RAISING HOPE

Helping to raise children with big HEARTS and MINDS.

Raising Hope – Our pathway back to a new normal using the 6R's to Respond to COVID-19.

Our Curriculum statement for 20/21 was written in March 2020, before the global pandemic which started on March 20th 2020. Although it is very much focused on Well Being, Metacognition, collaboration, Resiliance and being goal orientated, it does not deal with some of the unique issues that need to be addressed in the light of the global pandemic. We also felt it would be best to be very clear about how we have in the past few months, are doing now and will continue to repond to the situation of COVID-19. We have created a process called the 5R's of Response to help explained how we have worked through lockdown and beyond to respond to the needs of our community.

Rationale

In a think tank piece called Loss and Recovery from Oxford Brookes, Carpenter and Carpenter (2020) suggested the Recovery Curriculum is what schools should be planning to support children in the loss and mental health struggles they will have experienced because of the global pandemic of COVID-19. They identifies 5 losses, which they believe will cause a rapid erosion of the mental health state of our children. They considered these losses to be:

Lever 1: Relationships - we cannot 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. 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.

Loss and Recovery Think Piece 1 – Oxford Brooks

In a practical day to day curriculum these translate to the loss of:

1. Routine
2. Structure
3. Friendship and social intreraction
4. Opportunity
5. Freedom

We believe that for any child returning to school, these losses need to be acknowledged and the feelings and emotions they have created talked about. Children need to know its ok to feel how they do, or not to feel anything at all. In short if we do not deal with children's mental health as a result of these losses we feel we would be doing our children a dis-service. It is important that wellbeing forms the foundation of any approach to reopening schools, as on this firm foundation, future learning will stand.

The 6R's of Responce

Over the period of partial closure, partial opening and full opening of our school (planned for September 2020) we have slowly developed a structure in which to deal with this crisis. This toolkit is broken down into 6 stages:

The toolkit is split into six stages to enable us to be clear aboutwhat we are doing.

1. Re-act to the situation – Communication plan, Identifying the guidiong principle for your school, organisational issues (routines, staffing, finanace etc), Safety and safeguarding, learning, home learning and blended learning, pastoral support, staying connected and Well Being plans. This is also a time for looking at community links and other issues family have – housing, finances, shoppint etc
2. Reset for safety – including looking at routine and structire (During partial re-opening) Staff rotas, opening times and closing times, playtimes, luchtimes, breaks for staff, PPA etc
3. Recover for Well Being - including Friendship and social interactions (the bridge between partial re-opening and full re-opening). Covering all stakeholders. Looking at personal development, as well as social, emotional, health and spritiual and moral development for all.
4. Rebuid for learning – including opportuinity and freedom (in preperation for re-opening and beyond). Considering the issues of re-opening, catch up, curriculum etc
5. Reflect and review for the future – Reflection will happen throughout all stgaes, but this stages acts as a timely buffer to ensure some of those lessons learnt are recorded and the schools guiding principles are revisited. At the end of each stage, or after moving to the next the SMT need to review where they have been, where they are and where they are going to ensure this sits along the guiding principles. inc revisiting the long term cultures of the school, its vision and aims
6. Revisit – This may happen at anytime and at any stage. Each time a stage is revisited it is important schools reflect on the lessons learnt from last time.

We wanted to be prepared and ready for any changes that may occur. The idea of the toolkit was to reduce stress and tension and to act as a guide to help senior leads understand the process and find their way through it. It serves as a reminder of what

Bolsover Infant and Nursery School
Throughout our journey was have tried to help everyone stay positive. We have tried our best to create connections and positive points in time for both children and families. We have called this 'RASING HOPE'. Under the banner of raising hope we value communication, connection and compasion for others.

The 6R's of Response - Raising Hope Valuing Communication, Connections and Compasion					Revisit
Re-act	**Re-act to the siutation**	SMT Buisness Manager WMT	-Communication -staying connected to school and the community -safeguarding -Identify priortise - Safety – identifying vulnerables, Pastoral plans, safe and well checks - Monitoring mental helath - Learning Plans	Buisness continuient plans Policy updates	**Embrassing Change** We may need to revist this stage again, as and when things change (eg another lockdown period). It may be pertenant to have a plan ready that covers: Communication, Identifying the guidiong principle, organisation (routines, staffing, finanace etc), Safety, learning, staying connected and Well Being plans
Reset	**Reset for safety**	Operational HT/SMT Governors	Following guidance – developing new structures Risk assessments for staff, parents and children safeguarding Review of priority policies Liaison with feeders, cluster, Local authority Watch the bigger picture	Action Plan Policy updates Risk assessments	This will look different depending on guidance, eg National, local, unique to the school. Developing new structures around safety and routines for following new hygiene measures inc daily timetables, lunchtimes, playtimes etc.
Recover	**Recover for Well Being**	**HT** **WMT** **Staff**	**Collecting and Gathering theoretical input** – look at relevant research, resources, ideas, think pieces, evidence and creat a school theory	Summary of thinking into a rational and vision	Recover and Rebuild will follow the same process of 1. Gathering 2. Being Bold 3. Empowering 4. Communiating 5. Rebuilding 6. Creating a community 7. Ongoing support
			Being bold – Creating your own pedagogy – detremining the whole school, joint vision. This will impact on the schools culture and ethos. The school will need to audit current provision in line with this.	School ethos is ready to share	
			Empowering staff – Looking at ensuring eveyone is empowered to support. CPD should be available for everyone	CPD records	
			Communication – It is important all stakeholders feel like they are part of what is happennning. The communication should flow both ways	Evidence of communication	
Rebuild	**Rebuild for learning**	**HT** **WMT** **Staff** **Community**	**Rebuilding the school, vision, ethos, curriculum using leanring and exisiting good practice** – Ensure every stakeholder is onboard and has bought into the plan	Presented to Governors	
			Creating a community – It is important to find others to share and discuss your thoughts and ideas. It is helpful to have others to bounce ideas off.	Community links evidenced	
			Ongoing support, evaluation and sharing - Professional support is key to improvement, as is ensuring you review how things are going and if tweeks are required.	Opportuntites to share.	
Reflect	**Reflect and review for the future of the school**	SMT Governors	Formal assessment of the response plan inc revisiting the long term cultures of the school, its ethos, vision and aims. Reviewing: 1. The plans impact on all stakeholders – using data (Quantative) 2. Gathering feedback for stakeholders (Qualative) 3. Comparing successes to planned aims 4. Summarise outcomes – what went well? What could be improved? What can be shared? 5. Revisiting schools culutre, aims and ethos	Review to Governors	Lessons learned identified and recorded Lessons learnt used to support any revisit

Bolsover Infnat and Nursery

RAISING HOPE – Our pathway back to a 'new normal'…

Values -

Communication, connection and compasion- Helping to raise children with big hearts and minds…

The aims of Bolsover Infant and Nursery Schools Response plan: Raising Hope…

1. To re-act to the situation of COVID-19 ensuring all families feel connected to the school, communicated with, prepared, ready and able to support the childrens learning and able to ask for support when needed whether that be accademic, personal or financial.
2. To reset our school with the safety of staff and children as the priority, including looking at routine and structures, supporting key workers children and those who needed the school most, while ensuring those that remained at home felt supported and seen.
3. To guide the communities recovery for Well Being, including offering Friendship and social interactions for everyone, with a focus on compassion and signposting wherever possible
4. To rebuid our school for learning, including offering a wealth of opportuinity and the freedom to use the support and guidance on offer as suitable for each and every family and child
5. Use the opportunity to review for the future of our school – inc revisiting the long term cultures of the school, its vision and aims to enable us to learn from this experinece and some of the positives that have occurred.

Our Guiding Principle

We believe everything we do should be guided by the following principles:

- Safety of staff and children comes first
- We take in 'Loco parentis' seriously and wouldn't ask anything of parents we werent comfortable with ourself.
- Well Being 4 all is paramount and should be safeguarded by management
- Communication, especially listening is key to any planning
- Liaison with Bolsover Church of England Juniors, our 2 local PVI's, ouir Cluster and the local authority is a priority
- Responds to the needs of our shool and ensuring our plan suits our stakeholders
- Everything we do needs to sit comfortably within our school ethos
- Prioritses those that need school the most (families and children)
- Is solution focused and family orientated

Re-act

While entering into lockdown and whilst dealing with lockdown we were re-acting on a daily basis, fire fighting if you will. We were responding to the goverments guidance, the Local authorities requests, the families needs, the communities requirements. We worked hard as a school to address all of these things.
Whilst partially open we:

- Used Seesaw and our closed Facebook page to share home learning with families. After the Easter holidays we also offered a paper collection service.
- We have responded to all of our children's work they have submitted
- Our vulnerable families at home have had a tiered support plan – Daily, twice or three times weekly contact
- We have delivered FSM vouchers, food parcels, financial support and support in accessing local community services
- We have read bedtime stories every day to help with staying connected
- We have had joint ventures with our Junior school inc – making signs, scarecrow competitions and poster displays
- Teachers have zoomed children face to face, spoken to parents and children on the phone, sent personal videos of themselves and class compilations. We have Zoom sing-alongs, craft activities to stay connected and class Zoom Rooms.
- We have taken part in a Climate Project Trial using Mini Climate Readers and Challenge cards through the holidays
- We have set physical challenges throughout the week
- We made a VE Day Video and Celebration Challenge
- Staff made a video compilation for the children
- We have communicated with children and parents every step of the way.

Staff made sure every family were spoken to individually once every two weeks and offered support and guidance where needed. We believed we responded well to our community and we will continue to do this until it is not needed anymore.

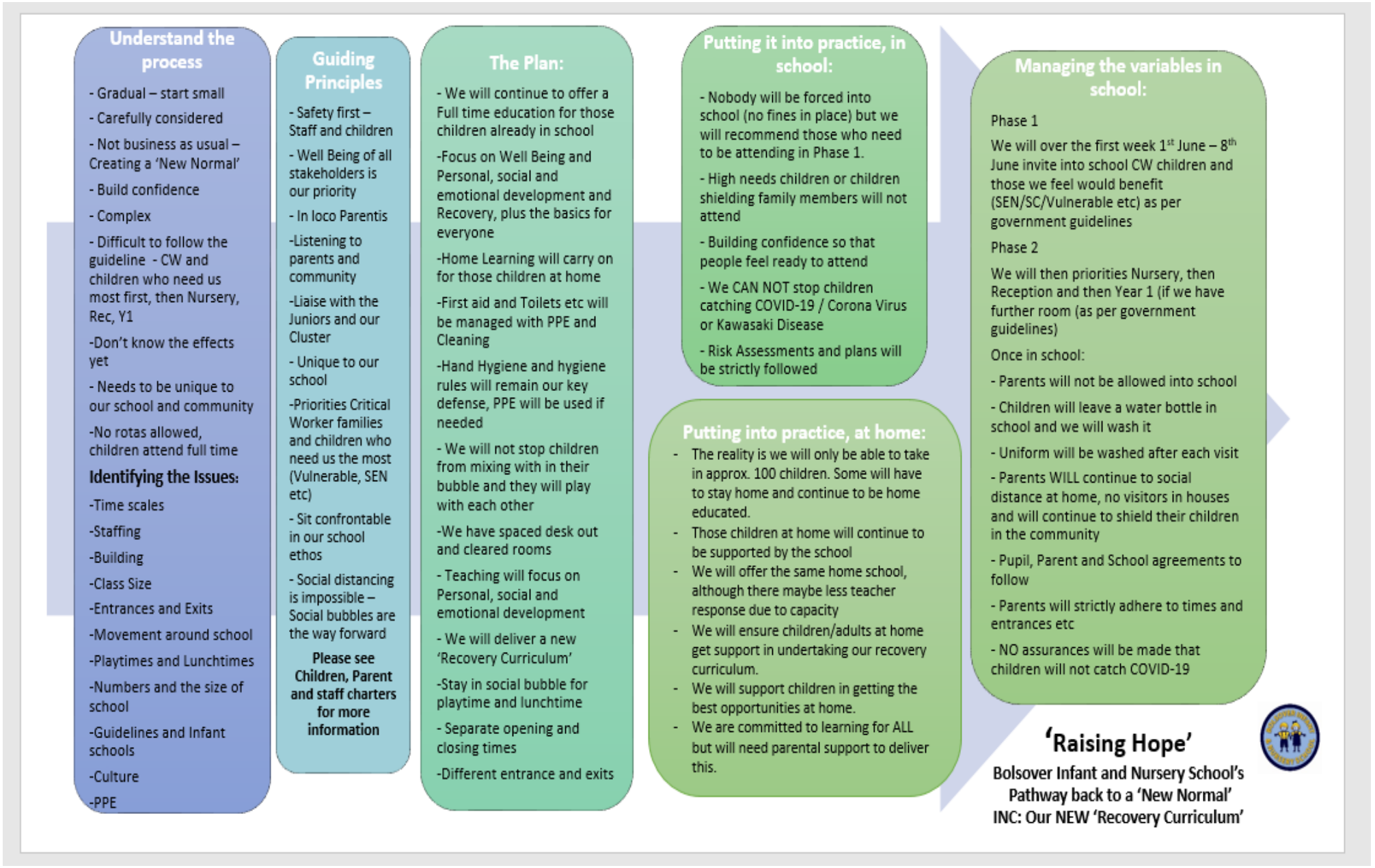
RESET for Safety (Routine and Structure)

The schools policy has been to be open and honest with all stakeholders and ensure they are aware of thinking and developments. The road to resetting has been rocks and change has been the only constant. The school has had a policy of openess, transparency and honesty with effective communication through out this journey. The school has termed this 'OUR PATHWAY'.

1. Communication
2. Identifying the guiding principles
3. organisation (routines, staffing, finanace etc)
4. Safety
5. Learning
6. Staying connected
7. Mental health plans

We shared our pathway via our closed Facebook page, Seesaw and our website. We wanted to be as open and honest as we could with our stakeholders.

Reset - Raising Hope – The pathway we shared with parents back to a new normal from June 1st 2020



RECOVER for Well Being (Friendship and social interaction)

The second point of 'Recover' is the responsibility of the SMT, staff and parents, anyone who has a responsibility for PSHE / Well-Being, Social & Emotional Learning - the unseen curriculum. This is our Recovery Curriculum which includes the Better Bear Project.

INDIVDUALS AND THE PATHWAY:

The pathway is also split horizontally into three tiers. Tier 1 must be a universal offer made to all students and staff to recover. Tier 2 is for those who might need more bespoke support - but their needs can be managed within school. Tier 3 is for those students or staff who may need bespoke support from outside agencies because their needs cannot be met within the school over a longer period.

Recover – Recovery Curriculum	
Tier 1	Universal services
Tier 2	Bespoke services
Tier 3	Outside support

We are very aware that everyone will have lived this experience differently and that both adults and children will have felt the impact of the loses Carpenter and Carpenter identified. We planned a programme of CPD and lessons which would help everyone address some of the issues or at least develop a better understanding of them and an awareness of how to help. We called this programme of recovery our Better Bear Programme. It included CPD for staff, guidance and support for parents and lessons for children.

REBUILD for Learning (Freedom and Opportunity)

The fourth point is 'Rebuild'. The school needs to rebuild, we do not want to just repair and move on. We are hoping to learn for our experiences and take away some positive changes, to review what went before and only bring along the positive when we rebuild, we do not want this expercience to go to waste. The easiest way to create a coherent whole is to think about what contribute to 'the new normal'. In order to do this we have re-built our curriculum, revist our Vision, values and aims.. We continue to respond to the current crisis and will continue to communicate our plans with all stakeholders. These communications are shared via Zoom, email and whatsapp with staff and governors. For parents we communicate via closed Facebook, SeeSaw, our website and email. Plans change regularly and all stakeholders are reminded of this in every communication. The rebuilding of our school ethos, curriculum and plans for the future began right back in May 2020. As we considered a return to school, we were very aware that these plans needed to focus on recovery and loss. We created the following pathway through developing a new vision of our school curriculum and a rebuild of what school might be like in the future:

We have built the schools response of RECOVER and REBUILD into one plan with 4 sections:

1. Raising Hope with the Better Bears
2. Transition with the Better Bears
3. Beyond the plan… Back to making learning memorable with key themes and strong PSHE links for everyone
4. Planning catch up.

Our pathway to recovery:

Ongoing support, evaluation, Sharing.
Collecting and Gathering theoretical input
Research
Resources
Ideas
Think pieces
Evidence
Theories
Being Bold
Creating a pedagogy
Detrmine your vision
e.g. To developing a culture of Kindness, curisoity, caring and connecting
Audit / review provision
Evaluate practice
Create a community of support / Network of excellent practice
LA
Cluster
Academies
Teaching schools
Associations
Future Shaping in schools...
Creating a pathway back to our 'New Normal'.
Shaping the future of education...
Acknowledging that mentally healthy children are better ready to learn.
Empowering staff to focus
CPD - Mental Health, Attachment, Loss and recovery
Look at Good Practice
Action Research Projects
Identify requirements and write a rational
Catch up plans:
Schools
Year groups
Class
Individuals
Vulnerables
Assessment and Curriculum design
Meeting the social and emotional needs of young people
Teaching metacognition
Creating an emotional Resiliant currciulum to aid accademic learning
Develop Professional Communication around vision and rational
Governors
staff
parents
children
Community
Set clear aims

Shaping the future of education…

Acknowledging that mentally healthy children are better ready to learn.

Effective future learning needs to stand on the firm footings of positive mental health.

Recovery

In shaping our recovery plan, we followed the pathway above.

We collected and gathered up as much theoretical input as we could, we read research, shared resources, created and explored ideas and think pieces and gathered evidence that allowed us to create our theories. We then created a school pedagogy, a vision of what we believed in and what we wanted to achieve. This led us to audit practice and identify what worked in light of our new pedagogy. We then set about sharing this learning with both staff and parents. Sharing CPD, webinars, ideas and thoughts with each stakeholder in order to create a shared vision of the future. This led us to our rebuild. We rebuilt the way we delivered home learning; we changed how we worked with children in school. We created, firstly, a social and emotional response to recovery as a priority. We then set about creating a community of support, a network of similar minds to share this with. Beyond this we would continue to rebuild where we were going, reviewing the need for ongoing support, identified via evaluation.

Recovery pathway here at Bolsover Infants:

- Raising Hope
- Betters Bears
- New beginnings
- Raising hopes and dreams – helping children with big hearts and minds
- Better Bear Transition
- Mental Health temperature checks
- Academic assessments
- Catch up plans
- Making learning memorable – Return to our new normal and our new curriculum statement

Raising Hope with 'Better Bears' - Our pathway back to positive mental health 4 all…

Following the successful 2019/20 pilot from **Alfreton Nursery Teaching School Alliance and Derbyshire County Council Early Years Teams, 'The Teddy Bear Project',** we would like to share with you our **'Raising Hope with the Better Bears'.**

The origins:

The 'Better Bear' project was our settings response to the growing concerns of professionals, about our children and parents mental health through the COVID-19 crisis.

Since March 2020, the COVID-19 Public Health Crisis has gripped the whole world, and we, as a school, were most certainly seeing an impact on our community's mental health as a result. All stakeholder groups, were finding the increased worry, anxiety and stresses brought about by the pandemic and subsequent lockdown, over-whelming to manage and were reporting a whole range of responses from our children.

Throughout lockdown, like many schools and Early Years settings, we continued to respond to these growing concerns. The school community were creative, innovative and reactive in their responses, both with children who continued to attend, but also for those children who remained at home.

However, it soon became clear that there needed to be a planned approach to this issue, when settings began to design their pathways back to a new normal.

Bolsover Infant and Nursery School

We believed the recovery curriculum, in our setting, needed a focus on 'Positive Mental Health 4 all'. 'Raising Hope…' became our settings pathway back to our new normal, which included our recovery curriculum and our pathway back to positive mental health. The **Raising Hope with 'Better Bears' Project** was and continues to be part of our schools response to the recovery curriculum.

The project aims to:

- Help and support children, families and staff TRANSITION back into our setting after the global pandemic
- Take an attachment led approach to building RELATIONSHIPS back in our EYFS/Ks1 focused school/community
- Support children with the loss that has occurred through lockdown – the loss of relationships, friendships, freedom, community, opportunity and routine
- Leave resources in our setting that could be long lasting in supporting transition into school post COVID-19 and across all year groups.

Better Bears in practice:

- All children received their own 'Better Bear', which was designed by the child, to be individual and unique. They made the bear a safe place to live (inside a box) and took on the responsibility and challenge of helping their bear.
- **EVERY** child received a bear, those who were learning in school and those who remained at home. Each child received a box of craft resources, a box, a bear, glue and daily updates of things to do, talk about, see, think and ponder. Through a range of approaches including; Social stories, therapeutic stories, Floorbooks and sound early years practice, children worked through a range of sessions designed to help them feel safe, deal with a sense of loss, anxiety, worry, stress and change. However, mostly begin to understand a range of feelings and emotions and to help them navigate a new social experience.

The 'Better Bear' Project Resources:

- The **'Better Bear Project Guidance'** document includes support and guidance for staff in a setting, no matter the size. Any adult can use it, whether they are a professional working in a home environment or a parent working remotely. It also has discreet sections for parents and guardians. It offers signposting for all adults around their own mental health, as well as a planned approach for children. It includes the first three introductory sessions.
- The **'Better Bear Planning Document'** delivers both lesson planning guidance for setting staff, with help, top tips and session plans for adults at home. In this document, there is a range of ideas for activities with children. These sessions offer practical activities and opportunities to explore their thoughts, feelings and experiences in a safe and non-judgemental way.
- The **'Better Bear Story Book Planner'** is a document, which uses well-known children's literature to support children's social and emotional development, with session plans, helpful tips for parents and activities for children.
- Most adults can deliver Sessions one to one or in small groups. Practitioners can replicate the concept in any setting in its entirety, with ready to use resources or can adapt the concept and use it innovatively across a whole range of settings.

Please follow the link for more information…https://www.bolsover-inf.derbyshire.sch.uk/Better-Bears/

Curriculum Statement 19/20

Bolsover Infant and Nursery, where little people are taught to **DREAM** big!

Discover

Respect

Engage

Able to apply basic skills

Make a difference to the world

8 Key Themes

A pathway to recovery…

PSHE Association

OPTIMUS EDUCATION

EVIDENCE FOR LEARNING

Attachment Theories

kca. KNOWLEDGE · CHANGE · ACTION

Post COVID-19

What will this look like now?

Attachment Aware Schools Derbyshire

Tina Rae

PSHE Matters: A PSHE Curriculum for Primary Schools

Carpenter and Carpenter Five Levers

Recovery Curriculum:

A NEW BEGINNING:

Happy Health Successful Safe

- **REVIEW** what is important to value
- **RESPONSIVE** to all stakeholders
- **RESPESTFUL** to peoples lived experience
- **RESILIANT** to the only constant which is change

RAISING HOPES AND DREAM…

We aim for children to learn to be:

- CONNECTED
- KIND
- CURIOUS
- TOLERANT
- EQUAL

We **HOPE** that our children learn:

COMPASSION
KINDNESS
CONTENTMENT
AMBITION

RAISING HOPE,

our pathway to a new normal!

INC Better Bears

Over Arching Theme:

WELL BEING

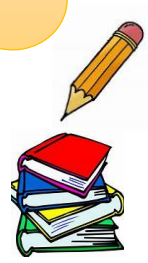
Helping to raise children with big HEARTS and MINDS.

1. Individuality
2. Independence
3. Communication
4. Critical Thinking
5. Creative Thinking
6. Ambition
7. Community
8. Empowerment

2020/21

- Better Bears Raising Hope
- Better Bear Transition (with our PVI settings and Feeder Juniors)
- Mental Health Temperature check
- Academic Assessments
- Catch up plans

MAKING LEARNING MEMORABLE



Transition

Transition

Please remember these can change in line with government Guidance – these are our thoughts, not set in stone until August 2020

In these uncertain times, post COVID-19 we understand that many parents have many worries about returning to / or starting new schools in September. We have designed this page to hopefully help everyone, reduce anxieties for children and parents and answer as many questions as possible.

Our **Whole School Transition** Plan for September (Inc. Year 2 to Y3)

As many of you may know, our school has been partially closed since March 2020, we have always remained open for key worker children and those that needed us the most, but for the majority of children we have been providing home school support. One June 1st we began our partial re-opening and opened school to a number of 'bubbles' for more key worker children and those children we felt would most benefit from our support. The following weeks saw us provide education for around 95 children in school. By September 1st, we are hoping we can open to the majority of children, **unless the government change the guidance over the summer**. These plans will always be fluid and we recommended parents join our closed Facebook page to stay up to date with the latest information, or continue to check the information on this page at regular intervals. We live in changing times at present and so the school will need to be responsive to the guidance set for us by the government.

We have included a list of the proposed dates for the academic year 20/21. However, our governors have agreed that we make a number of changed to these dates.

1. The staff in school will return on 1st September for an INSET Day (this is one day early)
2. This allows children to return to school on the 2nd September 2020
3. This means we will break up one day early in July 2021, on Wednesday 21st July
4. The 5 INSET days will now be: 1st September, 23rd October, 2nd November, 4th January and 1st February
   (these are the same at Bolsover Church of England Juniors School)

On September 2nd every child in school, will now start back at school here, at the infants. All the Year 2 children will return here, in their Junior uniform, for the 2nd, 3rd and 4th of September.

Every child will return to the class they are in now, with the teacher they have now, with the children they should be with now. This will allow us to finish the academic year 19/20 here, support the children back into school and prepare them for transition. Their original teacher will teach every class from this year, apart from two exceptions.

1. Orange class who will have a guest appearance from Miss Hubbard (now off on maternity), but will be taught by Miss Evans (their now qualified Student teacher).
2. Purple Class, who will be taught by Miss Lister (who is returning to us in September), with a guest appearance from Miss Crossley on Thursday afternoon (as she will be working in another school in September).

We believe this will give everyone a chance for closure, the opportunity to end the year positively and a chance for a positive transition into the next phase of learning.

Children New to our school in Reception in 2021 (September)

These children will start school on **Thursday 3rd September**. They will all be in Orange class 2020 and their teacher will be Mrs Chapman and Mrs Collins. For the first 2 days, they will have the opportunity to meet all of the Reception staff.

Children new to our Nursery September 2021 (September)

On Wednesday 2nd, Thursday 3rd and Friday 4th Nursery will only be open to those children who are moving into our Reception class on Monday 7th September, plus any children who started nursery after January 2020 (in Nursery) and will stay in Nursery until September 2021. If your child starts nursery in September 2020, we will contact you with a start date soon.

Children moving from Nursery 2020 (NOW) to Reception 2021 (September)

These children will attend nursery as usual on Wednesday 2nd, Thursday 3rd and Friday 4th September. On 7th September 2020, they will move through to Reception and start the academic year 20/21.

Children moving from Reception 2020 to Year 1 2021

These children will attend Red, Yellow and orange class, as usual on Wednesday 2nd, Thursday 3rd and Friday 4th September. On 7th September 2020, they will move through to Year 1 and start the academic year 20/21.

Children moving from Year 1 2020 to Year 2 2021

These children will attend Blue and Indigo class, as usual on Wednesday 2nd, Thursday 3rd and Friday 4th September. On 7th September 2020, they will move through to Year 2 and start the academic year 20/21.

Children moving from Year 2 2020, here at the Infants to Year 3 2021 at the Juniors.

These children will attend Purple, violet and Turquoise class, as usual on Wednesday 2nd, Thursday 3rd and Friday 4th September. On 7th September 2020, they will move through to the Juniors start the academic year 20/21 in the new school.

RESET – We will need to revisit the RESET stage over the summer months to prepare what September 2020 may look like.

For more information on our school transition, please see: https://www.bolsover-inf.derbyshire.sch.uk/Nursery-School/

Black Lives Matter

We were eager to reflect all changes that have happened over the COVID-19 period while planning our recovery curriculum and we felt it was important to plan some initial learning around the issues relating to 'Black Lives Matter'. After a lot of research, we felt it was important that our young children understood these simple messages:

- We are all unique and different and this should be celebrated and respected
- All people have a right to be treated fairly, be respected and should have the same life chances no matter what their race or colour
- At this time, not all lives are treated as equal and it is our responsibility to fight to ensure this improves in the future

Better Bear Planning

June 1st onwards In and out of school	From September onwards In school	Title of the session	Focus of the session	Delivery method
Session 1		Who am I? What makes me happy and safe?	Vocabulary of emotions	Emoji's New Vocab list
Session 2		Mr Better Bear is special…	Being Unique	Meeting our Better Bears
Session 3		Finding a safe Place	What makes us feel safe and happy?	Making a safe place
Session 4		Make better bears better!	Self-regulation	Bear paws
Session 5		Full esteem ahead	Self esteem	Mindful colouring
Session 6		Oh Behave!	Understanding our behaviour	Choice wheel
Session 7		Why am I angry?	Understanding anger	Stress Ball
Session 8		What is anxiety?	Understanding Anxiety	Breathing star
Session 9		Making Connections	Connections between feelings and their body	Worry Stones
Session 10		Being bold and courageous	Feeling worried and doing it anyway Practice – Have a go attitude	Celebrating achievements – proud moments
Session 11		Why Talk?	Power of talk	Communication tree
Session 12		Don't worry – Be happy - attitudes	Positive mental attitude	Positive experience diary
		Looking after me…	Being mindful	Self-care bear
Session 13		Making mistakes learning new things.	Making mistakes	Self-evaluation Setting small achievable targets
Session 14		Giving to others and how it helps.	How we help each other, to help ourselves	Giving tree

Recovery Curriculum – Weekly Themes for Moral and Spiritual Connection / Transition planning sessions

Week	Theme of the Week	Reflection in class	Assembly	Connection time	Message Home	Collective Worship Session
One	Hope	New Beginnings	Introduction to recovery curriculum. Celebration of School Community. What is mental wellbeing? School support systems	Support Moral dilemma – Friend needing help. School support systems recap. Telling when they have asked them not to When and who to tell	Creating hope for the term ahead	Genesis chapters 6 to 9 tell the story of the great flood and how God rescued Noah and his family, along with a selection of all the creatures, in order to give them and the world a second start – a new beginning
Two	Ambition	Future Goals	When we were babies our parents set our goals – talking walking etc As we grow older that becomes our responsibility Our futures are our choice – in order to be content we need to be pro-active	Meeting goals no matter what Friendship Winning and loosing What happens without goals	Setting goals for the next stage in life	A bible story about working hard Joseph and his dream coat – Joseph always had a hope and dreamed of the coat – he believed in god to deliver against all odds
Three	Respect	Understanding and Regulating Emotions	Understanding Emotions. Understanding Anxiety. The fight or flight response and symptoms. The way we respond to each other and our grownups – choice not a reflection of our emotions	Keeping our emotions in check Responding to them but not letting them rule us Being bold and do it anyway	Everyone is unique and equal Equal opps	Respecting everyone – no matter how different Mary was resilient – she trusted in the world of god, when he sent his son and through the crucifixion
Four	Action	Understanding choice	How we respond is up to us Life is about choices Behaviour, goals etc Attitudes to learning Engagement success	'Flip it' Task. How could you change something from a bad choice to a good choice – use dilemmas	Managing behaviour	Making positive choices Fishermen to disciples They left their nets to follow Jesus
Five	Compassion	Creating Resilience	Resilience definition Stickman Helping others Good listening Friendship	Managing distractions Revisit stickman Getting help	Helping you child be resilient	Having compassion for others Jesus and the lepers
Six	Truth	Being True to Yourself	Telling truth True to yourself Being honest Being open about feelings	Moral dilemma – Social story	Trying new things and experiences	Honesty The life of Jesus
Seven	Excellence	Promoting Gratitude	What is gratitude? Giving thanks Changing your attitude to gratitude. Striving for excellence	Meditation. Moral dilemma – Not being picked for something you really want.	Gratitude	Gratitude Jesus sent 10 healed lepers to the village to be healed on their way – only 1 came back to give thanks

	Theme	Race / BLM		Better Bears Planning	Curriculum focus	Assessments / Catch Up
Week 1 (3 days) 2nd Sept	**Hope**	Happy in our skin Fran Manushkin As long as we are all treated fairly	https://youtu.be/G8WrScDZVes	**Transition** Booklet New beginnings Me and My Better Bear Saying Strong Goodbyes	Whole school Planning EYFS / KS1 Leaf - https://youtu.be/H44d4MyQOlQ Sandra Dieckmann **Focus** – Connections / Relationships / Environment / Art / Some Vocab and Literacy	**Feeling Safe**
Week 2 7th Sept	**Ambition**	I am enough By Grace Byers Whoever I am I should be respected and should have the same life chances	https://youtu.be/G8WrScDZVes	**New Class New Friends** What are emotions All about me / Being Unique Managing Feelings Class routines / Feeling safe Class Rules / Understanding me		**Feeling Secure**
Week 3 14th Sept	**Respect**	Ruby's worry By Tom Percival Ruby's worry – Ruby's mum worries too, she worries. Ruby doesn't live in a world that is fair for Ruby	https://youtu.be/G8WrScDZVes	**Behaviour for learning** Behaviour Buddies Setting Goals and Achieving Collaboration Anger Growth Mind-set Anxiety Team Work Making Connections Looking after me / Managing myself	Making Learning Memorable Planning Our own school curriculum Topics Introductory week – Focus language building / Play / Role Play Continuous and Enhanced Learning	**Getting Ready to learn** Well Being Temperature Check Phonic assessments Reading review
Week 4 21st Sept	**Understanding Choices**	Unique and wonderful By Dee Smith We should all live in a world that is fair and just and treats us all fairly	https://youtu.be/4RVyyN20Gzc	**Connecting beyond the School** Making mistakes / Talking to others Peace one Day Mr Bewilder, being curious Attitudes . Setting goals – making mistakes and learning new things Giving to others and how it helps	Peace one Day - 22nd September Final BB sessions: Don't worry – Be happy - attitudes Looking after me… Making mistakes learning new things. Giving to others and how it helps.	**Assessment** Writing Assessment Maths assessments

Over the first few weeks, we will have a focus on Activity – Outdoor learning / connecting with nature / Physical development
EYFS – Focus on outdoors, gardening, gross motor work outside
Ks1 – Year 1 Forest Schools (in the woods and on in our grounds) Year 2 visits to Pleasley Vale for Outdoor and adventurous activities

Reflect and Review

Formal assessment of the response plan inc revisiting the long term cultures of the school, its ethos, vision and aims. Reviewing:

(1) The plans impact on all stakeholders – using data (Quantatvie data)
(2) Gathering feedback for stakeholders (Qualatitive Data)
(3) Comparing successes to planned aims
(4) Summarise outcomes – what went well? What could be improved? What can be shared?
(5) Revisiting schools culutre, aims and ethos

RE-VISIT

We are very aware, especially through COVID times, that at any point we may have to retrun to a lockdown situation. The SMT are working hard to ceate a 'Re-act' plan that builds on lessons learnt. A staff meeting will be held to reflect on lessons learn, which will include feedback from children, parents and staff this will help inform planning for future situation where we will need to move back into the 'Re-act' stage.

1. We will plan for a whole learning package that cover a 2 week period for each year group for full home learning.
2. Teachers will prepare for blended learning (all children having some access to between home and school) eg Some online teaching via videos or Zoom, delivering both Face to Face and home learning sessions (ie Partial opening with some children at home and some in school) and full opening
3. We will plan a rote of in school sessions for full lockdown (only dealing with those Critical worker families that can not find care anywhere else, SEN Children if needed and Social care cases), group bubbles and full opening.
4. Pastoral plans will be put in place for vulnerable families
5. Staff will prioritise their class against what they know about vulnerabilities, access to home learning, prior take up etc

Fully Open	Blended Opening	Government Opening	Partial Opening	Full lockdown (Partial closure)
Every one	Rotaed Attendance	Critical Workers Vulnerables Nursery Reception Year 1	Year Group bubbles (size dependant on Guidance)	Critical Workers in on days parents need to work Vulnerables FT
Slight organisational changes – Class bubbles	Critical workers and very vulnerable catered for FT Everyone one for some of the time, some time still at home	Year 2 and those shielding home learning	All Critical Workers and Children who need us most in full time Everyone else at home	Everyone that can possibly stay home do so
New beginnings Raising hopes and dreams – helping children with big hearts and minds Better Bear Transition Mental Health temperature checks Academic assessments Catch up plans Making learning memorable – Return to our new normal and our new curriculum statement	Blended learning -In school lessons -Home learning videos -Home learning packs led by the teacher Classes taught in 2 groups 2 days in school, 2 days at home	Unable to deliver due to staffing, building, size of co-horts	Home learning and recovery curriculum	In school child care inc completing home leanring Everyone completing home leanring