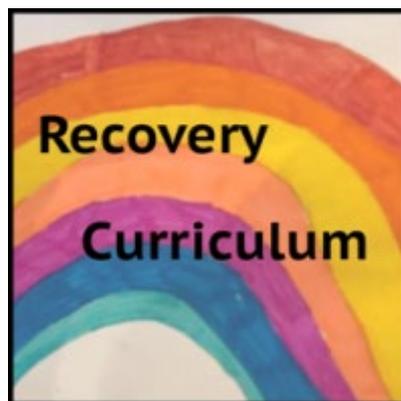




Windmill L.E.A.D. Academy

A L.E.A.D. Academy



***Helping children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom***

<https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf>

## Principles behind it

**Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. ***Reconnect with families and re-establish human contact, attachment needs, rebuild relationships with peers and adults, establish new relationships, build trust***

**Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. ***Assess individual needs, give pupils a voice, learn from lockdown, understand the needs of the community***

**Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. ***Re-establish structures and routines, address gaps in learning, learn new skills (e.g. socially distancing), rebuild emotional resilience***

**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. ***Relearn past skills, rebuild confidence, consider skills for learning in a school environment e.g. following a timetable, less flexibility.***

**Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations. ***Rediscover self, address mental health, sensory issues, gradual return e.g. part-time tables, provide time for holistic, focused and deep recovery***

***“The anxious child is not a learning child”***

## Key messages from the Recovery curriculum

- Root our curriculum in the lived experiences of the child (e.g. plan lessons around understanding what the children have heard on the news, addressing fact from fiction, matching emotions to news etc)
- Children will return in a fragile state (what this look likes will vary from child to child)
- Remember this has happened for *all* children (not just the most vulnerable children)
- Some children will struggle to re-engage and it may not necessarily be the children we expect.
  - We *need* to talk about the virus. Do not dismiss it
- All children have gone through a period of neglect. Not wilful neglect but enforced neglect from key relationships
- Apply concepts around attachment and ACEs. Covid-19 is an Adverse Childhood Experience.

## **The Six Principles of Nurture (very applicable now!)**

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

## PSHE Curriculum Ideas

### **Promoting Belonging and Connectedness**

- Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group.  
<https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle>
- Recognising positive qualities - Take a sheet of paper write your name in the middle. Pass around the group or class and write a positive comment for each person in turn (or altered activity to not share paper!).
- Positivity Jar: <https://primarysite-prod-sorted.s3.amazonaws.com/stoke-damerel/UploadedDocument/9803857907444ce2a002ae2046d66e59/positivity-jar-1.pdf>

### **Managing Feelings and Emotions**

- Worry box – Post your feelings, thoughts and questions
- Gingerbread man outline activity – Identify and label your current emotions. How does it feel? Where are these feelings? <https://www.twinkl.co.uk/resource/t2-d-008-design-your-own-gingerbread-man>
- Gratitude journal – It is important to remind ourselves things we are grateful for in the midst of a difficult time.
- Creating a happiness box (even if just talked about rather than physically created)

### **Mindfulness**

- Free online mindfulness classes <https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>
- Mindfulness quotes – <http://www.doodle-art-alley.com/quote-coloring-pages.html>
- Guided imagery – Utilising your sensations through imagination. <https://www.headspace.com/meditation/guided-imagery> For younger children <https://www.youtube.com/watch?v=wf5K3pP2IUQ>
- Cosmic kids yoga <https://www.youtube.com/user/CosmicKidsYoga>
- Meditation for kids <https://positivepsychology.com/mindfulness-for-kids/>
- 18 Mindfulness games, worksheets and activities <https://positivepsychology.com/mindfulness-for-kids/>
- Tips for calming anxiety during a difficult time – The Child Mind Society <https://childmind.org/article/how-mindfulness-can-help-during-covid-19/>
- Puppy Mind by Andrew Jordan Nance <https://www.youtube.com/watch?v=Xd7Cr265zgc>
- Mindfulness does not always require sitting down by Smiling Mind and ABC radio. <https://www.youtube.com/watch?v=buPuB4Sa0zU>
- Meditation and sleep stories <https://www.youtube.com/channel/UCjW-3doUmNsyY5aLQHliNXg>

Further activities within these pdfs:

- <https://primarysite-prod-sorted.s3.amazonaws.com/stoke-damerel/UploadedDocument/437b609dfe2744c59c7849daff024800/the-anger-gremlin.pdf> The Anger Gremlin book (as a free pdf!)
- <https://primarysite-prod-sorted.s3.amazonaws.com/stoke-damerel/UploadedDocument/1a921d8934d8434291ded3cb25ebfc1e/the-anxiety-gremlin.pdf> The Anxiety Gremlin book (as a free pdf!)

### **Hygiene lessons**

<https://campaignresources.phe.gov.uk/schools>

## **Books Beyond Words**

This company have produced a number of free e-books (I have downloaded and placed on the server) about Covid and although designed for SEND, they have some meaningful images for discussion.

## **Circle Time Conversation Starters (KS2)**

### **Past**

1. Lockdown was a time that no-one predicted, what were your first feelings when you knew you couldn't go to school or even go outside your home or garden except for a walk? Did your feelings change overtime?
2. Many of you have favourite places you like to visit, which special places did you miss visiting and why?
3. Some people made running tracks in their gardens, some people created a beach with sand and water in their gardens. Were there any places you couldn't visit that you reconstructed in your own home? How did that help you?
4. Nobody was able to visit family or friends who lived in a different household. Who did you miss the most? What did you miss about this person?
5. While we were all at home many of us discovered new interests or developed new skills? What new interests or skills did you discover while you were learning or playing at home?
7. Were there any moments that you felt sad, lonely or worried during the lockdown? How did you manage to deal with these feelings and moments?
8. What was the happiest moment you experienced during your time at home?
9. Who celebrated a birthday whilst at home? How did you celebrate it? How was this different to last year?
10. At 8pm every Thursday many people clapped for the NHS and Keyworkers to say Thank You. Did you join in? What you think of this gesture of appreciation? What other ways did people show their appreciation?
12. Many children drew rainbows and placed them in windows to inspire people and remind everyone that we were all in this together. Were there any ways that you helped to encourage and inspire people to be strong together?
13. Many people found this time very difficult, was there anything you did to help a friend or member of your family?
14. How did your family communicate with friends and other members of your family? What did you enjoy or find helpful about these new ways of communicating?
15. Laughter helps people feel happy and included, what was your funniest moment during this time? What new jokes did you learn? What is your 'happy story'?
16. Lots of people had time to read more books than they usually would. Which books did you read? Many teachers and celebrities read stories to children using online technology, if you were able to listen to any, which were your favourite?

17. There were many online quizzes and games for families to take part in. As a family/friends which online activities did you participate in? Which non online games did you enjoy playing as a family?

### Present

1. How are you feeling about being back in school? In school routine? With your friends and teachers? In uniform?
2. Today you are back at school. Take a moment to think about where you are at this particular moment. Maybe you are joining in Circle Time. Maybe you are in your classroom, maybe you are outside or perhaps in the hall. Just think about now, where you are, who is with you and how you really feel
3. What have you missed about being in school that you would like to do during the next week?
4. What questions do you have about being back in school? Being here today?
5. What do you think you have learned about yourself and the world which you didn't know when we were all in school together before?
6. How have you changed and grown as a person since you were in school before the school closure.
7. You may have been learning at home with the guidance your parents, did you make have a visual timetable? What lessons did you decide to do? If you could use your home learning experience to devise a visual timetable for your class, what lessons/ learning quests would be on it?
8. How do you feel about restarting school at this time of the academic year?
9. Are there any year groups that have not started back at school yet? Why do you think this is? How is this fair? What is the thinking behind this decision?
10. Now you can see your friends again and play in the outside environment, what kind of rules should we have to still keep everyone safe? Which games could be adapted to allow children their personal space? Can you devise /make up a new game?

### Future

1. There may be family and friends you still have not been able to see in person. What are looking forward to saying to them / doing with them when you can meet up again?
2. Many of you will have favourite places you like to go, which you haven't been able to visit. What will you do when you can visit them again?
3. Many children have an idea of the job or career they would like to aim for when they leave education, has school closure made you change your mind about your future job? Have any of the recent events inspired you to choose a different career?
4. What do you hope we will do together at school next week? Next term?
5. What school events are you looking forward to now you are back at school? Should we still have Sport's day/School Discos/Summer Fayres? How can we adapt events that involve lots of people?

## **Class Games (socially distanced)**

### **Warm up and Ending games**

1. The lining up game: Without help, the children need to line up quickly in: register order, birthday month order...
2. Clapping: Going round the circle one clap continues the direction, 2 changes the direction back.

### 3. Simon Says

4. Birthdays: Call a month of the year, children whose birthdays are in that month, run around the circle back to their original chair.

5. Smile: A smile is passed around the circle.

6. Expressive Face: Children cover their face with their hands. Teacher says an expression / emotion (e.g. smile, frown, laugh, confused, thoughtful...). Children remove their hands to show the expression / emotion. Look at each other's faces: how easy is it to 'read emotions'?

7. 99: A child leaves the room while someone is nominated. When the child enters the room they stand in the middle of the circle, the nominated child says '99', trying to disguise their voice. The first child tries to guess who spoke.

8. Chinese mimes: All stand facing the back of the person in front, with eyes closed. The leader taps the person in front on the shoulder, when they turn around mime an action. The mime is passed around the circle to see if it changes much.

9. Follow the leader: The leader begins miming and action; clapping, etc. the others in the circle must copy. Change leader after 2 or 3 actions.

10. Introductions: Introduce yourself and the person sitting next to you. Continue around the circle.

11. Instrumental listening: Have 5 numbered instruments. One member of circle plays one and the rest have to raise the number of fingers linked to instrument played.

12. Colours: If I were a colour, I would be ... because...

13. Storm: Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other aspects of the storm, e.g. wind – arms waving, thunder – slap knees. End with the sun - mime a circle.

14. Fruitbowl: Pupils split into oranges, lemons and apples. When their group name is said they must stand and walk across the inside of the circle to find an empty seat. Everyone must have a new seat. If "Fruitbowl" is called out, everyone must move.

15. Changes: Someone goes outside, 2 people in the circle swap places, and the outsider tries to guess who has moved.

16. Building community: Say 'come into the circle if you... (have long hair, wear glasses)' continue until most in circle, end with 'come into the circle if you are in class...' All shout 'We are!'

17. Hello, how are you?: One child crosses the circle to elbow bump and ask a question, then returns to their place. The questioned child then crosses the circle.

18. Emotional entrance: One person leaves the room and then returns acting out an emotional as they return to their seat. Rest of class try to interpret the emotion.

19. Keys: One child stands in the middle of the circle blindfolded. The other children pass something noisy around the circle. When the child in the middle thinks they know where the keys are they shout 'stop!' and point in that direction.

20. I know your name: Take turns to call someone's name and swap seats, continue until everyone has been called.

21. What am I?: Choose a positive adjective to describe yourself, go around the circle in turn.

22. Actions story: Share a story with agreed actions for certain words. Everyone has to make the action when the words are said.

23. Mirrors: In pairs A/B A is the leader, B is the mirror and must copy the actions, go slowly at first. Swap roles.

24. Dodgems: Pupils stand in the circle and move around not touching anyone else / furniture. On a whistle they have to go in the opposite / change direction.

## Year 6 Transition Ideas

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/>

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

<https://www.twinkl.co.uk/resource/t-c-7469-secondary-transition-resource-pack>

<https://www.twinkl.co.uk/resource/t-c-1390-ks2-transition-pack>

<https://thirdspacelearning.com/blog/preparing-for-year-6-transition/>

<https://www.mindmoose.co.uk/2017/07/05/helping-year-6-transition-secondary-school/>

- Lessons based on key skills needed for secondary schools (e.g. reading timetables, using a diary, tying a tie, looking at the secondary website etc)
- Ask the children to write a letter to their new teachers to introduce themselves
- Question box to send to secondary school staff to answer

### Prompt cards

Prompt cards are useful if designed to address an individual's specific anxieties about a particular change or transition. They can be used in the upper stages of primary school through to adulthood.

Example:



# Support for Autistic children returning to school

## My lockdown experience



Widgit Symbols © Widgit Software 2002 - 2020

What I liked



Any significant events



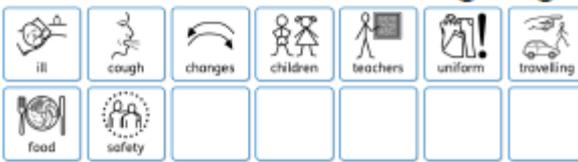
What was difficult?

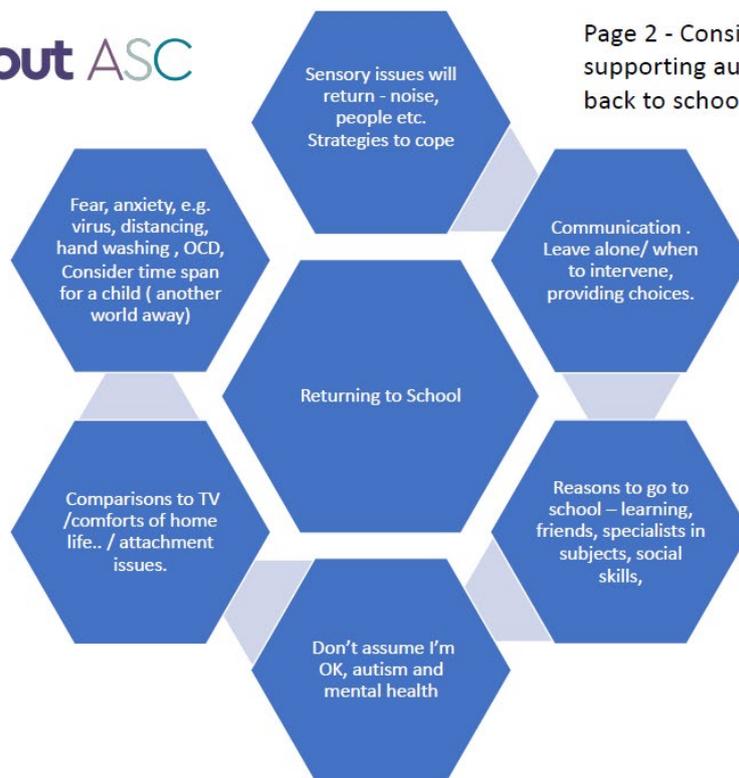
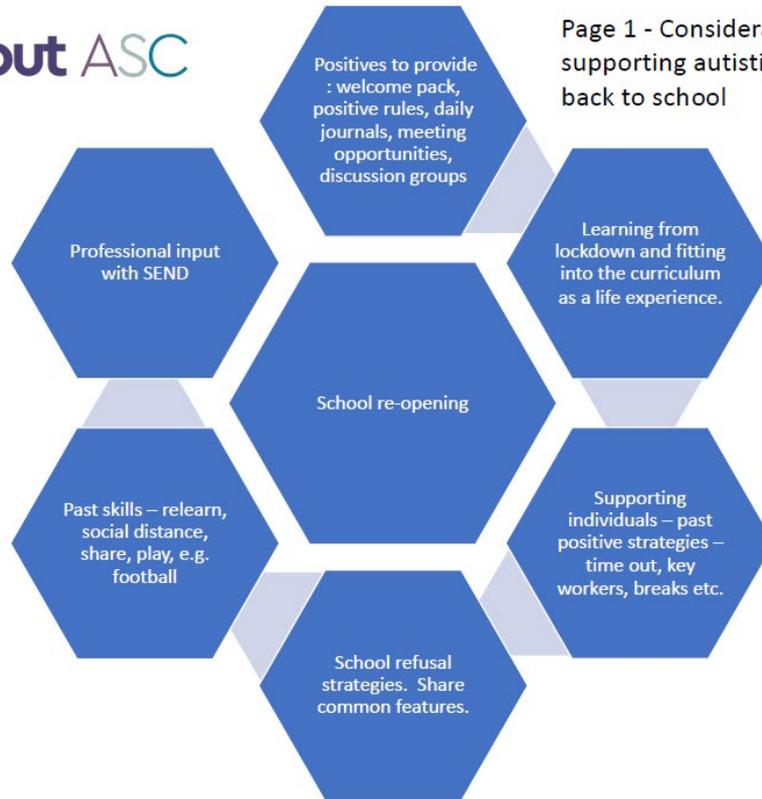


How did I learn best?



What am I worried about, going back to school?





## Further Reading and CPD

<http://sabp.lgfl.org.uk/> Grieve and Loss in schools CPD- supporting children in school

<https://www.schudio.tv/courses/take/preparing-autistic-send-children-for-going-back-to-school/lessons/12474279-finding-hope-in-the-familiar>  
\_Preparing Autistic children

[https://www.goodlifedeathgrief.org.uk/content/resources/Whole School Approach to Loss and Bereavement\).pdf](https://www.goodlifedeathgrief.org.uk/content/resources/Whole_School_Approach_to_LossAndBereavement).pdf) Whole School Approach to Loss and Bereavement

### Activities and resources for adults

#### *Mental well-being*

- <https://www.actionforhappiness.org/calendars> excellent website for ideas to positive mental well-being, including calendars for simple, daily actions to do as a family
- For adults wanting to support their own resilience:  
<https://www.thehour.com/lifestyle/article/A-psychologist-s-science-based-tips-for-emotional-15135619.php>
- Ways to look after your own mental health [https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/?fbclid=IwAR3V\\_U4Fm8kBBxdriCADOoo\\_6zpo9roRhgYhybTj7AQb2Q0IJIipUb6WUFUQ](https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/?fbclid=IwAR3V_U4Fm8kBBxdriCADOoo_6zpo9roRhgYhybTj7AQb2Q0IJIipUb6WUFUQ)
- Simple tips and actions for self care <https://www.annafreud.org/selfcare/>
- From Adams Psychology Service  
<http://www.adamspsychologyservices.co.uk/coronavirus.html> This has been written for any individuals or families having to self-isolate, or those engaging in social distancing (which is hopefully pretty much everyone apart from essential workers right now). It's a **short, practical 5-page document** that can help families plan to maintain their wellbeing during

self-isolation, quarantine or lockdown. The pack is informed by positive psychology, in particular Martin Seligman's PERMA model of wellbeing (Seligman, 2011 - see pack for reference).

## **Apps**

- Calm is a worldwide app for guided relaxation and mindfulness. They have created free access to support guided relaxation in response to the coronavirus situation  
[https://www.calm.com/blog/take-a-deep-breath?utm\\_medium=email&utm\\_campaign=715072-free-mindfulness-resources-from-calm&utm\\_source=lists%2F51225-Ultimate-LoveLife-Makeover-Summit&simple\\_object\\_id=su\\_eWE1de2opeEQMZht61XBFMVm](https://www.calm.com/blog/take-a-deep-breath?utm_medium=email&utm_campaign=715072-free-mindfulness-resources-from-calm&utm_source=lists%2F51225-Ultimate-LoveLife-Makeover-Summit&simple_object_id=su_eWE1de2opeEQMZht61XBFMVm)
- Headspace (mindfulness app) have launched a free section called *Weathering the storm*. This includes meditation, sleep and movement exercises.
- ThinkNinja - an app specifically designed to educate 11-18 year olds about mental health, emotional wellbeing and to provide skills young people can use to build resilience and stay well.
- Smiling Mind – an app designed to support with meditation and mindfulness for children, families and schools. Their website (<https://www.smilingmind.com.au/>) provides lots of information and guidance and the app provides guided relaxation / mindfulness sessions. They also have a YouTube channel with lots of informative videos as well as guided meditation sessions also: [https://www.youtube.com/channel/UCSP\\_8\\_QEFYdiOgY2F3CXfA](https://www.youtube.com/channel/UCSP_8_QEFYdiOgY2F3CXfA)

### **Helplines**

SHOUT - text 'Shout' to 85258 for 24/7 crisis text support

Childline - under 19s can call 0800 1111 for free, confidential support

Education Support - school staff can call 08000 562 561 or text 07909 341229 for 24/7 help and advice

*“if kindness is shown, kindness will be received”*