

Building our Recovery Curriculum

1. Aim:

To restore the mental health and resilience of our children, supporting them in becoming effective and engaged learners who are able to access all the opportunities that school has to offer.

2. Rationale:

The work of Barry Carpenter et al. suggests that all children have experienced loss during the current pandemic which will have caused issues around attachment, emotional wellbeing and mental health.

www.evidenceforlearning.net/recoverycurriculum

'When the children return to school there needs to be a Recovery Curriculum in place.(...)Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.'

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University. See Appendix 1

- Loss of routine** - Increase in anxiety or confusion. Disrupted sleep pattern –cumulative tiredness can diminish a child's coping mechanisms.
- Loss of structure** - worries about change, loss of control, leading to anxiety, frustration and loss of concentration.
- Loss of friendship** - loss of friendship and social interaction could trigger a bereavement response in some of our children, grieving for the deeper social interactions and connectedness that has not been possible during lockdown.
- Loss of opportunity** - loss of important life events such as birthday celebrations, holidays, family events, school events, transition activities, SATs etc.
- Loss of freedom** - loss of self-esteem and self-worth which comes from being part of a group, loss of control.

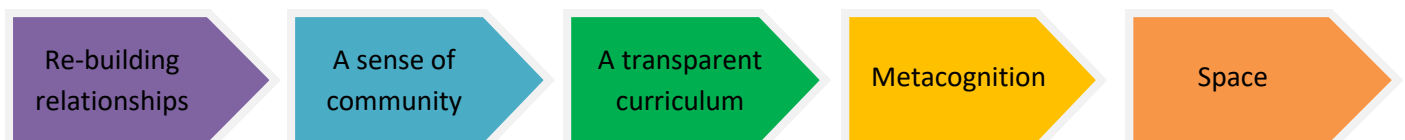
The pandemic will have affected some of the most basic needs of us, our pupils and their families.

All children, irrespective of their vulnerabilities before the pandemic, will be affected by these losses.

It is therefore vital that we address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities.



Our recovery curriculum will involve elements based around the 5 'levers' to counteract the damage that may have been caused due to pandemic:



Emotional wellbeing, emotional literacy and emotional regulation are important building blocks in allowing new learning to take place.

Children’s wellbeing can be assessed using the Leuven Scale as necessary (Appendix 8). Individuals can be further supported using PSED PIVATs to highlight areas in need of development. Outside agencies will be contacted to provide further support to children as required.

3. Adverse Childhood Experiences:

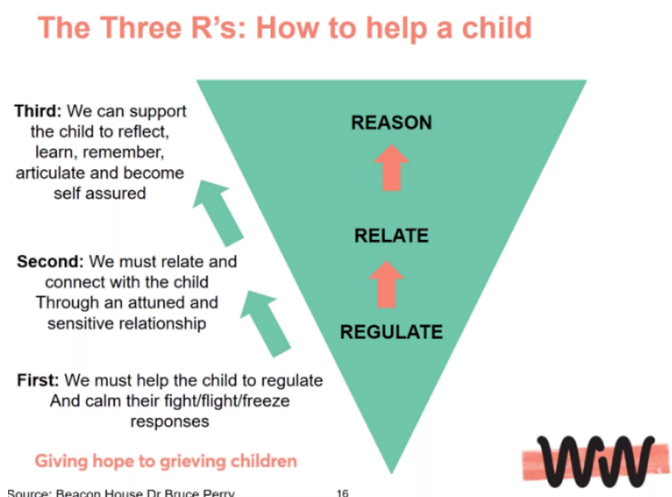
Hundreds of studies have shown that children who suffer many adverse life experiences (ACEs) essentially suffer damage to brain development. Children and young people who have experienced a one-off traumatic event are likely to show signs of PTSD. Children and young people who have experienced multiple early life traumas will show developmental trauma. Children’s brains develop from the bottom up and so ‘treatment’ requires a bottom up approach.

The damage can be repaired but the nature, sequence, timing and duration of the support is crucial.

The Neuro-Sequential Model of Therapeutics developed by Bruce D. Perry (the 3 Rs model) recovers and repairs each part of a child’s brain in a specific, phased and repetitive order.

A ‘whole-environment’ approach using the 3Rs model as well as parents, teachers and agencies/clinicians working together is likely to give the best chance of success.

Dr Bruce Perry suggests the base line level of calm is reduced as a consequence of the current situation. Children and adults need regular opportunities for regulation, every 40 minutes on average.



Regulation can be divided into co-regulation and self-regulation. **Co-regulation** refers to the social relationships and the way a person can adjust themselves when interacting with another, in order to maintain a regulated state. When teachers co-regulate, or tune their responses to the needs of a child, they support the skill of self-regulation. This response must be calm, consistent and nurturing. Co-regulation must take place as a ‘model’ to promote self-regulation. **Self-regulation** refers to the ability to manage disruptive emotions and impulses. In other words, to think before acting. It also reflects the ability to cheer yourself up after disappointments, bounce back from failure and stay calm under pressure.

Strategies to move from hyper-arousal into calm state	Strategies to move from hypo arousal into calm state
<ul style="list-style-type: none"> • Grounding and breathing exercises/mindfulness • Yoga • Drinking from a straw • Throwing a ball at a wall • Walking and being in nature • Weighted blanket • Carrying heavy things • Stress balls • Soothing music • Moving to a calm, quiet, safe place • colouring 	<ul style="list-style-type: none"> • Anything that stimulates the senses e.g. smelling essential oils • Movement/walking/jumping and being in nature • Rocking chair • Weighted blanket • Finger painting • Rhythmic musical instruments • Dancing

4. What might this look like in the classroom?

(Based on the 6 principles of Nurture and incorporating the 5 Levers of Recovery)

Take into account the developmental process of learning:

- Accept children where they are. Many will have regressed either academically, socially or emotionally.
- Repeat and reinforce previous learning. Remind children of their successes.
- Provide fun, positive, fulfilling experiences; play is important for all ages.
- Focus on building learning skills rather than ‘closing the gap’.
- Ensure building blocks are secure before expecting new learning to take place.
- Explain to children what they are learning, how and why. Reassure them about anything they have heard in the media about children ‘falling behind’.
- Specialists advise:

DON'T:

- Re-teach from the beginning.
- Let tests drive the curriculum.
- Judge children on what they have or haven't achieved academically during home-learning.

DO:

- Start the curriculum from where the children should be.
- Revisit, refresh and practise previous curriculum content.
- Use lots of stories and talk, including reading to the children.
- Include handwriting / motor skills practice (many children may have done little writing whilst at home)
- Break tasks into small manageable chunks.
- Include lots of short tasks.
- Build up stamina gradually (children may not be used to concentrating or working independently for any length of time).
- Build in time for movement breaks or ‘brainbreaks’.

Provide a safe space with secure boundaries:

- Clear routines.
- Visual timetable.
- Clear expectations.
- Modelling of new rules and routines.
- Be explicit about new safety precautions that are in place and emphasise school's priority to keep everyone safe.
- Develop trust and show that school can be relied upon.

Boost children's self-esteem:

- Give choices within activities.
- Give time for children to follow own areas of interest.
- Use non-academic challenges (eg: STEM challenges, scavenger hunts, lego challenges) to focus on learning skills such as resilience and persistence.
- Praise all achievements.
- Provide opportunity for teamwork activities within ‘bubbles’.
- Allow quiet times and activities for those that need time – mindfulness activities or time to process their feelings.
- Support the building of relationships between adults and peers. Play is a great medium for this.

Provide children with the means to communicate their thoughts and emotions:

- Help children to put their feelings into words –‘Name it to tame it’.
- Acknowledge all feelings as acceptable and normal. It is ok to feel angry, anxious, sad etc. Help children to find acceptable ways of expressing their feelings of anger and anxiety.
- Encourage children to communicate their feelings and consider what to do about them through stories, comic strips, social stories, short scripts or role-plays.

- Use visual cues, such as emojis / blob trees to help children identify their emotions. Teach children to adopt non-verbal signals to indicate feelings of overwhelm.
- Provide opportunities to discuss experiences and present worries. Eg: circle times, worry box.
- Acknowledge all feelings as acceptable and normal. It is ok to feel angry, anxious, sad etc. Help children to find acceptable ways of expressing their feelings of anger and anxiety.
- Provide opportunities for expressing thoughts and feelings through creative activities such as art and music.

Remember that all behaviour is a form of communication:

Follow normal school rules and behaviour policy. Explain and model any changes due to current situation. E.g. sharing equipment, staying in playground zones.

A child or young person that has difficulty regulating emotions may frequently engage in behaviours that appear impulsive and that are challenging to manage. The strategy of ‘Stop, Think, Do’ is a good mantra for teachers. Stop and think about what the behaviour might be communicating, were these patterns of behaviour evident previously or could they be a reaction to recent events and a result of painful memories being stirred up? Respond calmly and clearly. These children and young people need to be aware that their behaviour has consequences, however they require patient teaching, reminders and clear boundaries and expectations that are repeatedly explained in different ways and enforced consistently. Respond to the underlying emotions rather than the behaviour, beginning by validating their feelings. (See www.intraquest.co.uk for ideas.)

Help children/young people to identify an emotional safe place (personal to them) and encourage them to ‘travel’ there when they are feeling dysregulated.

Be aware of transitions and change:

- Openly discuss changes that occurred during lockdown and changes that are happening now. Ensure children have age-appropriate understanding of measures taken and the reasons behind them.
- Explain any changes of routine to the children ahead of time.
- Communicate as much information as possible in advance.
- Elicit views of children about any impending transitions whether small or much larger, such as moving to secondary school, and address any questions or concerns.

‘Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future can be a vision that becomes, one day, a reality.’

-Barry Carpenter 2020

Appendix 1:

Scenario	Content	Pedagogy:	Assessment:
<p>1. Covid-19 disappears completely over the summer and the risk of contracting Covid-19 has been eliminated.</p> <p>This is likely to mean a full school return in September.</p> <p>No requirements for social distancing or other preventative measures.</p>	<p>Face to face teaching will focus on the PoS for that year group.</p> <p>It will be crucial to assess children's gaps, but as informally and unobtrusively as possible.</p>	<p>Normal timetable allows 100% face-to-face teaching.</p> <p>Lesson structure focused on short, stimulating teaching and learning activities.</p> <p>A complete return to pre-covid-19 Teaching and Learning Philosophy.</p>	<p>First half term:</p> <p>Formative & summative assessments, focused on the core subjects PoS competence & resilience keeping the children comfortable & enthused, sharing experiences.</p>
<p>2. The risk level of contracting Covid-19 is lower than now, but not eliminated.</p> <p>This is likely to mean a full school return in September, with some DfE preventive measures remain in place.</p> <p>No requirements for social distancing, but other preventative measures still in place.</p>	<p>Face to face teaching will focus on the PoS for that year group.</p> <p>It will be crucial to assess pupils' gaps, but as informally and unobtrusively as possible.</p>	<p>Almost normal timetable allows 100% face-to-face teaching. There may be limitations in using outside agencies/facilities.</p> <ul style="list-style-type: none"> - Music service - Swimming <p>Lesson structure focused on short, stimulating teaching and learning activities.</p> <p>A complete return to pre-covid-19 Teaching and Learning Philosophy.</p>	<p>First half term:</p> <p>Formative & summative assessments, focused on the core subjects PoS competence & resilience keeping the children comfortable & enthused.</p>
<p>3. The risk level of contracting Covid-19 is between 0.7-1.0.</p> <p>This is likely to mean that we could have half the school in at any one time.</p> <p>Social distancing reduced to 1m and other preventative measures still in place.</p>	<p>Face to face and remote teaching will focus on the PoS for that year group.</p> <p>A key element would be ensuring that the children are familiar with the work we are setting them to learn remotely.</p>	<p>With only half the children in school at one time, we will be teaching in cycles, with one half of the children in school whilst the other half is at home at any one time.</p> <p>There will be limited teaching online as the full teaching staff will be teaching all week, every week.</p>	<p>First term:</p> <p>Formative & summative assessments, focused on the core subjects PoS competence & resilience keeping the children comfortable & enthused within each cycle.</p>
<p>4. The risk of a second spike is high.</p> <p>School would remain open to key workers and most vulnerable.</p>	<p>Content to be delivered with a mixture of work packs and online teaching, with associated limitations.</p>	<p>We will have enhanced our practice and be delivering remote teaching and learning in the most interactive way possible within our revised framework</p>	<p>Assessment will be postponed until scenario 3 at the earliest.</p>



Think Piece

A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

“When will they actually go back to school?” This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and their parents as makeshift educator.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours a day? Frankly they are not cool! Their whole self-image, self-esteem, and self-concept, is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult!

The common thread that runs through the current lived experiences of our children, is loss. Publicly it has been the loss of national examinations which has been most obvious. As one student said, “I was preparing to run a marathon, but now they tell me there is no race!” Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how that young person shapes their ambitions for their life. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they are a threat; how long will it take for children to feel not threatened by nearness of others?

The loss of routine and structure, will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm, (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand. Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from NZ, (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under 5 years old at the time of the earthquakes, (eg speech delays, emotional immaturity, etc). We ignore such related evidence at our peril.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery. Already Headteachers are saying "The children will be so far behind academically when they return." Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many Headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

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. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. 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.

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.

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.

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.

We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

What must be going through children's minds at this strange time? Is school to be always transitory, when for you as a child, it has always been a constant, love it or hate it? Can I trust you again, as my teacher, to not abandon me? We were walking a path together, and then this 'thing', this virus, sent us on different journeys. Can our lives reconnect? Can our relationship be re-established? School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement

from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).

The Loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.

References:

Carpenter, B. et al (2015) ‘Engaging Learners with Complex Needs’, London, Routledge.

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Appendix 3:

Here are some initial ideas and activities to timetable in with your classes.

Please be mindful of social distancing measures and aim to take activities outdoors as much as possible...

	EYFS/KS1	KS2
Relationships:	<ul style="list-style-type: none"> Emotion balloons – <ol style="list-style-type: none"> Draw emotions on balloon. Make a 'bat' – (paper plate and lolly stick) – bat over a chalk line to each other. Emotions Charades Wipe that smile – sit in social distance circle, one person starts and has to give their biggest, cheesiest smile, no noise, just smile. They are trying to make everyone else smile or laugh. Once done, they wipe their smile off and throw it to someone else. Magic lamp – tell the children the outline story of Aladdin and his lamp, what would be their 3 wishes. Share yours too. Try to encourage non-material wishes. 	<ul style="list-style-type: none"> Scale of 1 – 10 write how you feel about being back at school. Space to elaborate/write a question to the teacher. Write interview questions for your teacher / friend to answer. Sit in a circle, teacher to start story with an opener 'Once upon a...' next person adds their sentence and so on. Add some rules around vocab etc, make it as fun as possible, let others begin the story too. Two truths and a fib, everyone comes up with 3 statements about themselves, two are true and one is a fib. Can you find out the fib? Word Association – start with one word, for example, 'red' the next person has to give a word associated with red, so they might say 'postbox' or 'Bristol City', keep going until you run out of ideas or time! To keep the game moving at pace, give a 5 second rule.
	<ul style="list-style-type: none"> Guess Who – teacher or child describes someone in the class (not just physically but personal qualities too) others pupils to guess. Mirroring / shadow games - copy your partner (1 metre apart), could do as whole class with teacher leading initially. Make a den (ensure wash hands before and after) All children to have a piece of paper, write or draw the wonderful things they have been doing at home, staff too. Share with the class, should create lively discussions and remembering. Could then flip paper and draw or write what they are excited about returning to school. Again, share. Circle outside (distancing, so could be 2 smaller circles), use beanbag/ball and teacher to start, throw/kick the ball to another and ask a simple question. 'How old are you?' once answered that person throws/kicks to another and asks their questions 'do you have pets?' keep going, get to know each other again. With older children, when game finished, ask them to recall info they can remember about each other. Simon says, let the children be 'Simon' too. Human Alphabet – outside, big space, the children (and staff) have to make the letters of the alphabet with their body, can they all be done? Mindfulness activities Spot the difference. Sit in a social distance circle, choose 2 people to go into that circle, look at them, what they are wearing etc. They then go to a different space each away from the circle and change something about themselves. Could be take a sock off, put their hair up, push a sleeve up. When they come back, the group have to see if they can spot the difference. May have to help younger children with this. Changes can be as subtle as you want, depending on age. 	
Community	<ul style="list-style-type: none"> Make a flower out of tissue paper and pipe cleaner to give to supermarket staff thanking them. 	<ul style="list-style-type: none"> Make a bucket list of things you want to do once lockdown is over. Write a letter to the staff in the local shops thanking them. What have the children missed about our school community, talk about how it made them feel, how they feel to be back, what they are looking forward to.
	<ul style="list-style-type: none"> Draw or write how you managed to stay connected to family and friends i.e. Zoom quizzes, letters, video story time with grandparents Make a time capsule of all the activities you have enjoyed doing while in lockdown – teacher to put all in a shoe box to bury. Draw around your hand and in each finger write / draw 5 ways you have helped your community since lockdown eg. Clapped for NHS, gave to a food bank, helped around house, food shopping to grandparents. Make time to discuss what children may have learnt outside the curriculum. Turn this into a drama guessing game. Draw out and create a display. 	
Transparent Curriculum	When identifying and addressing gaps in learning, approach this in an honest and clear manner. Explain why concepts may be revisited and re-assure children that if they have forgotten, it is nothing to worry about as it is being addressed in the classroom.	
Metacognition	Pupils may have lost confidence to contribute as active learners in the classroom. Gaps in their knowledge will also impact of their self-esteem as learners. Be open and discuss what has happened, how this may impact on them as learners and how we will get back on track. This will be more relevant in KS2 but there may be simpler conversations regarding this in KS1.	
	<ul style="list-style-type: none"> Draw around different classroom equipment in chalk on playground, can children match outlines to the equipment? Listening games – make a sound with a selection of objects – children to guess what it is e.g. bell, whistle, drum. 	<ul style="list-style-type: none"> Fun quiz – e.g. what are the different ways in which we learn? Name 3 things you can do if you are stuck? What can you look at to see what you will be doing different stages of the day? (visual timetable)
Space	<ul style="list-style-type: none"> Put some disco music on – be outrageous and dance like a 'Silly Billy!' Staring contest - who laughs first! Yoga - cosmic kids Listen to different types of music – how does it make you feel? Does it remind you of anything / anybody? 	

Appendix 4:

Circle Time Conversation Starters (KS2) Taken from *'The federation of Golden Flatts and Lynnfiel Framework for Recovery'*.

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?
6. 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?
7. What was the happiest moment you experienced during your time at home?
8. Who celebrated a birthday whilst at home? How did you celebrate it? How was this different to last year?
9. 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?
10. 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?
11. Many people found this time very difficult, was there anything you did to help a friend or member of your family?
12. 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?
13. 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'?
14. 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?
15. 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?
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?

Appendix 5:

Class Games

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. Smile: A smile is passed around the circle.
5. 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'?
6. 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.
7. Introductions: Introduce yourself and the person sitting next to you. Continue around the circle.
8. 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.
9. Colours: If I were a colour, I would be ... because...
10. 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.
11. Emotions game: One person acts out an emotion from their seat or space. Rest of class try to interpret the emotion.
12. What am I? Choose a positive adjective to describe yourself, go around the circle in turn.
13. Actions story: Share a story with agreed actions for certain words. Everyone has to make the action when the words are said.

Appendix 6:

PSHE Curriculum Ideas

Please use the PSHE Association materials throughout the weeks.

The following additional activities are taken from *'The federation of Golden Flatts and Lynnfiel Framework for Recovery'*.

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://primarysiteprodsorted.s3.amazonaws.com/stokedamerel/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-yourown-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-mindfulnessclass-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>
- Safe Hands Thinking Minds - Creative resources to support regulation to include Presley the Pug: relaxation activity book for 5-10 year olds and grounding, soothing and regulating cards:
<http://www.safehandsthinkingminds.co.uk/amazon-associates/>

Appendix 7:

Links to stories and other useful resources:

<https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus-A-Book-for-Children.pdf> A book explaining Coronavirus to children

<http://stayhome.walker.co.uk/rainbows/> 'Rain Before Rainbows' –a story about hope

<https://www.storyberries.com/category/feelings-and-emotions/> collection of free stories about emotions

https://protectchildren.ca/pdfs/C3P_BigFeelingsComeAndGo_storybook_en.pdf 'Big Feelings Come and Go' -a story explaining anxiety to children

<https://www.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx> 'Everybody Worries' –story

https://issuu.com/bloomsburypublishing/docs/thebookofhopes_interactivepdf/6?ff 'The Book of Hopes' –an e-book containing a collection of short stories and poems around the theme of hope.

<https://www.elsa-support.co.uk/category/free-resources/coronavirus-support/> A collection of free resources to promote children's wellbeing.

<https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html> Activities for school and home to promote emotional wellbeing.

https://search3.openobjects.com/mediamanager/biborough/directory/files/2020_transition_recovery_and_learning_primary_and_nursery_resource_booklet_for_schools.pdf Transition, recovery and learning in the aftermath of a pandemic. A resource for nursery and primary schools

https://padlet-uploads.storage.googleapis.com/581363924/cebe8b9406ae6d2d719be606eb4b0bd7/Outdoor_No_Contact_Games_and_Activities_powerpoint.pptx Ideas for non-contact games and activities

<https://www.teritotoi.org/classroom-support/> Lessons written by experts to support children's return to the classroom through the Arts. (Used after the Christchurch earthquakes)

<http://www.unm.edu/~unmvclib/gamification/cards/mindfulgamescards.pdf> Ideas for mindful games

https://drive.google.com/file/d/16RyVSXmOTxbR4Z9u_rtNnSi95c5zOYC2/view Mindful colouring sheets –difficult

<https://www.twinkl.co.uk/resource/t-c-1551-mindfulness-colouring-sheets-bumper-pack> Mindful colouring sheets for children

[Protecting the psychological health of children through effective communication about COVID-19](#)

[Talking to children about illness and death of a loved one during the COVID-19 pandemic](#)

DfE has published a [training module](#)

<https://www.lincolnshirepsychologyservices.com/wp-content/uploads/Coronavirus-Supporting-children-with-high-anxiety-.pdf> Supporting Children with high-anxiety

<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire> Healthy Minds Lincolnshire - Relaxation/breathing exercises

Appendix 8:

The Leuven Scale...

This tool has been developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators when planning any educational setting: 'Wellbeing' and 'Involvement'. Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

Leuven Scale of Wellbeing...

Level:	Well-being:	Signals:
1.	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself, or others.

2.	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3.	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4.	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5.	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

Leuven Scale of Involvement...

Level:	Well-being:	Signals:
1.	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2.	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3.	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4.	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5.	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.