



Resilience Education Programme



Providing a curriculum that helps build confidence and develop character remains vitally important, even during the Covid-19 pandemic with young people key to rebuilding communities after the crisis is over.

This guide shows how the 'I Can, I Am' Resilience Education Programme from SLQ helps to address all six of the DfE's benchmarks for character education to help your learners continue building their personal skills and growing their resilience to deal with challenge.



What kind of school are we?

How effectively do we create a sense of pride, belonging and identity in our school?

'I Can, I Am' will ask young people to be a part of building the community back into schools once they return.

In particular it will be asking young people to actively volunteer to bring about the new sense of pride, belonging and identity to the school.

What are our expectations of behaviour towards each other?

How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?

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'I Can, I Am' features a series of challenges that are based upon respecting communities and how to challenge negative behaviours in a constructive way.

In addition there are also two challenges that focus on teamwork and how this can be used in the current situation and during the recovery phase of the current crisis.

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How well do our curriculum and teaching develop resilience and confidence?

Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?

The 'I Can, I Am' curriculum is built so that it follows the three pillars of learning to ensure a sense of purpose and achievement is felt throughout the challenges and the programme.

The key aim is to grow a young persons confidence to reengage with education and the community when a new normal happens.

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How good is our co-curriculum?

Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?

The 'I Can, I Am' Resilience Education Programme gives young people various opportunities to try new interests and develop their existing interests through the activities that are outlined in the challenges.

Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?

The 'I Can, I Am' Resilience Education Programme has been developed as an Accredited Learning Award and therefore has been developed to a high quality for delivery by education organisations to stimulate character education through young people becoming community builders.

Learners will participate over 10 sessions lasting up to 90 minutes each and will be required to make a pledge of how they can continue using their new skills and confidence in the future to build their community.

How well do we promote the value of volunteering and service to others?

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The 'I Can, I Am' Resilience Education Programme's purpose is to build resilience and confidence through developing personal skills that can be deployed through volunteering.

The volunteering is encouraging the building of communities post pandemic and requires the young people to be civic minded and contribute to the breakdown of social barriers.

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How do we ensure that all our pupils benefit equally from what we offer?

The 'I Can, I Am' Resilience Programme has been developed to be inclusive to all young people. In particular this has been designed to meet current circumstances with home learning.

The sessions can be completed online and adapted to disability needs through educational software and can be printed out for the hard to reach individuals and the individuals that are disadvantaged.

Find out more about the 'I Can, I Am' Resilience Programme at slqskills.org or email talk@slqskills.org