

Resilience

The Resilience Curriculum Intent

At the Resilience Multi Academy Trust, resilience is not only our name – it is the foundation of our ethos and the heart of everything we do. Our Resilience Curriculum is designed to develop confident, motivated, and successful learners who are equipped to face the challenges of today and the future with strength, optimism, and purpose.

We understand that developing resilience is a complex process that must be nurtured over time. Our curriculum is structured around four key, evidence-based elements: **Cognition, Emotion, Habit, and Community**. These interconnected components ensure that our students develop the essential knowledge, skills, and attitudes they need to thrive both in and beyond school.

Cognition

Through the teaching of the of the Cognition element, students will develop an understanding of how learning happens so that they are equipped with the knowledge, confidence and resilience to maximise their learning. For example we want our students to understand why they need to pay attention to their teacher and be able to explain this through cognitive science language, rather than just understanding that this is the expectation.

Emotion

Through the teaching of the Emotion element students will develop the crucial skills needed to understand and manage their emotional experiences. Students will learn to recognise and navigate their emotional states, understand triggers and develop effective regulation strategies. Our curriculum aims to cultivate emotionally literate individuals who can thrive academically, socially, and personally, establishing a strong foundation for lifelong well-being.

Habit

Through the teaching of the Habit element students will develop important life skills to be successful in school and beyond, establishing routines and behaviours that enable organisation, learning, and independence. We will support students to understand how habits are created, and to develop and maintain habits that lead to success and resilience.

Community

Through the teaching of the community element students will develop the skills and understanding to anticipate, adapt and transform to changes in their communities.

Our curriculum aims to allow students to contribute, embrace, support, and benefit from the communities around them.

Our aim is to empower students to navigate the challenges of adolescence with confidence, to aspire beyond their current circumstances, and to develop a strong internal compass that guides their actions and decisions. By embedding the principles of resilience across all aspects of school life, we ensure that our learners leave us not only with qualifications, but with the personal resilience to succeed in their next steps and make meaningful contributions to the world around them.

Implementation:**Year 7**

All students have two lessons of Resilience each week. In addition, all students in Year 7 attend Resilience camp. This is 3-day residential camp aims to develop independence, self-confidence and gives our students new and challenging experiences which they can link to the elements of Resilience. The camp provides students with experiences and skills that less privileged students may not have access to.

Year 8

In Year 8 students have 2 lessons of Applied Resilience each week. Applied resilience challenges students to extend their learning into new areas which they have not experienced before and master new knowledge and skills – again building their self-confidence beyond the traditional curriculum. The Year 8 curriculum focuses on students developing the 4 elements of Resilience through the challenges of learning a new skill. Year 8 Resilience options include BBG Bake-Off, Art Attack, Performing Arts, Sports Leaders, Young Enterprise, Spanish, Golf, Ice Skating, Netball Academy and Rugby Academy. In addition, in Year 8 all students complete a charity fundraising project. The focus of the fundraising is a local community charity chosen by the students.

Year 9

Applied Resilience continues in Year 9 and students have 2 lessons each week. The curriculum continues to focus on students developing the 4 elements of resilience through challenges such as Textiles, BBG Bake-Off, Sports Leaders, Engineering (UTC Leeds), Gaming, Social Media Content Creation, Young Enterprise, Growing Minds (Horticulture and landscaping), Golf, Rugby Academy and Netball Academy. As in Year 8 students complete a charity fundraising project this time the focus is on raising awareness and funds for national and international communities.

YEAR 7

TERM 1

	Topic	Knowledge/skills	Assessment
	<p>An introduction to Resilience lessons</p> <p>Resilience Camp – preparation and reflection.</p>	<ul style="list-style-type: none"> • Introduction to the elements of resilience: Cognition, Emotion, Habit and Community. • Understanding risks and how to navigate them. • What does a resilient student look like at camp? • Reflecting on developing resilience. 	<p>Ongoing teacher, self and peer formative assessment.</p>
	<p>COGNITION</p> <ul style="list-style-type: none"> • Introduction • Attention • Working Memory • Long Term memory and forgetting • Metacognition • Assessment • Careers 	<ul style="list-style-type: none"> • An introduction to the cognitive science memory model including the core elements (attention, working memory, long term memory and forgetting) • Examining the central role of attention in the learning process and developing understanding that attention is the “gateway to thought” and therefore learning. • Focusing on the limits of the working memory and how to overcome them to avoid “overload” and maximise learning. • Examining how to keep information in our long- term memory and how information stored in long- term memory helps the working- memory to process information and increase learning. • Testing and reinforcing students' understanding of the memory model and how it can maximise learning by examining a series of scenarios from school and home learning. 	<p>Ongoing teacher, self and peer formative assessment.</p> <p>End of topic summative assessment</p>
	<p>EMOTION</p> <ul style="list-style-type: none"> • What are our emotions? • Where do our emotions come from • Triggers • Our Monsters • Regulating Emotions • Building a Toolkit 	<ul style="list-style-type: none"> • Memory at work – how the memory helps us in any workplace. • Establishing a foundational understanding of emotions and introduces the Zones of Regulation as a tool for self-awareness. • Using the "Inside Out" theme to help students understand the origins and functions of core emotions, fostering recognition of their validity and impact on thoughts and behaviours. • Helping students recognize personal triggers that lead to zone changes and emotional escalation. • Providing students with a creative outlet to explore their emotional responses. By designing personalized "worry monsters," students will gain a deeper understanding of how their emotions manifest physically and behaviourally during 	<p>Ongoing teacher, self and peer formative assessment.</p> <p>End of topic summative assessment</p>

TERM 2

- Empathy
- Being a good friend
- Careers

- challenging times, fostering self-awareness and promoting emotional literacy.
- Providing students with practical strategies for regulating their emotions and moving towards the Green Zone.
- To reinforce the use of regulation tools by applying them to real-life scenarios and through practical exercises, promoting self-awareness and emotional management.
- Developing empathy and perspective-taking skills by applying the Zones of Regulation to understanding others' emotions.
- Helping students understand the qualities of healthy friendships, the importance of active listening maintaining those friendships, and how the Zones of Regulation can help them navigate social interactions.
- Emotions at work – how understanding emotions can help in the workplace.

HABIT

- What are habits?
- How can we develop good habits?
- New habits in secondary school
- Being organised
- Habits in daily life
- Creating positive habits to support resilience during revision
- Revision habits to build resilience and help you succeed
- Careers

- Developing an understanding of what habits are and why we have them. Reference to the research of James Clear (Atomic Habits), students will learn that habits and routines are not impulse, but pre-programmed actions.
- Focus on understanding of identity and how this can impact habits. Students will develop understanding of how habits can develop over time including practical examples of developing habits and what students can do to ensure their habits are healthy.
- Focus on understanding why it is important to be prepared. Students will learn to recognise a clear link between habits and resilience and how habits of preparation can mitigate demanding situations arising.
- Developing an understanding how to develop organisational habits that support daily life.
- Focus on developing students understanding of the importance of healthy habits outside of school, both at home and in the workplace, and consider how and why they need to be resilience when building habits.
- Students will learn how they can build and sustain positive habits that support their learning
- Providing students with the opportunity to learn about what techniques they can use when they study and how to plan their revision.
- Habits at work – how developing good habits can help in the workplace.

Ongoing teacher, self and peer formative assessment.

End of topic summative assessment

Ongoing teacher, self and peer formative assessment.

End of topic summative assessment

TERM 3

COMMUNITY

- What is a community?
- What challenges do communities face?
- What is a successful community?
- How to be resilient in a school community
- Creating a resilient school community.

- Developing an understanding of what a community is and learning about diverse types of communities. Students will learn to recognise the importance of communities in everyday life.
- Students will learn why resilience is important in a community. Identifying challenges that communities face including analysis of real-world scenarios where communities have shown resilience.
- Students will develop understanding of qualities of a successful community and consider how communities can prepare to be successful in certain scenarios
- Focus on school communities – students will develop understanding of how resilient school communities are built. Including identifying common challenges faced by school communities and considering how school communities can be prepared to face common challenges.
- Applying knowledge and understanding of community students will design their own school. Group work will develop the oracy of the students and allocating roles will ensure all students have a specific contribution to the group to support team dynamics.

SPECIAL PROJECTS

- What is resilience?
- Working together
- Presentation

- Understanding effective teamwork and the ways that effective teamwork links to the four elements of resilience
- Understanding and practicing effective presentation skills
- Reflecting on the importance of resilience and the progress students have made through the Resilience Curriculum.

Ongoing teacher, self and peer formative assessment.

Term	Year 8		
	Topic	Knowledge/skills	Assessment
Term 1	<p>COGNITION</p> <ul style="list-style-type: none"> Applying and strengthening the principles of the cognition element of the Year 7 Curriculum through the development of a new skill. Weekly reflection and group discussion activities revisiting/ applying core knowledge from Year 7. <p>EMOTION</p> <ul style="list-style-type: none"> Applying and strengthening the principles of the emotion element of the Year 7 Curriculum through the development of a new skill. Weekly reflection and group discussion activities revisiting/ applying core knowledge from Year 7. 	<ul style="list-style-type: none"> Revisiting the cognitive science memory model and what it means to 'learn'. Revisiting the importance of attention in learning. Assessing effective habits and behaviours for learning in school. Assessing effective revision strategies and habits. Evaluating which 'zone of regulation' pupils would place themselves in that day and how they could move towards the 'green' zone. Examining barriers to resilience before, during and after lessons Evaluating what emotions students have experienced during a lesson and how to manage these Helping pupils in lesson and reflecting on the importance of empathy Reflecting on how pupils have developed emotional resilience so far in Year 8. 	Ongoing teacher, self and peer formative assessment.
	Term 2	<p>COMMUNITY COMMUNITY PROJECT</p> <ul style="list-style-type: none"> Student led fundraising project for the local community or school linked to the Applied Resilience option. 	<ul style="list-style-type: none"> Understanding the school/ local community and challenges it faces. Identifying local charities or school projects and working as a group to select a cause to fundraise for. Planning a fundraising campaign and liaising with the chosen organisation (where applicable). Publicising and delivering a showcase event which displays the knowledge and skills that pupils are acquiring through their Applied Resilience option.

HABIT

- Applying and strengthening the principles of the habit element of the Year 7 Curriculum through the development of a new skill.
- Weekly reflection and group discussion activities revisiting/ applying core knowledge from Year 7.

- Revisiting how habits are formed including the importance of habit stacking.
- Assessing how students have managed their time in lesson and how this could have been done more effectively.
- Establishing SMART targets for habits at home and school.
- Evaluating daily habits and planning effective habits at home.
- Evaluating effective revision habits
- Reflecting on how pupils have developed habits so far in Year 8.

Ongoing teacher, self and peer formative assessment.

Term	Year 9		
	Topic	Knowledge/skills	Assessment
Term 1	<p>COGNITION</p> <ul style="list-style-type: none"> Applying and strengthening the principles of the cognition element of the Year 7 Curriculum through the development of a new skill. Weekly reflection and group discussion activities revisiting/ applying core knowledge from Year 7. <p>COMMUNITY COMMUNITY PROJECT</p> <ul style="list-style-type: none"> Student led fundraising project for a national or international charity linked to the Applied Resilience option. 	<ul style="list-style-type: none"> Revisiting the cognitive science memory model and what it means to 'learn'. Revisiting the importance of attention in learning. Assessing effective habits and behaviours for learning in school. Assessing effective revision strategies and habits. Understanding national/ international challenges Identifying charities or projects and working as a group to select a cause to fundraise for. Planning a fundraising campaign and liaising with the chosen organisation (where applicable). Publicising and delivering a showcase event which displays the knowledge and skills that pupils are acquiring through their Applied Resilience option. 	<p>Ongoing teacher, self and peer formative assessment.</p> <p>Ongoing teacher, self and peer formative assessment.</p>
	Term 2	<p>EMOTION</p> <ul style="list-style-type: none"> Applying and strengthening the principles of the emotion element of the Year 7 Curriculum through the development of a new skill. Weekly reflection and group discussion activities revisiting/ applying core knowledge from Year 7. 	<ul style="list-style-type: none"> Evaluating which 'zone of regulation' pupils would place themselves in that day and how they could move towards the 'green' zone. Examining barriers to resilience before, during and after lessons Evaluating what emotions students have experienced during a lesson and how to manage these Helping pupils in lesson and reflecting on the importance of empathy Reflecting on how pupils have developed emotional resilience so far in Year 9.

HABIT

- Applying and strengthening the principles of the habit element of the Year 7 Curriculum through the development of a new skill.
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- Assessing how students have managed their time in lesson and how this could have been done more effectively.
- Establishing SMART targets for habits at home and school.
- Evaluating daily habits and planning effective habits at home.
- Evaluating effective revision habits
- Reflecting on how pupils have developed habits so far in Year 9.

Ongoing teacher, self and peer formative assessment.