



**Hope
Information
for
Pupils & Families**

Hope at Pilgrim

At Pilgrim we follow a Hope curriculum which has been created and developed by our own team to meet the needs of our community

The wider research base and theory relating to Hope is proven over time and there is evidence that it is something that can be learnt

We think of Hope as a verb rather than a noun; by this we mean that being hopeful is an action not a feeling

"Hope is a way of thinking and cognitive processing and is a skill that can be developed over time."
(Snyder et al 1991)



But I don't see a future...

- We know that many of our pupils and families come to us following really challenging times and aren't ready to think about Hope themselves
- This is OK...needing time to simply 'survive' is perfectly normal
- Whilst you allow yourself this breathing space, we will 'lend' you our own hope for your future
- You are unlikely to be aware of this but simply put, it means that we see beyond your trauma/illness and think about a future you that utilises your skills and strengths
- "It's in those moments that we need others to shine a little light for us until they can find the light for themselves."
(Emeka Nnaka)

What is the impact?

- Improved educational outcomes
- Improved mental health and wellbeing
- More compassionate communities

What does being hopeful mean?

- Thinking to the future (setting goals)
- Being able to imagine different ways of reaching that future ("Pathways")
- Making decisions and working towards the future in as many small steps as are required by the individual ("Agency")



Pathways 'being able to imagine'



Goals 'thinking to the future'



Agency 'pursuing a desired future'

What does Hope look like?

People who are hopeful:-

- Generally have more successful school experiences (this does not have to mean academic outcomes)
- Have improved mental health and well-being into adulthood
- Are kind and caring members of the community

What is the Hope curriculum?

- It is nothing radical or out of step with the National Curriculum; we still follow this at key stage 3 alongside a broad offer of GCSEs at key stage 4
- There are 6 strands to the curriculum which are woven into everyday school life at Pilgrim
- Some strands are easily visible in the school (for example, heroes and vocabulary). Others are harder to see but they are there
- It considers research about both Hope and learning
- It combines strong teaching, personal development and caring relationships

Strands of Hope

- **Knowing more ('mastery')**: Well-planned subject content, developing a good understanding of topics and support to remember information
- **Improved learning (via 'assessment')**: being advised how to do new activities, receiving useful feedback and self/peer support with your learning
- **Improved self-knowledge ('metacognition')**: garnering an understanding of how you learn, increasing your language skills and recognising your own progress
- **Hearing Hopeful voices**: opportunities to be heard, self-reflect and receive positive affirmation. (Think of staff like cheerleaders!)
- **Hearing Hopeful stories**: external visitors coming into school to share, past pupil experiences and our more publicly known 'Hopeful heroes'
- **Caring relationships**: the bedrock of our school where values of unconditional positive regard and support permeate everywhere (our 'golden thread')

Further Information

- All staff and governors have a shared understanding of Hope and will be happy to talk to you about it at a basic level
- We also have staff 'experts' who can provide more in depth information
- We would like to establish a pupil and family working group to help spread the word beyond the school walls...please let us know if you are interested
- We can signpost you to research articles and books about Hope theory if you would like to develop your own understanding

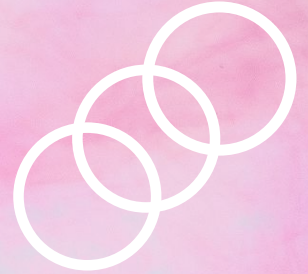
Building Hope in School Communities



Pathways 'being able to imagine'

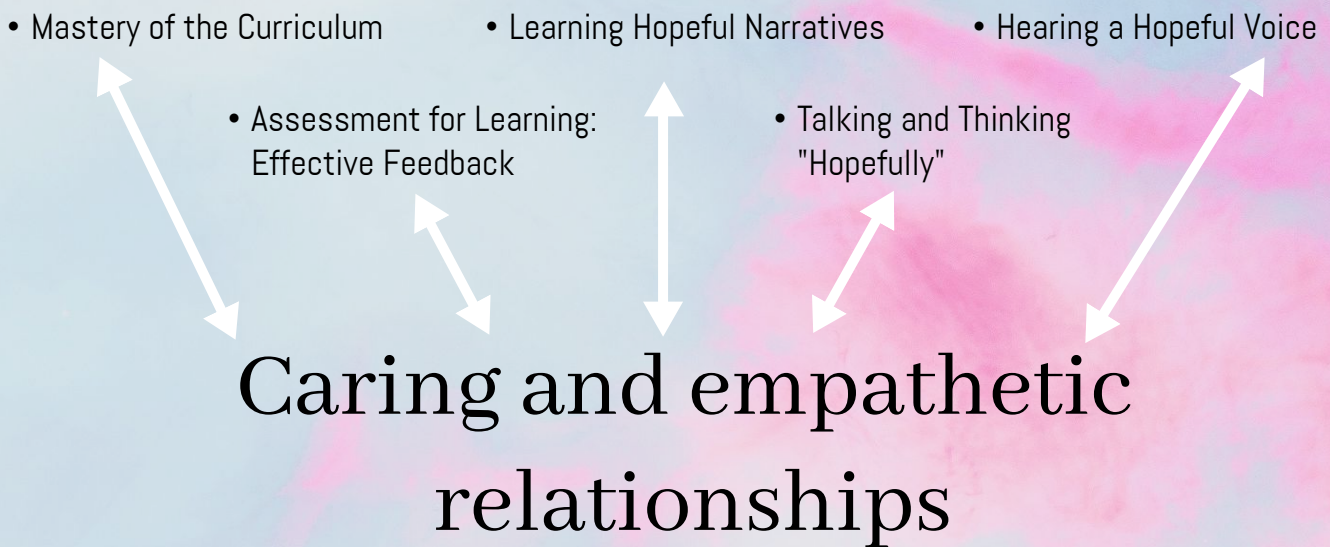


Goals 'thinking to the future'



Agency 'pursuing a desired future'

It can be learned through:



What is the impact?

- More compassionate communities
- Improved mental health and wellbeing
- Improved educational outcomes

Compassionate Schooling