



The Aims of the workshop

- **To consider sensitivities within the curriculum which may impact children known to social care**
- **To consider best practice in supporting children to access all areas of the curriculum**
- **To consider how the curriculum can act as a mechanism to promote positive examples of care-experience and kinship**



A curriculum should be designed to be ambitious and give all learners, particularly the most disadvantaged, the knowledge and cultural capital the need to succeed. Curriculum design should consider the needs of all learners.

'Trauma-informing the curriculum'

Common curriculum topics can cause difficulties for children who have experienced trauma or adverse life experiences:

- **Some activities exclude certain children** e.g. an adopted child may not have a baby photograph they can bring in for a project
- **Other activities may act as a trigger for a child because of their personal experiences** e.g. work on refugees, drug or alcohol abuse etc.

Why is a 'trauma informed' curriculum important?

Children may become anxious or upset; this may manifest in challenging behaviour































Some activities may prompt children to share very personal information

Some activities may make children feel they need to hide the truth

Some activities may be impossible for certain children to complete

Challenging content may reflect children's real-life experiences and bring up unwelcome memories

Genetics

Parent 1	Parent 2	Child's likely eye color	
		Most likely	Possible
Brown 	Brown 	Brown 	Green, blue   <i>Especially if green/blue run in both families</i>
Brown 	Green 	Brown 	Green, blue   <i>Especially if green/blue run Parent 1's family</i>
Brown 	Blue 	Brown 	Green, blue   <i>Especially if green/blue run Parent 1's family</i>
Green 	Green 	Green 	Brown, blue  
Green 	Blue 	Green 	Brown, blue  
Blue 	Blue 	Blue 	Brown, green  

Why it may be tricky

Ideas of how to adapt the activity to be inclusive

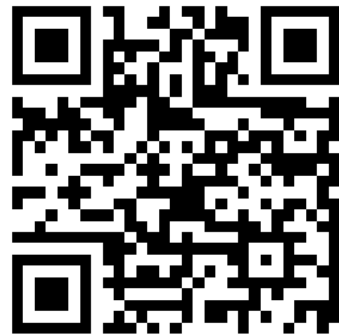
Can you think of any topics or activities in your curriculum offer that may negatively affect or exclude children who have experienced trauma or adverse life experiences?

Curriculum
subjects

PSHE

Special occasions

Wider opportunities e.g. assemblies



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Curriculum subjects



History: World War II / Evacuees/ Anne Frank

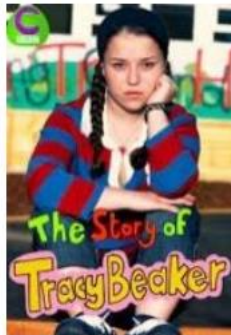
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Green	Green	Green	Brown, blue	
Green	Blue	Green	Brown, blue	
Blue	Blue	Blue	Brown, green	

Science: Genetics



PE and Sports

Wider opportunities



English: Biographies, Adoption, separation and loss in texts and media

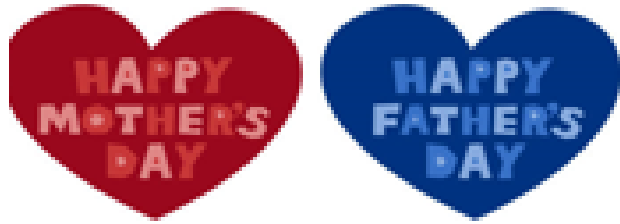


Children in need/NSPCC/ Childline /Barnardo's assemblies

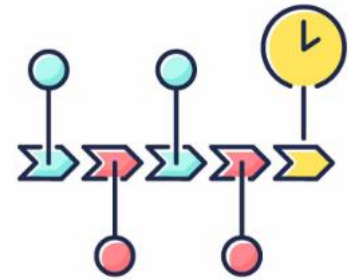


Careers advice/support

Special occasions



Christmas and other celebrations



Writing timelines of events in their lives

PSHE



Family tree and timelines



Sex and relationship education



Drugs and alcohol misuse education

Discuss/reflect

Baby photos and objects



Why it may be tricky

Ideas of how to adapt the activity to
be inclusive

Managing content that may be challenging for individual children can be difficult:

- It is **not possible to avoid all challenging material**
- Even the child's parents or carers **may not know everything about the child's history or triggers**
- **Triggers can be linked to specific events or be more generalised, linked to themes of loss, abandonment, threat, etc.**
- Even if children have shared similar adverse experiences, they **may not process these in the same way**

- Ensure that **parents/guardians/carers are informed** of curriculum content, theme days and special visitors **in advance**.
- If sensitive subject matter is unavoidable, **ensure there is a safe place** for affected children to go, with key adults available.
- Be **aware that a rise in anxiety-fuelled behaviour** could be linked to a particular topic or activity in the curriculum.

Positive Examples of Care-Experience and Kinship

