

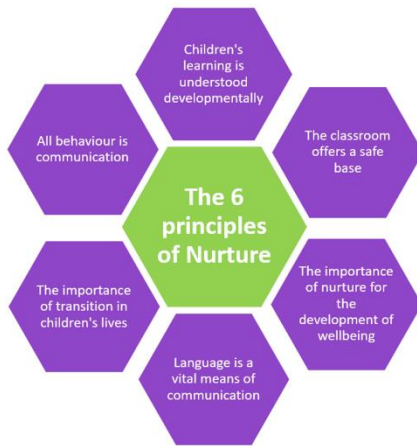
Curriculum Map Nurture

High Level Overview

Intent

- At the heart of Nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.
- Nurture is a whole school approach.
 - a. One of the most important parts of Nurture involves the sharing of food. Domestic experiences involved with snack/lunch times are in place because they meet their developmental needs for learning. They may seem like fun and relaxation at first glance, but in fact they are working extremely hard to develop those necessary social skills not yet in place. The common misperceptions around the snack/lunch time routine usually focus on missed “learning” time, and yet, making and sharing food together is actually a perfect way to address many curriculum subjects in a fun and engaging way.
 - b. The foundations of learning begin at birth and develop via a close relationship with an adult. Young people will develop Independence through dependence. Social empathy as well as learning develops from being thought about, valued and encouraged by others. Staff respond to each learner at whatever emotional or social age s/he appears to be and plans accordingly.
 - c. The classroom offers a safe base to our young people. There is a structure and routine to the day which is predictable, adults are reliable and firm and can set boundaries without being punitive. Learners see adults working together and supporting each other which provide good role models, security and reassurance. The classroom should offer a balance of educational, social and domestic experiences aimed at supporting the development of learner’s relationship with each other and with the staff.
 - d. Nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, having meals, reading, talking about events and feelings. Learners respond to being valued and being thought of as individuals. This involves calling the learners by their name, noticing and praising every small achievement; nothing is hurried in nurture.
 - e. Nurture is about supporting our young people with transitions between sessions, rooms and classes, getting on and off transport and between different adults. Changes in routine can be very difficult for some young people and whether they are big or small all transitions are treated with care and consideration and will be carefully managed with preparation and support.
 - f. Understanding that a learner is communicating through behaviour helps staff to respond in a firm but not-punitive way by not being provoked or discouraged. If the learner can sense their feelings are understood this can help to diffuse difficult situations. It is the adult’s role to help make links between what the learner is saying and or doing and how they might be feeling. This principle underlines the adult response to the learner’s often challenging or difficult behaviour. ‘Given what I know about this child and their development what is this child trying to tell me?’.
- Our aim of a Nurture group is to offer an intervention for those Young people who may be struggling to; form/build friendships, form/build relationships, regulate emotions, self-esteem and resilience. This group may also include young people that are unable to access learning opportunities.

The six principles of Nurture



Implementation

How it will look at KLS

All learners can benefit from Nurture in education.

All learners should receive the appropriate level of support according to their social, emotional and behavioural needs.

Specialist Therapies
Play Therapy, Youth Line, Music Therapy

Nurture Groups

Internal Targeted Additional Support
ELSA, Breakfast club, Social Skills group, Lego build to express

Whole School Approach
6 principles of nurture

Whole school approach

- All classes will follow the 6 principles of Nurture.
- Time has been allocated at the beginning of each day and at the end of the day to specifically target Nurture, to ensure that learners have a safe, consistent start and end to the day.

- Learners will also have shared snack or lunch time with staff supporting.
- Focused Nurture time will help learners build positive, safe and trusting relationships with adults and develop early social and emotional skills to enable them to be ready for learning.
- All classes will work towards goals identified on strands A-E of the Boxall profiles.

Nurture Groups

- Nurture groups will be offered to learners who have been identified as high needs in relation to attachment, self-esteem, behaviour, social and/or emotional difficulties.
- Learners will remain as part of class but will access four sessions in the nurture group each week.
- Towards the end of the intervention they will be supported to reintegrate into class for longer periods of time throughout the week.
- Nurture group work will be run by at least one trained Nurture Practitioner in the Nurture Unit (Blossom) along with a second member of staff.

Impact

We want all our young people to understand the world around them, become fulfilled individuals and active and compassionate citizens. We want our young people to have trusting relationships, good self-esteem and social skills, be able to regulate their emotions and build resilience.

Measuring Progress

Formative	Summative
<ul style="list-style-type: none"> • All learners have Nurture targets • Evidence is recorded as records on earwig 	Young people's developmental progress is assessed through the Boxall Profiles.

Knowledge & Skills over time

The table below outlines general progression between each Key Stage/ Department. However, not all individuals progress within the below model in a linear way, as we recognise many progress through developmental stages, not age.

Primary Developmental	Organisation of experience	Can give purposeful attention	I can listen with interest when an adult explains something to the class
			I make appropriate and purposeful use of materials/ equipment/ toys provided by the teacher without the need for continuing direct support.
			I can listen and attend, can do what is required when the teacher addresses a simple positive request specifically of me.

			I am adequately competent and self-reliant on managing my basic personal needs.
			I can take part in a teacher centred group activity.
		Can participate constructively	I show awareness of happenings in the natural world, I am interested and curious and genuinely seek explanations.
			I show genuine interest in another child's activity or news, looks or listens and gains from experience.
			I am reasonably well organised in assembling the materials I need and in clearing away.
		Can connect up experiences	I return of my own accord to complete a satisfying activity that has been interrupted.
			I can recall information of relevance to something I read about and make a constructive link.
			I can communicate a simple train of thought with coherence.
		Shows insightful involvement	I appreciate a joke or am amused by an incongruous statement or situation.
			I make constructive and reciprocal friendships which provide companionship.
			I respond to stories about animals and people with appropriate feeling: appropriately identifies the characters as good, bad, funny, kind etc.
			I can make pertinent observations
			I show curiosity and constructive interest when something out of the ordinary happens
	Can engage cognitively with peers	I can contribute actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles I take	
		I can engage in conversation with another child	
	Internalisation of controls	Is emotionally secure	I can take appropriate care of something I have made or work I have done
			I can wait for my teacher to help, reassure or acknowledge, in the expectation that support will be forthcoming
			I can look up and make eye contact when the teacher is nearby and addresses me by name
		Is biddable and accepts constraints	I can begin to clear up or bring to a close an enjoyable work or play activity when the teacher or key worker,

			with adequate warning, makes a general request to the group	
			I can comply with specific verbal prohibitions on my personal use of classroom equipment	
			I can work or play alongside a child who is independently occupied, without interfering or causing disturbance	
			I can sit reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention	
		Accommodates to others		I can display normal physical contact with others
				I can maintain acceptable behaviour and function adequately when the routine of the day is disturbed
				I can make appropriate verbal requests to another child who is in my way or has something I need
				I can accommodate other children when they show friendly and constructive interest in joining the my game or play
				I can give way to another child's legitimate need for classroom equipment I am using by sharing it or taking turns
		Can respond constructively to others		In freely developing activities involving other children I can constructively adapt to their ideas and suggestions
				I can show genuine concern and thoughtfulness to other people, I am sympathetic and offer help
		Can maintain internalised standards		I can abide by the rules of an organised group game in the playground or school hall
				I can accept disappointments

Secondary Developmental	Organisation of experience	Can give purposeful attention	I can listen with interest when an adult explains something to the group
			I make appropriate and purposeful use of materials/ equipment/ toys provided by the adult without the need for continuing direct support.
			I can listen and attend and do what is required when the adult addresses a simple positive request specifically of me.

			I am adequately competent and self-reliant on managing my basic personal needs.	
			I can participate in an adult led activity	
		Can participate constructively	I show awareness of happenings in the natural world, I am interested and curious and genuinely seek explanations.	
			I show genuine interest when another young person relays a personal experience, pays attention and gains from experience	
			I am reasonably able to prepare for planned tasks, organise required equipment and clear away	
		Can connect up experiences	I return of my own accord to complete a satisfying activity that has been interrupted.	
			I can recall information of relevance to something I read about and make a constructive link.	
			I can communicate a simple train of thought with coherence.	
		Shows insightful involvement	I appreciate a joke or am amused by an incongruous statement or situation.	
			I make constructive and reciprocal friendships which provide companionship.	
			I respond to narrative stories with appropriate feeling: is able to identify characteristics in fictional texts	
			I can make pertinent observations about the relationship between two other people and appropriately attribute attitudes and motives to them	
			I show curiosity and constructive interest when something out of the ordinary happens	
		Can engage cognitively with peers	I can contribute actively to the course of co-operative and developing activity with two or more young people and show some variation in the roles I take	
			I can engage in conversation with another young person	
		Internalisation of controls	Is emotionally secure	I can take appropriate care of something I have made or work I have done
				I can wait for an adult to help, reassure or acknowledge, in the expectation that support will be forthcoming
I can look up and make eye contact when the adult is nearby and addresses me by name				

		Is biddable and accepts constraints	I can bring to a close an enjoyable activity when the adult, with adequate warning, makes a general request to the group
			I can comply with specific verbal prohibitions on my personal use of equipment
			I can work alongside another young person who is independently occupied, without interfering or causing disturbance
			I can sit reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention
		Accommodates to others	I can display normal physical contact with others
			I can maintain acceptable behaviour and function adequately when the routine of the day is disturbed
			I can make appropriate verbal requests to another young person who is in my way or has something I need
			I can accommodate other young people when they show friendly and constructive interest in joining the my activity or group
			I can give way to another young person's legitimate need for the equipment I am using by sharing it
		Can respond constructively to others	In freely developing activities involving other young people I can constructively adapt to their ideas and suggestions
			I can show genuine concern and thoughtfulness to other people, I am sympathetic and offer help
		Can maintain internalised standards	I can abide by the rules of an organised group activity in the playground or school hall
			I can accept disappointments