

THREE YEARS OF TRANSFORMATION

WHAT WE DO ON THE SOHK SCHOOLS PROGRAMME

YEAR ONE

TERM ONE

This term is all about establishing trust with our young participants and introducing them to SOHK, the 5C's (confidence, communication, commitment, cohesion and control) and the essential life skills needed to build a solid foundation for personal growth. Throughout this term we run sessions that explore: values; expectations; the purpose of school; perceptions; the power of choice; team-building; understanding and managing emotions; dealing with conflict; overcoming barriers and building resilience.

TERM TWO

In Term 2 we delve deeper into the 5C's and introduce our young people to more complex concepts. Our emphasis shifts towards holistic wellbeing, with a particular focus on mental and physical health and the interdependent nature between them. We also begin to provide more structured guidance and support as we get to know each participant more on an individual basis, exploring their personal challenges and goals and helping them chart their path towards a fulfilling future. This term is all about building upon the foundation laid in Term 1, empowering our young participants to grow further and make informed choices for their overall wellbeing and future endeavours

TERM THREE

In Term 3, we tailor our focus to address aspects that are particularly relevant in the lives of the young people we work with and show them how they can exercise personal control over these things. In Year 1 we explore topics such as digital health and the role of social media, equipping our participants with the tools they need to navigate the digital world responsibly and look at things like the importance of routine, something which holds particular significance for the young people SOHK works with, as many of them have very little consistency in their lives. Term 3 aims to provide valuable insights and practical knowledge to help these young individuals lead healthier, more structured, and fulfilling lives.

YEAR TWO

YEAR TWO | TERM ONE

In Year 2, we take a deeper dive into our young participants' personal development, building upon the strong foundation laid in Year 1. In Term 1 of Year 2, we transition to an even more personal level of exploration looking at DISC profiling and relationships, which enables our participants to gain a more of an understanding of themselves and of others around them. By developing an insight into the different facets of their personalities and of others', participants can better comprehend their strengths, challenges, and unique qualities, enabling them to navigate life's complexities with greater self-awareness and purpose.

YEAR TWO | TERM TWO

In Term 2 of Year 2, we look at vital topics and issues that hold significant relevance in the lives of our participants at this particular stage in their lives such as consent, grounding oneself, and the concerning issue of 'revenge porn' amongst young people. These sessions are designed to empower participants with knowledge and tools to navigate complex and pressing issues. By exploring the dynamics of power within these contexts, we aim to foster a deeper understanding of personal boundaries, resilience, and the importance of healthy relationships. Term 2 of Year 2 marks a pivotal stage in our young people's development, as we help them find their place in the world and equip them with valuable insights and strategies to navigate the challenges they may encounter.

YEAR TWO | TERM THREE

By the time we reach Term 3 of Year 2 of the SOHK Schools Programme, our staff have forged a strong foundation of trust and gained a deep understanding of the unique needs of the cohort. This term serves as an opportunity to delve even deeper into the themes explored in previous terms, focusing on a more detailed examination of those topics through indoor and outdoor sessions. Term 3 adopts a more flexible and adaptive structure, tailored to the specific needs of the group. This responsiveness ensures that we can best address the evolving challenges and aspirations of our participants, fostering their continued growth and development.

YEAR THREE

In Year 3 of the SOHK Schools Programme, we take a distinctive approach. With a more flexible structure and an increased focus on one-to-one interactions, this year is all about guiding our participants toward life beyond school. We explore their options, career paths, and personal aspirations, leveraging the deep knowledge and relationships that our staff have cultivated over the programme's duration. This final year marks a transition into adulthood, and fruitful discussions between SOHK staff and participants pave the way for informed, purposeful choices as our young individuals embark on their journeys to long-term success and fulfilment after the programme ends.

SOHK YOUTH PANEL

At the end of every year, we engage with our dedicated Youth Panel in 'SOHK in your eyes' sessions, providing young people with the valuable opportunity to voice their opinions, share their feedback, and shape the program according to their preferences and needs. This collaboration ensures that we continue to adapt and develop our programs in alignment with the young people we serve.



"School of Hard Knocks has been incredibly professional and has dealt with some of our most difficult students in some challenging situations. Most of the boys that you have worked with have been simply transformed if I am honest - there is no simpler way to put it. There has been a significant reduction in behaviour points, the attendance for most has increased as has their punctuality. The biggest and most pleasing change has been the level of respect they seem to show to each other and to other students and even staff around the school. I firmly believe this is because they have more empathy towards others and more confidence in themselves thanks to the work you have done with them. Seeing the young people develop friendships within the cohort has been great too, and the self-esteem gain from this has seen a few of them really improve academic effort and courage to take more risks in class."

Amanda Humphrey, Head of Year 9, Thomas Alleyne Academy