

Opportunities  
to shine

Community

Building  
Relationships

# Mental Health and Wellbeing

Managing feelings  
and behaviours

Curriculum

## Supporting our children to build positive relationships with others

Many of our children will require support to rebuild their strong relationships they once had in school. They may need to re-learn how to interact in class, take turns and share, problem solve, seek help from an adult when it's needed and know which adults help and keep them safe when they need them.

- Work together to create a class charter within our class bubble that the children can understand and adhere to in order to ensure they feel happy and safe in school.
- Work together to create a playground charter so that we understand how to stay safe and have a lovely playtime.
- Plan for extra story times and circle times to allow children time to talk and reflect on experiences. Ensure stories and activities allow us to talk to the children about their emotions and how they might be feeling. (range of books in class)
- Encourage children to engage in activities that help them self-regulate for example, exercise, deep breathing, and mindfulness.
- Plan in lots of time for staff to interact with children through their play. This is when children are most at ease and is the perfect opportunity for staff to model good relationships with the children. Making sure to say good morning and goodbye.
- Continue to use the school's restorative approach with the children, promoting kindness and independence when solving problems.
- PSHE everyday promoting good relationships.
- Recipe for a good friend.

## Supporting our children to enjoy and achieve

We wish for all of our children to experience once again the many moments of success and achievement in school. This learning will be within our children's abilities and sits alongside an understanding that potential trauma experienced by our children during the school closures may impact on our children's ability to learn in the near future. Despite this, we will build in new learning opportunities that will look like familiar structured sessions that the children are used to (such as phonics, maths, guided reading etc.) so that our children can rejuvenate with the feeling of success and the desire to engage and achieve.

- Children to identify how they are feeling and who they can share these feelings with through circle times and class discussions through books shared.
- Children to partake in activities that practice social resilience e.g. social interaction, falling out with friends, feeling lonely talking about different strategies to overcome these different scenarios.
- Matching different emotion cards and discussing different times we might have felt that way.
- Creating our own resilient superhero and identifying what we need to do to be resilient.
- Managing difficult emotions. Discussing different scenarios as a class and discussing how it made/ might make us feel and what to do if we feel this way.
- Understanding change: Discussing as a class the many changes we might have/ might face and how we can deal with these changes in a positive way- using book.
- Dealing with worries- discussing as a class what we might worry or get stressed about (using book) talk about different strategies to help us deal with this.
- Outdoor learning to help support our learners to shine.

## Supporting our children to manage their feelings and behaviours

We also believe many of our children will experience emotions and feelings that they may not have had in the past. Our recovery curriculum will support pupils to relearn the positive behaviour they may have forgotten outside the school environment and we will equip our children with self-regulation strategies to help them feel safe and calm.

- Using different forms of music to share how we feel using chalk and or sugar paper to show these emotions.
- Create our own area to self-regulate and calm down as a class.
- Each day complete short relaxation activities such as listening to calm music and quiet.
- Create a mindful image to help soothe themselves.
- Create a breathing board to concentrate on their breathing taking time in the day to slow down and make sure we are calm.
- Discuss what a growth mindset is and how we will change from a fixed mindset to a growth mindset creating a set of class instructions to do so.
- Sharing a range of books expressing different emotions and how we can overcome these and the different ways to help each other.

## Supporting our children to let their light shine

We know that our children are all individual and unique and we want them to remember that they all have talents and strengths. We want them to be confident and resilient learners who will have opportunities to learn in a variety of ways, believing in themselves and aspiring to be the best that they can be.

We will make sure that their voice is heard and they feel safe and valued in a caring and nurturing environment.

- Children to understand what makes them special and why everyone in the class is special. Create a special shield.
- Understand that we are all different discussing as a class how we are all different, but we are all great. (using we are all different story) Using the discussion cards to identify what makes us different!
- Children draw pictures of their friend describing how they are special in their own way.
- Discuss our differences and similarities and sort these into a Venn diagram.
- Use school council to share pupil voice so that children are part of the school decisions.
- Review of previous years learning and interventions to help children reach their full potential.
- Outdoor learning to promote teamwork and giving every learner the chance to shine through a range of learning activities.
- Growth mindset activities to help promote positive thinking and ways of overcoming problems in a positive way.
- Planning in a variety of lessons to ensure every learner is able to shine through practical activities.

## Community

We recognise that the past months have been very difficult for all in our local community and school family.

We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

- Take children outside on a gratitude walk to experience their surroundings, going on a walk engaging those senses discussing how we feel whilst doing so.
- Children to share some of the things they did at home through art and letters.
- What they enjoyed about being at home
- What they are looking forward to doing at school (letter to teacher), What they missed about being at school.
- Children to identify feelings from home and feelings at school-sheet to tap at the beginning of the day to show what we are feeling.
- Take part in regular circle time to discuss the above.



