

## Cultural and Curriculum Enrichment

Friday Enrichment 2023

Sport	
Arts	
Curriculum	
Therapy	

Activity	Type	Description
PT – one – to – one or Small Group.	Intervention Open to all - Pupils will be referred to Miss Bartley for this 1:1 activity	Pupils will be identified and referred to the PT group for a variety of reasons, whether it is to begin a fitness journey or to focus on a particular need which has been identified. With personal training, pupils will receive a customised session of exercise which is tailored to their unique needs and situation.
Gym	Intervention - Pupils identified via EHCP and My plans	<p>Pupils will receive personal fitness training until they feel confident to participate in sporting activities in a larger fitness group. These pupils have been identified as requiring additional physical intervention via the EHCP process. This group will visit a local gym where they will participate in a variety of exercises using equipment focussing on their own specific needs.</p> <p>Each workout routine typically encompasses endurance, strength, balance, and flexibility training. Pupils are trained in small groups so that they receive the full attention of the staff so that each pupils' individual goals are met.</p>
Swimming	Intervention Open to all - Pupils will be referred to Miss Bartley for this 1:1 activity	<p>Pupils are referred to this activity following an assessment of their ability to swim by PE staff. Children who appear water confident are not always competent swimmers and Learning to swim is a skill that once learnt is rarely forgotten.</p> <p>Swimming is one of the most accessible sports and as well as being a life saving skill, its benefits to pupil's health include heart and lungs health, improved strength and flexibility, increased stamina, balance and posture.</p>
Football Coach Sports group 1	<p>G&amp;T Football pupils – identified by Miss Bartley</p> <p>(LAC/PLAC/FSM Enhancement)</p>	Football enrichment is split into two groups. The first group are pupils who have been identified as gifted and talented in the sport. The football coach will focus on teaching these pupils key skills which will allow them to naturally develop their talent and use it to play within a team. The second group consists of pupils who enjoy football and require support to develop basic skills in the sport. It also allows them the space to focus on something they like and enjoy, turning it into their hobby.

Football group	Pupils identified via EHCP process and my plans  (LAC/PLAC/FSM priority Enhancement)	The benefits of youth football include: <ul style="list-style-type: none"> <li>• Building self confidence</li> <li>• Having a sense of belonging</li> <li>• Knowledge that others depend on them as part of a team</li> <li>• Building up the physique and developing strength, balance and stamina.</li> <li>• Builds character</li> <li>• Managing emotions and conflict and developing resilience</li> <li>• Improves communication skills</li> </ul>
Boxercise	Open to all	Boxercise is based on the training concepts boxers typically use to keep fit, which includes boxing movements, typically in a circuit, and other types of workouts. The activity is open to all pupils and is non-contact. Boxing moves are simulated without any actual hitting involved. The benefits of boxercise include: <ul style="list-style-type: none"> <li>• Strengthening core muscles, toning and building definition.</li> <li>• Building endurance and stamina.</li> <li>• During a Boxercise session you use your entire body and receive a full cardiovascular workout.</li> <li>• Improved motor skills, balance, reaction time, and overall agility.</li> <li>• Improved hand eye coordination in both hands.</li> <li>• Improved mental agility and decision-making skills.</li> <li>• A positive outlet to release muscle tension and to channel controlled aggression.</li> </ul>
Walking group	Open to all	As with most forms of physical activity, walking can have a whole host of benefits for pupils physical and mental health. The walking group is open to all pupils and has a range of benefits: Exercise releases feel-good hormones, and studies have shown it can: <ul style="list-style-type: none"> <li>• improve your mood</li> <li>• reduce stress</li> <li>• manage anxiety</li> <li>• help you sleep better</li> <li>• increase your energy</li> <li>• help you to cope with difficult times</li> <li>• improve your confidence and self-esteem</li> <li>• reduce the risk of depression</li> </ul>

		<p>Physical health benefits:</p> <ul style="list-style-type: none"> <li>• maintain a healthy weight</li> <li>• keep your muscles and bones healthy</li> <li>• increase your cardiovascular fitness</li> </ul> <p>Pupils in the walking groups will participate in walking and exploring the local area. Becoming familiar with signs and symbols associated with walks. Use maps and follow directions. Learn about correct clothing and equipment for walks. Learn how to stay safe in the community, crossing roads and using pedestrian crossings.</p>
Table Cricket	6 <sup>th</sup> Form activity with availability for a small group of pupils in KS3 and KS4	<p>Table cricket is an adapted version of cricket, played on a table tennis table and specially designed to give young people with a disability the chance to play and compete in the sport.</p> <p>Alongside the enjoyment of playing the game and competing, table cricket has been shown to develop teamwork and social skills among players. It also helps coordination and cognitive skills.</p> <p>The game is played by young people with both learning and physical disabilities. It enables young people to understand tactics, draw the best out of team players and to build a social life.</p>
Photography	G&T – Intervention	<p>The GCSE photography group provides greater challenges and offers further opportunities for pupils with artistic talent to to develop their gifts outside of the normal timetable.</p> <p>Pupils will learn about light, exposure, colour, tone, composition and timing to help them produce more creative, more interesting, more noticeable photographs.</p>
Art and Design	Open to all	<p>In art and design, pupils learn to improve their fine motor skills by creating something, whether with a paintbrush, colouring pencils or in collages. This will support pupils when writing, with their hand-eye coordination and the understanding of perception. Art and design can also help pupils to communicate effectively and to express themselves and their feelings without words.</p> <p>Art is a fantastic medium for pupils with learning difficulties as it can help many children who may struggle to discuss emotions or questions they may have. This is why art is used in many child therapies. Art can help pupils to appreciate their peers and the feelings of others. This can allow them to develop empathy and to communicate.</p>

		<p>Within the context of enrichment, art and design supports personal, social, moral, spiritual, cultural and creative development, and enables participants to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings. These opportunities enable them to work with traditional and new media, so that they develop confidence, competence, imagination and creativity.</p>
Tin Arts	6 <sup>th</sup> Form activity with availability for pupils in KS3 and KS4.	<p>Pupils to learn modern dance and to choreograph and perform dances together. Pupils will hold a performance at the end of term.</p> <p>The benefits of dance include:</p> <ul style="list-style-type: none"> <li>• Group choreography supports teamwork, communication, trust, and cooperation.</li> <li>• Stimulation of important life skills such as discipline and focus.</li> <li>• Development of creative thinking, stress reduction and self-expression.</li> <li>• Modern dance for children stimulates the imagination and fosters creativity</li> </ul>
Makaton Choir	Open to all	<p>Communication is an important skill in everyday life so for children with disabilities who are unable to speak, or make their feelings known. Makaton may be one of the ways pupils can learn to communicate.</p> <p>Makaton can support the development of vocabulary as adding information to the spoken word helps build information about language and how language is stored.</p> <p>Makaton also promotes an inclusive environment and is flexible so can be used at any level appropriate to the individual's needs. One of its benefits is that it encourages pupils to interact face to face; this enables social engagement and helps develop language skills.</p> <p>Pupils will learn how to sign using Makaton and apply it to different popular songs. Pupils will perform at the end of term.</p>
Film Club	Open to all.	<p>Film watching allows viewers to experience strong emotions through an activity. Films bring awareness to social topics, many that may be thought-provoking and influential to viewers. Witnessing another culture, viewpoint, or background can have great effects on viewers. Social commentaries, particularly documentaries, allow for an educational experience. Fictional characters can act as motivating agents encouraging pupils to pursue their own personal interests in a positive way. Watching and analysing relationships in film may allow one to reflect and grow on their own connections.</p> <p>Pupils will watch films in association with Into Film who specially select films for their educational value, age suitability and appeal to young people. Pupils will participate in competitions and review films they have seen.</p>

Fun Maths and Chess	Open to all  G&T – Intervention	<p>Maths games provide a structure and process for children to engage in problem solving in order to reach a particular goal or objective. Reaching that goal might be challenging, but the challenge is also what makes game-playing fun.</p> <p>Maths games can even help reduce maths anxiety. Fun maths provides students with a structure that fosters productive discussions and academic vocabulary.</p> <p>Pupils will participate in fun maths activities and will learn how to play and compete in games of chess.</p>
English – Creative Writing	Open to all  G&T – Intervention	<p>Creative writing is an expressive form of literature; one which demands you to use your own creativity, imagination and story to portray a particular message, emotion, or plot.</p> <p>We will discuss books we love, take inspiration from the world around us and craft our own incredible written pieces.</p>
Drama	Open to all	<p>Through drama, pupils are encouraged to take responsible roles and make choices. Drama develops literacy skills – supporting speaking and listening, vocabulary and encourages pupils to understand and express different points of view.</p> <p>Pupils will rehearse and plan a play which they will perform at the end of each term.</p>
Coding Club	G&T – Intervention	<p>When pupils are introduced to coding, they gain appreciation of how digital technology work. Digital technology is a big part of modern life, as we are surrounded by smart phones, video games, video entertainment, websites, and even robots. What drives this technology are software or computer programs that are created by coding. Like learning about biology and chemistry, coding club helps our pupils to understand the building blocks of what is an integral part of their life. Through coding club pupils will learn how to create programs that can be useful.</p> <p>As part of coding, pupils learn:</p> <ul style="list-style-type: none"> <li>• Computational thinking</li> <li>• Problem solving</li> <li>• How things work, and create things that work</li> <li>• To anticipate and avoid problems</li> <li>• Structural thinking</li> <li>• Algorithmic thinking</li> <li>• Perseverance</li> </ul>
Music	Open to all	<p>Music</p> <p>Pupils will participate in one of the following for 20 minutes during Friday Enrichment. They will choose their main activity (Must be one that stays in school) and go out for their music lesson at a specific time.</p>

		<ol style="list-style-type: none"> <li>1. keyboard</li> <li>2. Singing (for a recording)</li> <li>3. Drums</li> </ol> <p>Two pupils at a time.</p>
Auckland Project	Open to all  (LAC/PLAC/FSM Enhancement)	<p>The Auckland Project is a regeneration charity working to establish Bishop Auckland as a heritage visitor destination. They provide days out that feed the minds, bodies and spirits of both our visitors and local communities. Through historic attractions, galleries, nature, food, events and stays, The Auckland Project brings the rich and surprising story of Bishop Auckland to life for visitors.</p> <p>Their work is supported by four pillars:  Helping individuals by creating a sense of aspiration as well as providing opportunities for skills development and employment.</p> <p>Helping the community to become resilient and economically sound by creating opportunities for partnerships, building a year-round tourist market and supporting small creative industries to thrive.</p> <p>To protect, sustain and enhance our natural environment.  To restore and enhance the beauty and historic significance of the built environment.</p> <p>The Auckland Project offers our pupils creative and immersive workshops. Sessions are based on a multisensory, object-based approach. Their workshops encompass a range of local and historical artefacts to support curriculum areas in a real-life context such as:</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Art</li> <li>• Religion and Worldviews</li> <li>• Photography</li> <li>• Travel and Tourism</li> <li>• Media</li> <li>• English</li> <li>• Geography</li> <li>• Horticulture</li> </ul>

Climbing 6 <sup>th</sup> form	Duke of Edinburgh 6 <sup>th</sup> Form only	<p>Climbing or bouldering is a great way to improve stamina as well as strengthening the core muscles across different muscle grow and climbing can be a crucial way of improving motor skills and basic movement. Regular climbing promotes physical literacy and teaches children to be resilient and self-reliant. Children who climb will make gains in strength, flexibility and self-confidence.</p> <p>Climbing is a full-body workout that develops a great sense of balance and body awareness. There is some anecdotal evidence that climbing can be beneficial for children with dyspraxia because of the stability of the environment.</p> <p>Climbing fosters perseverance and the ability to bravely face fears. It is also a great alternative for children who are not inclined to group sports, and it encourages physical activity as a life-long habit.</p>
(Communication Group 1) Going out in the community	Intervention	<p>Through communication group, pupils access a whole range of opportunities to develop their social and cultural capital which help to drive progression in learning and work. The local environment can provide important context for first-hand experiences for pupils. The communication group participate in visits to shops, libraries, cafes and supermarkets. By making connections with the local environment, pupils build up a sense of community to learn about where they fit in, and to begin to understand the value of having local services.</p>
(Communication group 2) Tuck shop	Open to all	<p>For pupils to further develop their life skills, communication, Enterprise and money skills. Pupils will learn and develop functional numeracy skills and effective communication through tuck shop.</p> <p>Maths is best learned in real-life contexts and by practising the transactions give pupils real-life experience, bringing simple addition and subtraction questions to life as they budget and count change.</p> <p>The tuck shop helps to build a solid foundation for financial transactions in the future. It not only supports transferable life skills, but encourages children to engage in positive and friendly interaction, promoting positive behaviour and leading to greater emotional well-being</p>
Hydrotherapy / Rebound	Intervention	<p>For pupils who have a physio programme in place and require additional hydrotherapy and support</p>
Lego Therapy	Intervention / Open to all	<p>Lego therapy interventions are really useful for children and young people with social difficulties. Lego is a motivating tool and building as a team provides an immediate shared focus of attention.</p>

		<p>The building of a model as a team provides the experience of the power of positive communication: the Engineer sees the Builder receive the correct Lego pieces and construct part of the model as a direct and immediate consequence of his/her language used.</p> <p>The naturalistic setting with facilitation from adults rather than direct teaching, combined with the consistent and predictable format of the Lego build section, provides a relaxed, safe and secure environment in which language can develop. Lego therapy interventions can help build upon and develop skills in:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Social skills e.g making friends</li> <li>• Expressing how they feel</li> <li>• Problem-solving activities</li> <li>• Sticking to a task</li> <li>• Teamwork</li> <li>• Fine motor skills</li> <li>• Understanding and following instructions</li> </ul>
Mindfulness	Intervention / Open to all	<p>Mindfulness provides children with simple, practical tools to work directly with their nervous systems, helping them regulate emotional states and focus attention.</p> <p>Children’s mindfulness training starts with learning focusing skills. When we learn to focus on just one thing, like taste, sound or our own breath, our mind calms down and grows stronger.</p> <p>Refined concentration skills, in turn, translate to improved performance. It helps children do better in sports, school or arts, and it will help them score higher on tests. We always do better when we’re able to pay attention to what we’re doing.</p> <p>When children practice focusing skills, they become aware of what their minds are really up to. Mindfulness practice helps children deal with tough emotions and even improves impulse control. It replaces impulsive reactions with thoughtful responses. Without mindfulness we tend to be reactive, with mindfulness we can respond rational way.</p> <p>Mindfulness gives children the tools to focus their minds, calm down and reflect on a situation when they need to make a choice.</p> <p>benefits of mindfulness practice for our pupils include:</p>



		<ul style="list-style-type: none"> <li>• Improved focus</li> <li>• Improved grades</li> <li>• Decreased stress</li> <li>• Emotional regulation</li> <li>• Increased compassion</li> <li>• Increased conflict-resolution skills</li> </ul>
<p>Careers Education Information and Guidance.</p>	<p>Year 11</p>	<p>Durham Works are a partnership programme between Durham County Council and Groundwork North East and Cumbria, working together to support young people and help them to create their future and support them to retain in education, employment or training until 18.</p> <p>Durham Works Programme supports pupils through:</p> <ul style="list-style-type: none"> <li>• One to One support</li> <li>• Group activities to help pupils think about their next steps in a fun and interactive way;</li> <li>• School events that involve Business Ambassadors from local employers and organisations</li> </ul> <p>Durham works supports pupils to help them in the following ways:</p> <ul style="list-style-type: none"> <li>• Find out what they want to do.</li> <li>• Explore the skills and qualifications they need to progress</li> <li>• Find the best next step to get them moving towards their aspirations</li> <li>• Support them to get advice regarding support, financial matters or travel to their next placement</li> <li>• Help them into further learning or training, volunteering, or work with training.</li> </ul>