



GRIT CURRICULUM

Zones of Regulation (SR)

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Thrive (SR, A)

The Thrive Approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory and attachment theory. At its heart is the understanding that all children's behaviour represents a form of communication - of their underlying needs. If these needs are recognised and met, children and young people will be able to flourish and learn

Habits of mind (M, A, SR)

The Habits of Mind are a set of 16 dispositions and behaviours identified by Art Costa and Bena Kallick that help pupils successfully approach problems and challenges in the classroom and in everyday life. Within school we started our metacognitive journey and during the year we will be introducing 6 habits of mind: listening with understanding and empathy, thinking about your thinking, thinking flexibly, responding with wonderment and awe, thinking independently and gather data through senses.

Mental Health First Aid (MH)

Mental Health First Aid (MHFA) is an internationally recognised course designed to teach people how to spot the signs and symptoms of mental ill health and provide support. Within school we have trained mental health first aiders that that can provide interventions for those in need. The inclusion of this support system in the GRIT curriculum is to teach young people about different forms of mental ill health, its causes and the support systems available to them.

Positive Psychology (W, A)

Positive Psychology is focused on the character strengths and behaviours that allow individuals to build a life of meaning and purpose—to move beyond surviving to flourishing. With a more joyful outlook on life, he explains that we're in a much better position to enhance our well-being. Research shows that those with greater levels of optimism enjoy improved health, higher levels of motivation and performance and better chances of career success.

Polyvagal Theory (SR)

The Polyvagal Theory links the evolution of the mammalian autonomic nervous system to social behaviour and emphasizes the importance of physiological state in the expression of behavioural issues. By stimulating the vagus nerve, you can send a message to your body that it's time to relax and de-stress, which leads to long-term improvements in mood, wellbeing and resilience. Increasing vagal tone can help to overcome anxiety and depression, and better manage them when they arise.

Cognitive Behavioural Therapy (SR, MH)

Cognitive behavioural therapy (CBT) is a talking therapy that can help you manage your problems by changing the way you think and behave. It's most commonly used to treat anxiety and depression, but can be useful for other mental and physical health problems. Within school we aim to introduce pupils to some basic CBT based activities that can assist pupils in recognising how they can adapt their negative thought patterns to improve the way they feel.

Oracy (A, SR, M)

The term 'oracy' was coined in the 1960s by Andrew Wilkinson. His notion was that oracy – the ability to express oneself fluently in speech. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life (Voice21 2022). At the Fountains we are expanding this to all of the ways of communication, including Makaton, communication devices, speech and other ways our students use to communicate.

INTENT

The GRIT curriculum is based around the use of several research led strategies that support pupils in developing their capacity to self-regulate their emotions and improve their ability to make academic progress. At Fountains we understand the power of an optimistic attitude and the GRIT curriculum will support our pupil's wellbeing and give them strategies to look after their mental health with increasing levels of independence. We aim to target 5 key areas of development for our pupils: academic (A), self-regulation (SR), metacognition (M), mental health (MH) and wellbeing (W).



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Zones of Regulation	Introduction to the zones	Blue Zone	Green Zone	Yellow Zone	Red Zone	Application of Strategies
Thrive	Autumn 1 Brain Science – Hand model of the brain -Triune brain -Flipping our lids	Autumn 2 Hypo-Arousal -Physiological -Relational and Emotional -Cognitive	Spring 1 Optimal Arousal -Physiological -Relational and Emotional -Cognitive	Spring 2 Hyper-Arousal -Physiological -Relational and Emotional -Cognitive	Summer 1 Hyper-Arousal -Physiological -Relational and Emotional -Cognitive	Summer 2 Brain Science-Flight, Fight, Freeze -Physiological -Relational and Emotional -Cognitive
Habits of mind	Autumn 1 -Thinking about thinking -Listening with understanding and empathy	Autumn 2 -Thinking about your thinking	Spring 1 -Thinking flexibly	Spring 2 -Responding with wonderment and awe	Summer 1 -Thinking independently	Summer 2 -Gather data through senses
Mental Health First Aid	Autumn 1 -What is mental health	Autumn 2 -What is depression -Self harm	Spring 1 -Self Care -Looking after our wellbeing	Spring 2 -What is anxiety	Summer 1 -Non-Judgemental Listening	Summer 2 -Application of Strategies
Positive Psych	Autumn 1 -What is positive psychology? -Gratitude -Journaling	Autumn 2 -Empathy -Compassion	Spring 1 -Mood -Mood chart -Emotional literacy	Spring 2 -Kindness -Acts of kindness -Design a perfect day	Summer 1 -Altruism	Summer 2 -Application of strategies
Polyvagal Theory	Autumn 1 -What is the vagus nerve -How can it help	Autumn 2 -Bee Breathing (bhramari pranayama) -Smiling	Spring 1 -Mindfulness walk -Meditation -Moderate exercise	Spring 2 -4-7-8 Breathing -Humming -Gargling	Summer 1 -Cold Therapy -Starfish Breathing -Singing/Chanting	Summer 2 -Application of Strategies
CBT	Autumn 1 -Goal oriented target setting -Accountability	Autumn 2 -Negative thoughts -ANTS to PETS -Positive self Talk	Spring 1 -Affirmations -Link between thoughts, emotions and behaviour	Spring 2 -Identifying Stress and Eustress -Identifying Anxiety -Coping Kit	Summer 1 -Identifying Anger/Conduct Disorder -Anger character -Building Emotional Vocabulary	Summer 2 -Fixed Mindset vs Growth Mindset
Oracy	Opportunities to express thoughts and feeling offered and encouraged throughout the year within weekly session. Pupils are also encouraged to join in with questioning, discussions, debating, brainstorming, mindmapping...					