

Resilience – Key Stage 3

Intent:

The Resilience Curriculum forms a cornerstone of our curriculum, and is an integral part of the transformation work done at all our schools within the Rodillian Multi-Academy Trust. Developed originally at Rodillian, the Resilience Curriculum, based on research from Carol Dweck and Matthew Syed, a transformational curriculum was developed. It has been honed over many years, with an ultimate aim of creating confident, motivated and successful learners. Students are taught explicit learning attributes in order for them to be successful academically, skills for learning but equally skills that will equip them for life. Dweck's research suggests that more than 60% of students have a fixed mindset by the time they enter Year 7, believing that they have specific strengths and weaknesses and that these cannot be changed. We aim to remediate this, promoting the belief that with a growth mindset, hard work and perseverance, students can succeed and overcome the obstacles that academic studies, and life in general, can place in their way. Rather than more literacy and numeracy, the imperative is to foster resilience so the significant barrier to success of 'giving up' is overcome. The resilience curriculum's objective is to challenge this robustly and give students the knowledge and strategies to change their mindset and behaviours. Resilience lessons develop self-confidence through presentation skills and team work, mastery of skills, high standards of work, good learning habits through learning about the memory and revision techniques, and self-belief through their understanding of the brain.

Resilience camp develops independence, self-confidence and gives our students new and challenging experiences which they can link to their learning habits and provides them with experiences and skills that less privileged students may not have access to. As this develops into year 8 and 9, within applied resilience students are further challenged 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. Rugby and netball, for example, facilitate our students competing, and succeeding, on an equal playing field with far more advantaged students. Other resilience options such as cooking, drama, skiing or astronomy also increase their experiences of the world beyond the curriculum and, again may give them confidence and even a social advantage in the future which they otherwise may not have had.

Implementation:

The curriculum focuses on encouraging students to develop in the following seven areas of resilience:

- Academic – The ability to apply and commit yourself to academic challenges.
- Behavioural – The ability to behave in an appropriate manner when in different situations
- Cognitive – The ability to apply yourself, adapt in certain situations and try new approaches to tasks.
- Emotional – The ability to control your emotions, empathise with others and learn from your mistakes.
- Cultural & Spiritual – The ability to show respect in all situations.
- Physical – The ability to take control of your body and push yourself to your limits.
- Endurance – The ability to keep on going even when things get tough.

	Topic	Knowledge	Skills/Assessment
Term 1	The Big Question – Introduction to resilience	<ul style="list-style-type: none"> • Presentational skills – mistakes presentation. • Identify the different areas of resilience and look at individual strengths and weaknesses within each area. • The classroom code for safe and friendly learning environments. • Team building exercise including attending Resilience Camp UK. 	Ongoing peer and self-assessment.
	In Their Shoes	<ul style="list-style-type: none"> • To reflect on how we achieve success and to give examples of people who have achieved success • Philosophical Debates – participating in philosophy for children debates. • To reflect on viewpoints of others. • Inspirational People - To learn about people who have had various difficulties ranging from bullying, war, physical difficulties and how they have been resilient • 	
Term 2	The Brain	<ul style="list-style-type: none"> • To learn about the different parts of the brain and their functions • To explain why the brain is like an elastic band • Emotions - to explain how and why we feel emotions and to learn about feelings and how to recognise your different moods • To learn what a Growth and Fixed Mindset are (Carol Dweck) • The power of practice (Matthew Syed) • Ethic of Excellence (Ron Berger) - To draw and redraft an accurate sketch of a Butterfly. 	Ongoing peer and self-assessment.
	Exam preparation/revision skills	<ul style="list-style-type: none"> • To learn how to organise and prepare for revision • To learn coping strategies • To find out their best way to revise 	
	You Are Awesome	<ul style="list-style-type: none"> • Whole class reader and activities based around Matthew Syed 'You Are Awesome' – further understanding of mindset, power of practice and an introduction to marginal gains. 	

Term 3

Operation Resilient Community

- To develop an understanding of democracy and the UK government
- To create a political party and take an active role in an election campaign
- To work in groups on ideas and short projects to develop a more resilient community

French in Resilience

- To learn and practice basic French conversational skills in preparation for the resilience camp France trip.

The Big Reflection

- To reflect on the progress in the different areas of resilience and celebrate the years achievements.
- To set targets for year 8.

Ongoing peer and self-assessment.

