



## Rainbow Recovery Curriculum

'Inside every child is a rainbow waiting to shine'

As children return to school on March 8<sup>th</sup> following a second Lockdown, we felt it was important for you to be aware of the approach that we are taking as a school.

With that in mind, we have provided a summary below of both our approach and the thinking behind it.

This approach will support your child's well-being as they begin their re-engagement with learning at school.

Please do not hesitate to contact us if you have any questions or would like more information.

### **A Recovery curriculum – supporting children to move forward**

We have put the child's well-being at the centre of our thinking. 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. Some of you may have experienced this with your own children. Children will respond to stress in many different ways. Many may have regressed emotionally and are not be able to cope at the level that they could before.

We know that an anxious child is not in a place to learn effectively. So, with this in mind, the schools have thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

#### **What is it?**

As a Federation we have used our Attachment and Trauma training and resources from "Jigsaw" our PSHE curriculum scheme to develop a Recovery Curriculum.

It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to focus on the key areas below and link these to our Learning Power characters, including Rainbow Dog who we introduced when schools reopened after the first Lockdown.

The Jigsaw approach focuses on three R's that sum up a healthy, positive approach to returning to school.

Routine – restabilising old routines and establishing necessary new one.

Relevance – Adapting the curriculum to meet needs of our children

Relationships – reconnecting relationships



## Supporting children to build positive relationships with others.

Reconnecting with friends. Belonging at school.

Gomer - Super TW



Elson - Team work Tia



### What this area will help me to learn?

Every interaction and experience can be healing. We can make a difference by simply being available and being kind. Good quality relationships and time spent connecting and engaging with others will support the healing process. The adults will provide comfort, safety and re-assurance. Secure attachments will cushion the discomfort of returning and stabilise them as learners.

Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interacting with others positively, play alongside and with peers, respond to my familiar and new adults, seek adults to help, support and comfort me when needed, know which adults can help me and can support me to keep safe when I need them.

### What that may look like?

There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:

- High quality play opportunities
- Independent learning to nurture parallel and joint play.
- Turn taking and sharing games and activities including outdoor P.E
- Interaction opportunities using call and response games and songs.

- Time where adults can give sole attention to pupils re-building relationships
- Activities that link to children's interests to show we are interested in them.
- Circle time
- Art work activities display feelings and to celebrate experiences.
- Re-establish routines and expectations
- Provide opportunities to collaborate and re - establish group and class identity
- Provide community projects to allow children, parents and staff to rebuild the sense of community
- Provide home learning that is collaborative with adults or other children

## Supporting children to manage their feelings and behaviour



Managing worries and fears

Gomer – Seger and Respector

Elson - Respectful Ruben, Feelings Felix



### What this area will help me to learn?

Supporting children to understand their emotions and feelings and begin to process the experiences they have had. Supporting children to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help them to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.

### What that may look like?

There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in

school because of social distancing and processes related to this so some tools we will use are social stories and use of visuals to guide and support.

The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions. We will also be using therapeutic tools which focus the children on talking and support pupils in communicating with us, such as building in regular circle time, play times and resources like 'Beyond words'.

There will be regular sessions where we explore and express emotions and use feelings check in boards, circle times, den building and a re – introduction of comfort corner. These will support pupils to explore their feelings as well as having strategies to self-regulate. We will also share appreciation and gratitude for the positive experiences that have happened during lock down as well as acknowledging the sadness

There will be regular opportunities for pupils to engage in

- Self – regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals.
- Lower level activities to allow children to be able to focus on talking out loud their thoughts rather than focusing on the learning, problem solving and understanding of the tasks. For example drawing, colouring, fidget toys, sensory equipment.
- In addition, there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs.
- We will consult children – What are their interest's, concerns and wonders?
- We will use metacognition – Here adults will talk out loud their thoughts and strategies to regulate and this provides a model
- Young children need adults around them to use co-regulation strategies to empathise with their feelings or reactions and offer a solution to how to regulate.
- Adults will be very aware of 'Emotional contagion '. We all have an impact on the mood of others and in school we will be authentic sharing emotions when appropriate. We also understand the importance of providing a positive upbeat optimistic atmosphere.



## Supporting the child to enjoy and achieve Being positive and looking forward to learning.

### Gratitude and appreciation

Gomer - Reflective Detective



Elson – Can do Connie



#### What this area will help me to learn?

Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Learning will need to be modelled and broken down into steps to build their confidence.

Pupils often use repetitive play to explore feelings when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables them to explore ideas, familiar structures in the day. Relaxation time, independent learning, hello and circle time, phonics.

We will support children in re-establishing their '**Growth Mind-set**' feeling safe and motivated to persevere. To know that keeping trying is a positive thing to do

#### What that may look like?

We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm". Using what we know about repetitive play and how children process, this will look like familiar structured sessions in pupil's day and opportunities to engage in play opportunities. We will be providing enjoyable activities which provide children with "fun" so that they want to engage.

Sessions which will feel familiar will be different for each learning Year Group and class group but ideas will be:

- Circle times
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)

- Independent learning where provision takes account of repetitive play and learning.
- ICT songs and learning on whiteboard where these are familiar
- Outdoor play
- Storytime

Learning in these sessions will link to previous and current topic learning or children's key interests and motivators. Children may have missed out on opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

## Supporting physical health and well-being

Revisit – Rainbow the Dog



Feeling safe at school  
Loss and bereavement



### What this area will help me to learn?

Supporting pupils to re-engage with physical health and well-being routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

### What that may look like?

We will be planning in lots of time where children are able to explore and re-investigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed) and understanding these differences will be supported with social stories, photos and pictures.

Learning in supporting my physical health and well-being will focus on managing and coping within new processes keeping safe. This will include:

- Understanding what is different about school and how to navigate this environment.
- Hand washing and hygiene measures.
- Keeping and maintaining social distancing.
- Catch it, kill it, bin it messages.
- Health and hygiene sessions focusing on washing, being independent and looking after yourself.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.

## **Well-being for staff**

It is not just the well-being of the children that is paramount – but that of staff too. Building a meaningful culture of well-being that goes beyond having a well-being box in the staff room! It is about compassionate leadership, regular supervision, support for mental health. We aim through being 'kind' to each other to create a safe and positive environment where adults too can express themselves and move towards healing.