



KS1/EYFS Team PSHE Recovery Curriculum

Moving forward, it is important that we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child.

We know that an anxious child is not a place to learn effectively. The 'Recovery Curriculum' will encompass and support the academic expectations of our pupils. Below are sessions we would like you use within your Teams meetings and when in school with Year 1 and Reception children.

Before delivering any of the below lessons, staff must read the guidance on how to discuss Coronavirus with each Key Stage. [PSHE Association – Discussing Coronavirus with young people](#)

KS1 – Simplify for EYFS		
Topic	Team/Bubble Talking Points	• Teams - Optional activities/tasks • Bubble activities
Friendships	<ul style="list-style-type: none"> Ask the children what they have done during lockdown to remain in contact with their friends? Facetime/Zoom calls etc. Discuss how they felt about not seeing their friends. Discuss with the children how it is important to tell an adult if something makes them feel sad. What other ways could we contact our friends? 	<ul style="list-style-type: none"> Design a picture of their favourite memory/memories during lockdown. Design and make a box with pictures that represent them. Write out memories onto pieces of paper. They don't always have to be happy memories.
Focusing on me	<ul style="list-style-type: none"> Explain that during lockdown we have all faced new challenges and that we should feel proud if we have overcome them. Staff to model what made them feel proud of themselves. Children to discuss what made them feel proud. Ask children what it means to be unique? Ask the children to write/say 3 things they are great at and 3 things they would like to improve on. 	<ul style="list-style-type: none"> Scrapbooking - Children to spend time creating a scrapbook page using different images and pictures that are important to them or make them unique. Encourage the children to experiment with layering and collage. (if in a bubble, gather some ideas early on in the week ready for this lesson)
Resilience <i>Children will feel like they have missed learning and may feel like they have fallen behind.</i>	<ul style="list-style-type: none"> Explain that it is ok to find these changes difficult and it may take others more time to adapt to the current 'norm'. Staff to describe their struggles and allow children to join in. Follow up with what they did to help them to feel better. Discuss the meaning of resilience and share examples of when people in the community have been resilient during lockdown – Sir Captain Tom, NHS staff. Describe what the school has done to ensure that gaps in knowledge are not created. Ensure that all children understand that every child in the country and many in the world are in the same position as them. 	<ul style="list-style-type: none"> Children use 'emoji faces/pit (whatever is more appropriate)' to annotate their struggles and accomplishments during lockdown. Consider showing your class' twitter feed so children can see what their peers have been doing.
Routines <i>Some children may feel anxious about coming back to school and in fact want to be at home. Some children might really miss their parents as they have spent so much time with them over the last couple of months.</i>	<ul style="list-style-type: none"> Discuss changes in their routines. Use examples from your life so the children understand the context of 'routines'. Discuss how these changes make them feel. Talk about how feeling angry or sad are 'Big Feelings' Discuss ways to overcome these feelings and talk about how it isn't healthy to feel this way all the time. Ask the children to think about why it isn't healthy to feel like this all the time. 	<ul style="list-style-type: none"> Children offer advice to each other on how to help them to get used to these routines for now. E.g. forgetting to social distance – ask a friend to remind you to keep your distance. Create a poster for some of the new rules that we have around school.
Transition	<ul style="list-style-type: none"> Discuss the word hope and what it means to them. What do the children hope for? Discuss that being hopeful for positive change is healthier for your mind than thinking about the things that they currently don't like. Ask the children if they have any worries for next year. If you can try to settle these worries with positive thoughts – hope. Ask children what they look forward to next year. 	<ul style="list-style-type: none"> Children think about what they will be doing in 5 years' time or end of KS2. Children write 5 positive wishes/achievements they would like to achieve over the following years. Children decorate a bottle to put their wishes inside. They take them home and keep them safe or bury them in the garden. Children can then read these messages in 5 years time.

KS2 Team PSHE Recovery Curriculum

Moving forward, it is important that we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child.

We know that feeling anxious is not a place to learn effectively. The 'Recovery Curriculum' will encompass and support the academic expectations of our pupils. Below are sessions we would like you use within your Teams meetings and when in school with the possibility of Year 6 returning at some point.

Before delivering any of the below lessons, staff must read the guidance on how to discuss Coronavirus with each Key Stage. [PSHE Association – Discussing Coronavirus with young people](#)

KS2		
Topic	Team Talking Points	• Teams – Optional activities/tasks
Friendships	<ul style="list-style-type: none"> When thinking about friends what has made them sad and what has made them happy? What helped to make them feel better. Have any friendships become stronger? Have there been any new friendships? Why are memories important? Should we try to forget about the bad memories? Why are bad memories just as important as a good one? What can we learn from it? 	<ul style="list-style-type: none"> Write out their memories in neat on little clouds. Children design a memory box to keep their memories in. Children could keep their memories of lockdown in an envelope to keep safe.
Focusing on me	<ul style="list-style-type: none"> Explain that during lockdown we have all faced new challenges and that we should feel proud if we have overcome them. Staff to model what made them feel proud of themselves. Children then to discuss the same. Think of three ways they are similar to each other. I Think of three ways they are different from each other. Encourage them not to just focus on looks but on what they enjoy, what they are good at and what makes them special. 	<ul style="list-style-type: none"> Scrapbooking - Children to spend time creating a scrapbook page using different images and pictures that are important to them or make them unique. Encourage the children to experiment with layering and collage. (if in a bubble, gather some ideas early on in the week ready for this lesson)
Resilience Children will feel like they have missed learning and may feel like they have fallen behind.	<ul style="list-style-type: none"> Explain to children that it is ok to find these changes difficult and it may take others more time to adapt to the current 'norm'. Staff to describe their struggles and allow children to join in. Follow up with what they did to help them to feel better. Children use 'the pit' to annotate their struggles and accomplishments during lockdown. Children give each other feedback on how they managed their feelings or made a better choice. 	<ul style="list-style-type: none"> Children use 'emoji faces/pit (whatever is more appropriate)' to annotate their struggles and accomplishments during lockdown. Consider showing your class' twitter feed so children can see what their peers have been doing.
Routines	<ul style="list-style-type: none"> Discuss changes in their routines. Discuss how these changes make them feel. Talk about how feeling angry or sad are 'Big Feelings' Discuss ways to overcome these feelings and talk about how it isn't healthy to feel this way all the time. Share together things that they miss since lockdown began. Children offer each other advice on how they can adapt old ways of doing things and make changes. Talk about communication and creative ways to speak to family and friends. 	<ul style="list-style-type: none"> Children offer advice to each other on how to help them to get used to these routines for now. E.g. forgetting to social distance – ask a friend to remind you to keep your distance. Create a poster for some of the new rules that we have to follow during lockdown. Using technology, record yourself delivering an advert on how to follow social distancing rules.
Transition	<ul style="list-style-type: none"> Discuss the word hope and what it means to them. What do the children hope for? Discuss that being hopeful for positive change is healthier for your mind than thinking about the things that they currently don't like. Allow children to discuss their concerns for next year. Explain that whether things are back to normal or not the importance is that they are safe, healthy and continue learning. Discuss what they look forward to next year – link in being hopeful from the previous session 	<ul style="list-style-type: none"> Children think about what they will be doing in 5 years time. Children write 10 positive wishes/achievements they would like to achieve over the following years. Children decorate a bottle to put their wishes inside. They take them home and keep them safe or bury them in the garden. Children can then read these messages in 5 years time.



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Emotional Check-In

Name: -----

Date: -----

Calm Relaxed Happy Interested Excited	Surprised Confused Concerned Nervous Afraid	Cranky Bored Upset Angry Disgusted	Disappointed Hurt Sad Depressed
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Today, I am feeling _____ because _____



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Emotional Check-In

Date: -----

Calm Content Jolly Satisfied Relaxed Happy Giddy Interested Enthusiastic Overjoyed Excited Mesmerized Amazed Thrilled Fixated Exuberant Obsessed	Surprised Startled Unsure Apprehensive Afraid Confused Concerned Nervous Anxious Worried Afraid Astonished Awed Terrified Frantic Hysterical	Bored Cranky Distracted Aggravated Irritated Upset Frustrated Angry Distaste Disbelief Disgusted Irate Apathetic Contemptuous Bitter Disdain Loathing	Enraged Hurt Disappointed Sad Distraught Grief Depressed Despair
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Today, I am feeling _____ because _____

Optional daily activity for children at home or in a bubble

<file:///C:/Users/44797/Downloads/power-of-kindness-calendar-blank.pdf>



The power of kindness calendar

Use your calendar to record your daily kindness acts.



month _____ year _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●



Congratulations

Being kind sends a powerful message about our connections to each other and the world around us.



The power of kindness