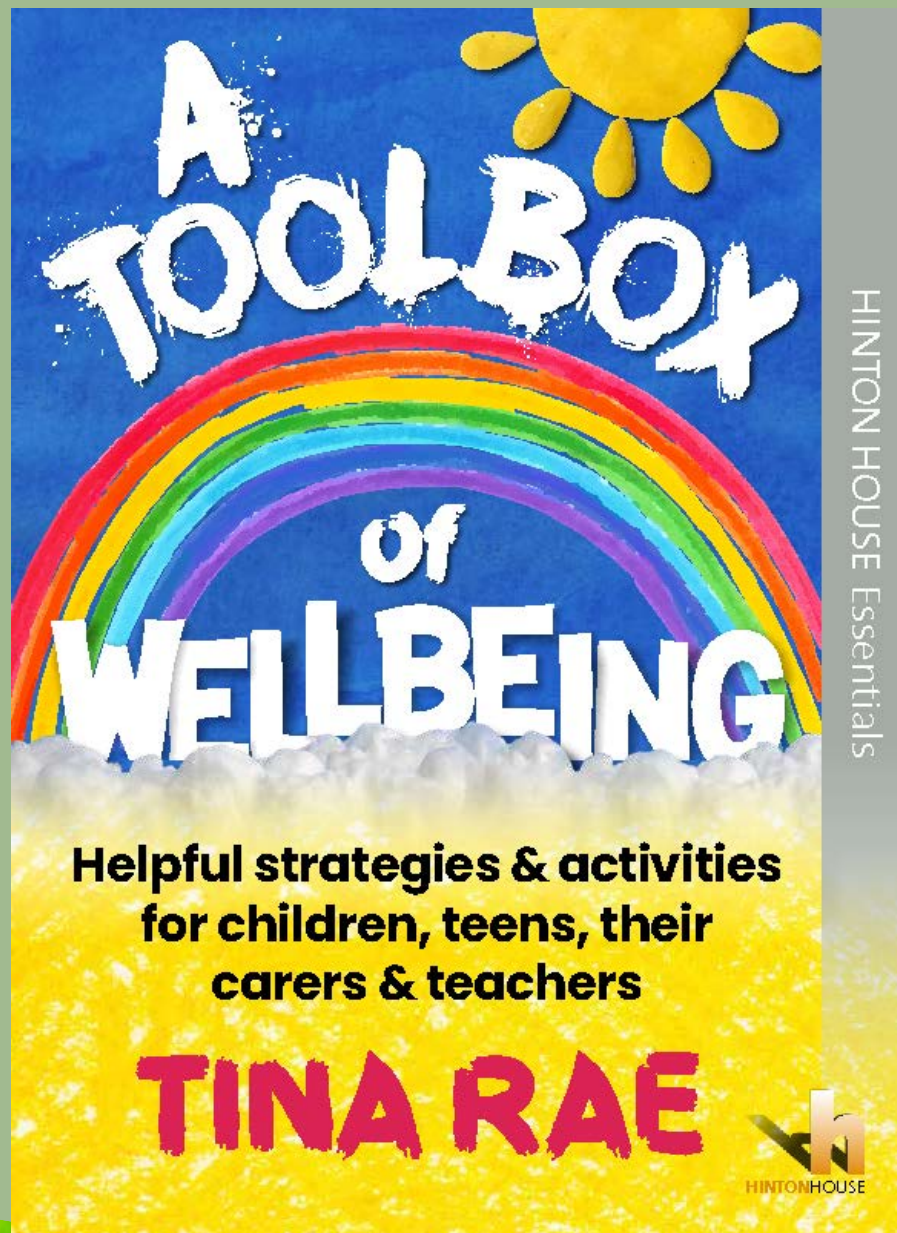
Available for your smartphone and tablet on both Apple and Android, the app makes it quick and easy to find pictures that will help you to support the person or people you care about.

Download the app with limited taster content for **FREE**.



More information at: [www.booksbeyondwords.co.uk/bw-story-app](http://www.booksbeyondwords.co.uk/bw-story-app)





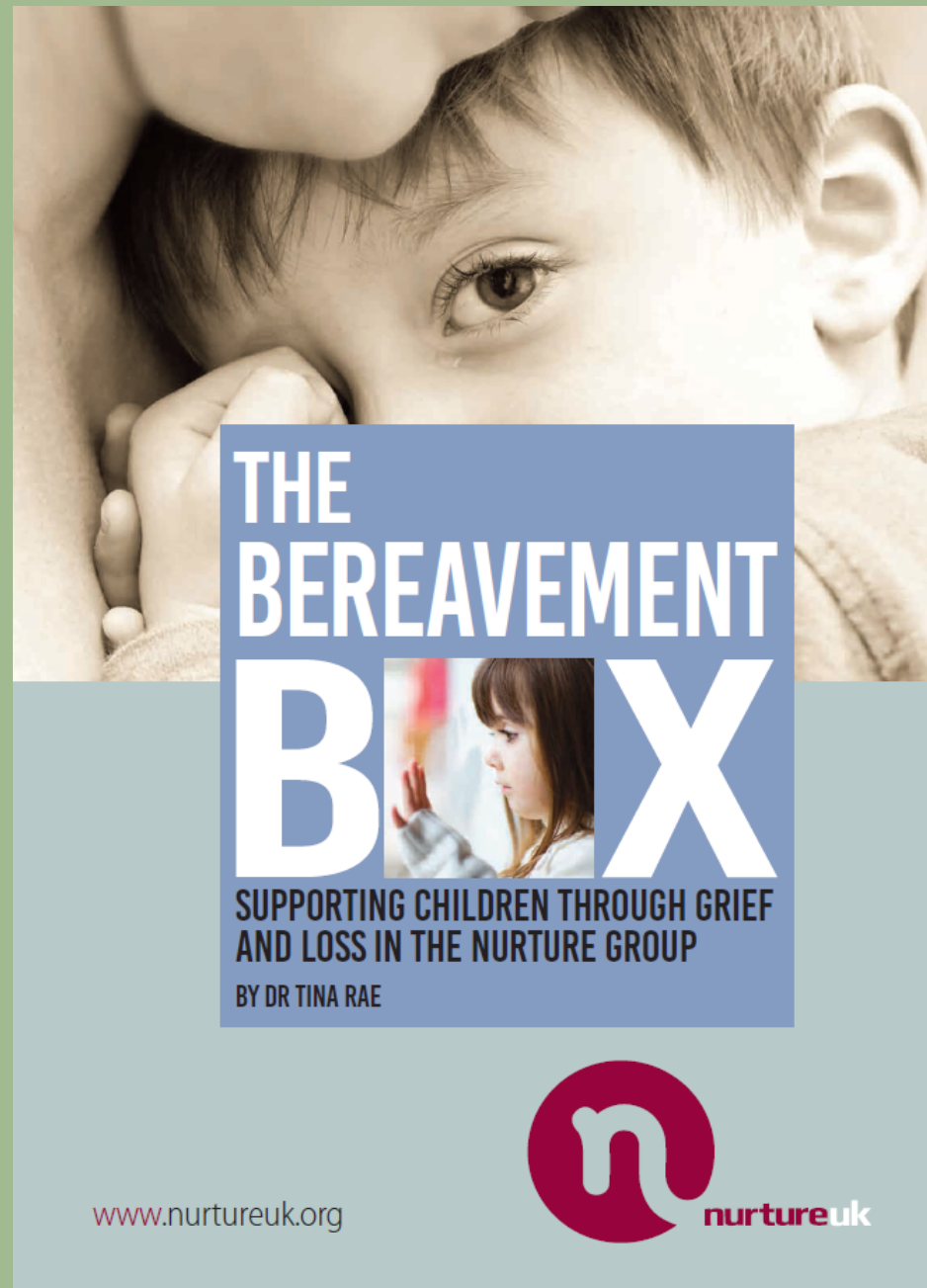
***A must-have book full of easy to use activities to build emotional wellbeing in all children and young people and to support the Recovery Curriculum in schools.***

***Available from Hinton House publishers***





Available from  
[www.nutureuk.org](http://www.nutureuk.org)





# 60 Sensory Minutes



# Mental Health Resources



# Journals - from [www.butterflyprint.co.uk](http://www.butterflyprint.co.uk)

Four different designed journals to be used as they are, then through action research staff will personalise for each pupil.

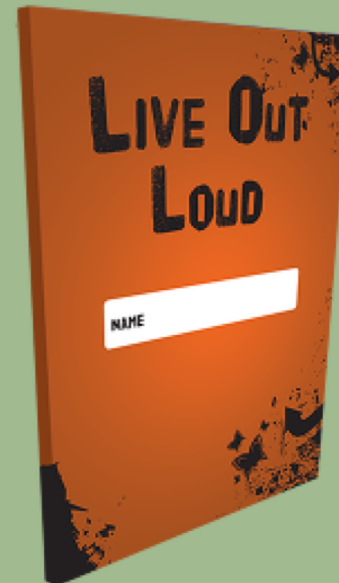
KS1-2



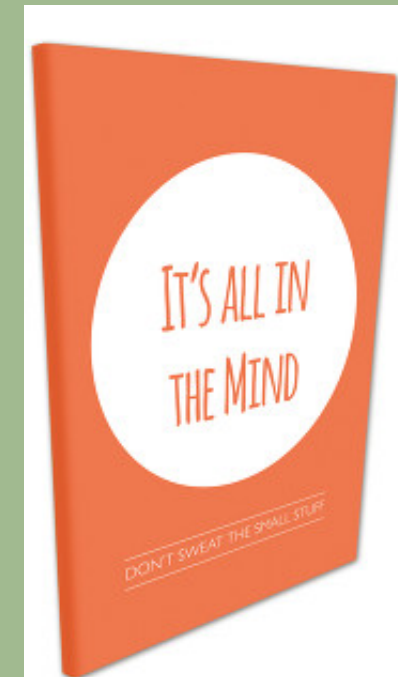
KS2-3



KS3-4



KS4-5



# My Journey

...walking the path together



A colourful journal/activity booklet, aimed at children and young people across key stages, from year 6 and upwards.

This gives children and young people the opportunity to reflect and share some of the often overwhelming emotions and experiences they will have had whilst in lockdown, and may continue to experience once back at school.

We are delighted to announce we have now teamed up with the fantastic **Di Harrill MBE** to bring you our latest emotional well-being journal - **Covid 19: My Journey ...walking the path together**.

The Covid 19 Journal: My Journey ...walking the path together is aimed at children and young people across key stages from year 6 and upwards.

It also aims to encourage reflection and identification of strengths and resulting growth.

Ideally, through discussion and the resulting activities, they will understand the commonality and normality of many of their emotions. We hope this will then help them deal with difficult feelings and move on in a positive way.

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✦ [butterflyprint.co.uk](http://butterflyprint.co.uk)    **Tel:** 01706 817248    **Email:** [enquiries@butterflyprint.co.uk](mailto:enquiries@butterflyprint.co.uk)     

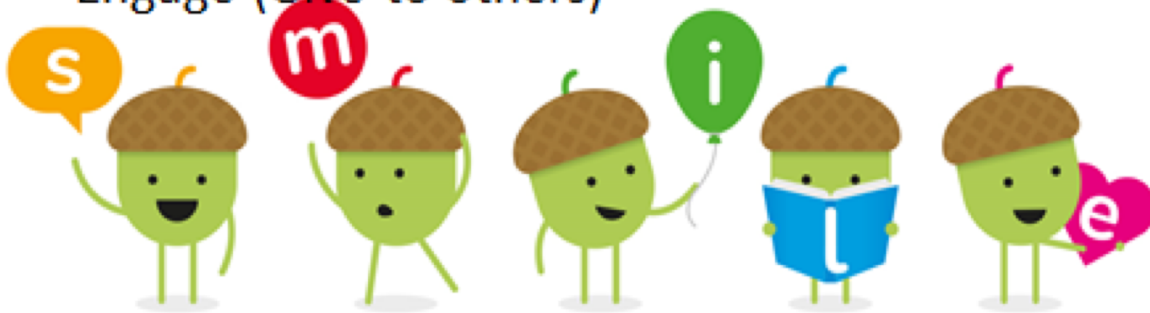
From –  
[www.butterflyprint.co.uk](http://www.butterflyprint.co.uk)



# SMILE - well-being approach - route to recovery

To make this more accessible to our pupils we created SMILE.....

- Socialise (Connect)
- Move (Be Active)
- Interest (Take Notice, be mindful)
- Learn (Keep Learning)
- Engage (Give to others)



For further details on SMILE

<https://www.forest-oak.solihull.sch.uk/topic/smile>



<https://www.butterflyprint.co.uk/mentally-healthy-schools/smile-emotional-health-and-wellbeing/>

**Happy**



**OR**



**Sad**

# Happiness Box



<https://barrycarpentereducation.com/2020/05/11/happiness-box/><https://>



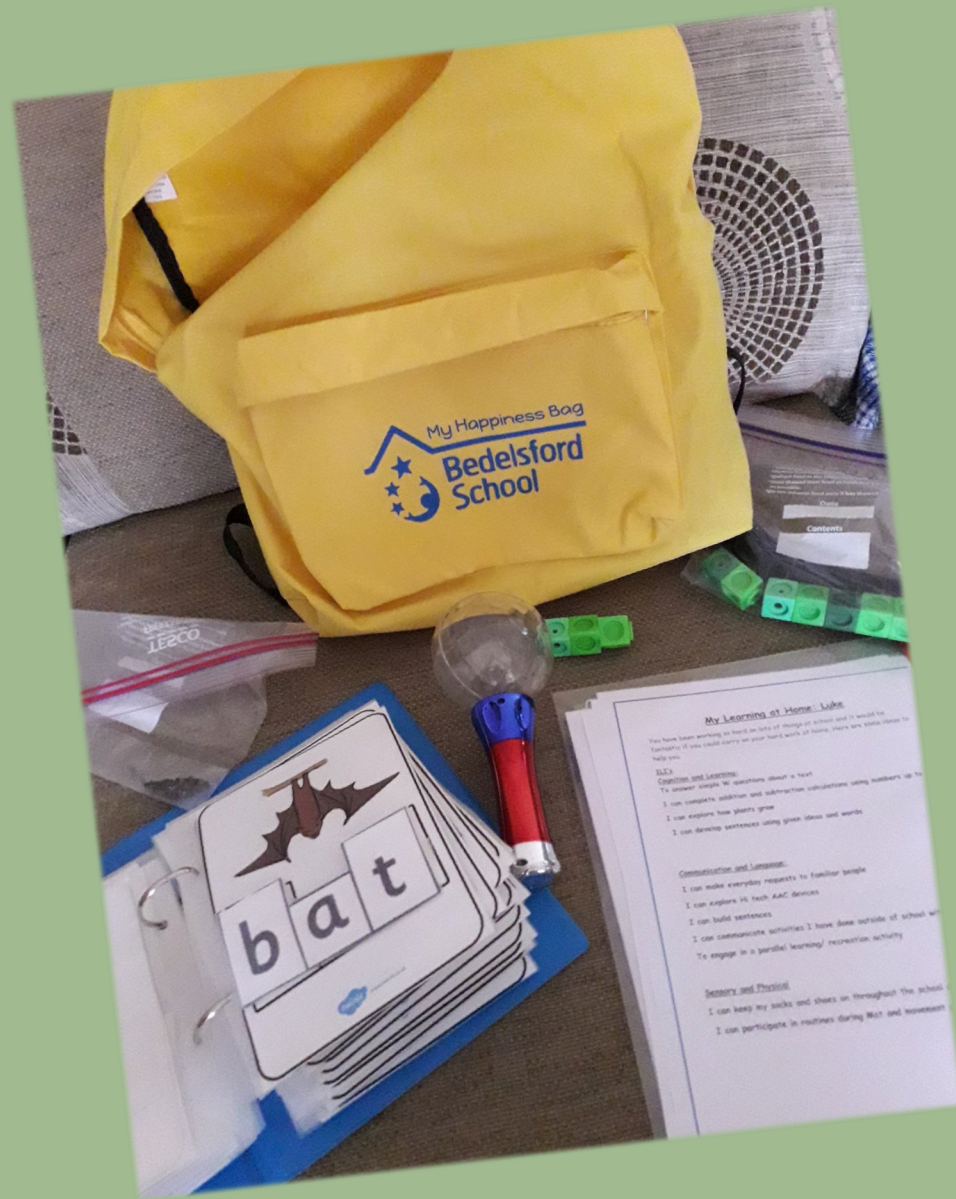
# Happiness Box



Further reading :  
Rationale for a Happiness Box

(Bev Cockbill and Barry Carpenter)

[www.recoverycurriculum.org](http://www.recoverycurriculum.org)



# HAPPINESS BAG



“What is the best response to global epidemic of physical and mental problems among young people?”

At this point in history, we need creativity, care and compassion on a scale that we have never witnessed before.”

Professor Andy Hargreaves, (2016)



# “Our quest ...

as schools, must be to restore and rejuvenate the emotional well-being of all of our children ...

... our curriculum journey has to be one of re-building our children's emotional resilience through dynamic innovation and creative learning experiences, starting “where each child is at.””

Carpenter, B. (2021 – in press)  
“From Recovery to Resilience”

In Tutt, R. & Williams, P. ‘How to Maximise Emotional Wellbeing and Improve Mental Health; the essential guide to establishing a whole school ethos.’  
London: Routledge.

# Resilience-promoting aspects of education...

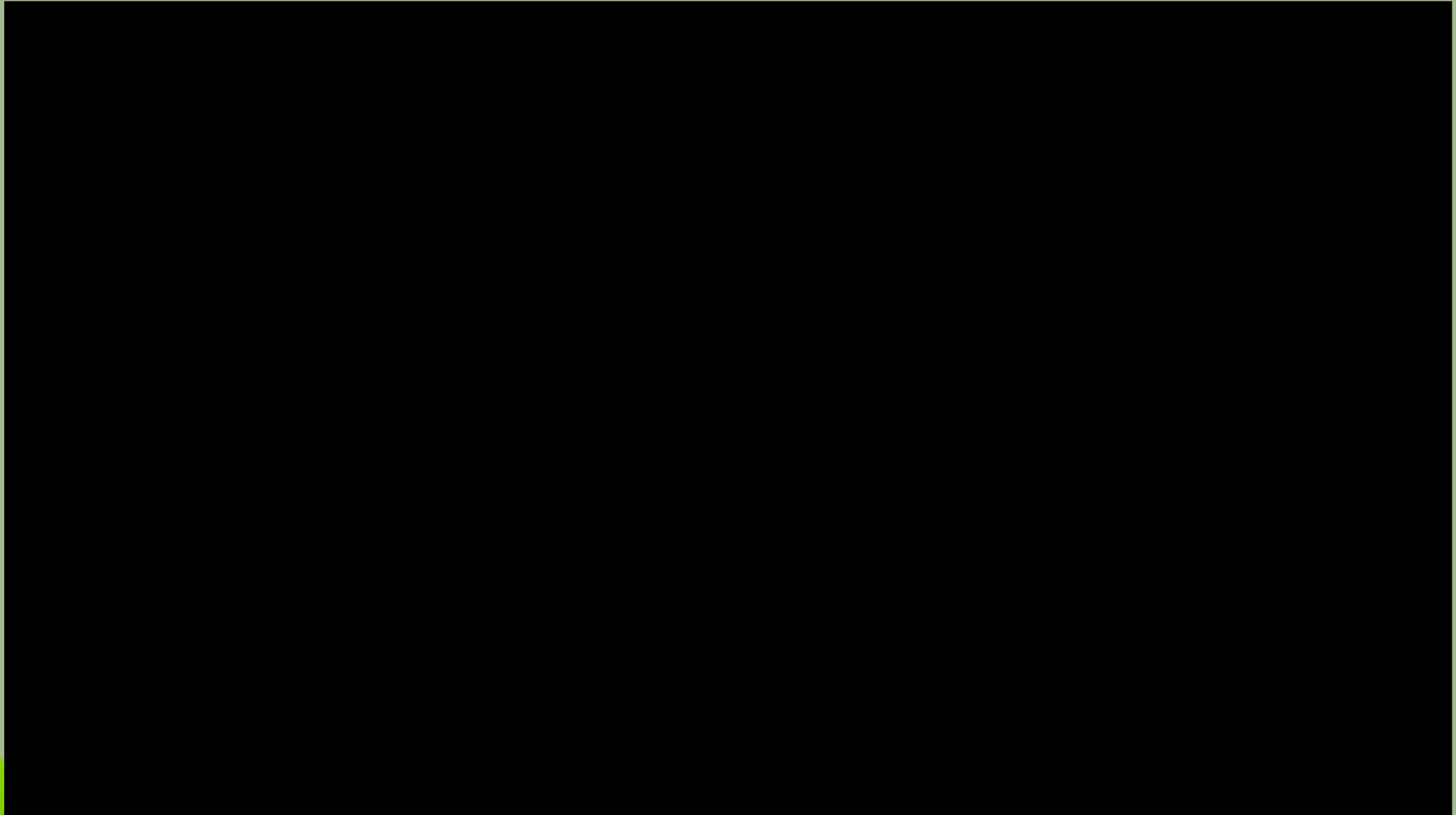
- **The School as a *place***
- **Education as a *process***
- **Educators as *people***

***... and Teaching is a Relationship-based Profession***

# Parental Engagement in the Pandemic

[www.evidenceforlearning.net](http://www.evidenceforlearning.net)

# Parental Engagement





# Let the children be free...

“Let the children be free; encourage them; let them run outside when it is raining; let them remove their shoes when they find a puddle of water; and when the grass of the meadows is wet with dew, let them run on it and trample it with their bare feet; let them rest peacefully when a tree invites them to sleep beneath its shade; let them shout and laugh when the sun wakes them in the morning. Let the children be free...”

Maria Montessori



# Katie and her book!



# Book Launch at Lambeth Palace, London





# Book Club...





# A Beyond Words Book Club



At Home



# Independence and Autonomy through Understanding

# Hope and Optimism

Regularly remind yourself that:

- This **WILL** end, not tomorrow, but it will end.
- You have coped with difficult situations before and succeeded.
- Draw on the positive skills and resilience developed in those situations and use them now.
- Remember the wonderful human being you are, and the power of your humanity.





“My humanity is  
bound up in yours,  
For we can only be  
human together.”

Desmond Tutu



## Contact details

[www.barrycarpentereducation.com](http://www.barrycarpentereducation.com)

[www.engagement4learning.com](http://www.engagement4learning.com)

<http://www.recoverycurriculum.org>