

## PSHE Recovery Curriculum

### Autumn 1

Each week there will be an hour PSHE lesson focusing on the recovery curriculum (blue) and a ½ hour lesson focusing on an aspect of the keeping ourselves safe in preparation for another lockdown or pupils having to self-isolate (green). We will be following the scheme Let's Begin Again as part of our PSHE recovery curriculum.

	Autumn 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>EYFS</b>	<p>A sense of Community -</p> <p>Transition</p>	<p>Re-establishing Routines - My Day</p> <p>How rules help to keep us safe</p>	<p>Respecting Space and Social Distancing</p> <p>To know that parts of the body covered by underwear are private</p>	<p>Rebuilding Relationships</p> <p>What makes us special and how everyone has different strengths</p>	<p>Experiencing loss - My Missing Things</p> <p>How to manage overwhelming feelings</p>	<p>An opportunity to revisit any topics that need further consideration with the theme of community.</p> <p>Identifying a trusted adult and how to communicate with them if they are feeling scared/unwell</p>	
<b>KS1</b>	<p>A sense of Community - Dan's Butterflies</p> <p>Transition - Class Charter</p>	<p>Re-establishing Routines - The Twins' New Normal</p> <p>How rules and restrictions</p>	<p>Respecting Space and Social Distancing - Jake's New Job</p> <p>To know that parts of the body covered</p>	<p>Rebuilding Relationship - Yin Fills the Gap</p> <p>What makes us special and how everyone</p>	<p>Experiencing loss - My Missing Things</p> <p>How to manage overwhelming feelings</p>	<p>An opportunity to revisit any topics that need further consideration with the theme of community.</p> <p>Identifying a trusted adult and how to communicate with them if they are feeling scared/unwell</p>	

		help to keep us safe	by underwear are private and to be able to name the main parts of the body including external genitalia	has different strengths		
<b>LKS2</b>	A sense of Community  Transition - Class Charter	Re-establishing Routines  How every day health and hygiene rules and routines help to keep us safe	Respecting Space and Social Distancing  How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable	Rebuilding Relationships  That their body belongs to them and should not be hurt or touched without permission	Experiencing loss  How to cope with overwhelming emotions	An opportunity to revisit any topics that need further consideration with the theme of community.  Identifying a trusted adult and how to communicate with them if they are feeling scared/unwell
<b>UKS2</b>	A sense of Community	Re-establishing Routines	Respecting Space and Social Distancing	Rebuilding Relationships	Experiencing loss	An opportunity to revisit any topics that need further consideration with the theme of community.

	Transition - Class Charter	The importance of following rules to keep others and themselves safe	How to tell a trusted adult if they feel unsafe or unwell and the importance of keeping trying until they are heard	To recognise unsafe or suspicious content online and what to do about it, including communicating with people online	How to cope with overwhelming emotions	
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## Autumn 2

Following the previous term's recovery curriculum, we have decided to continue to make emotional well-being a focus in Autumn 2. Subsequently, children will have one ½ hour PSHE lesson each week that will follow the long term PSHE plan and another hour focusing on emotional well-being, using The Story Project resources.

Phase	Story Project Book and Objectives (1hr)	PSHE lessons - objectives from long term plan
EYFS	<p><b>Happy Pig Day by Mo Williams</b></p> <ul style="list-style-type: none"><li>• I know and can express the feeling Happy.</li><li>• I know and can select activities that make me happy.</li><li>• I know and can express the feeling sad.</li><li>• I have some simple strategies to manage negative emotions.</li><li>• I understand that people's bodies and feelings can be hurt.</li><li>• I can explain how to have kind hands.</li><li>• I understand the feeling of excitement and know how to calm myself down.</li><li>• I know how friendships can make us feel happy.</li></ul>	
KS1	<p><b>Angry Arthur by Hiawyn Oram</b></p> <ul style="list-style-type: none"><li>• I know how to judge what I am feeling and whether my behaviour is appropriate and proportionate.</li><li>• I understand that there are different levels of emotions and can act out the 5 point scale for basic emotions.</li></ul>	<p><b>Who is special to us?</b></p> <ul style="list-style-type: none"><li>• -About the different people in their family/those that love and care for them</li><li>• -What their family members, or people that are special to them, do to make them feel loved and cared for</li></ul>

	<ul style="list-style-type: none"> <li>• I understand why someone might have an inappropriate reaction.</li> <li>• I understand the importance of giving my brain a rest and know some ways to relax. I take responsibility for my school environment. Including toilets/ shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• -How families are all different but share common features - what is the same and different about them</li> <li>• -About different features of family life, including what families do/enjoy together</li> <li>• -That it is important to tell someone (a trusted adult) if something about their family makes them feel unhappy or worried</li> <li>• -That family is one of the groups they belong to, as well as school, friends, clubs</li> </ul>
LKS2	<p style="text-align: center;"><b>Ruby's Worry by Tom Percival</b></p> <ul style="list-style-type: none"> <li>• I understand that everyone experiences 'worries', but I need to get help if these become overwhelming. I know where I can get help.</li> <li>• I know what to do if I can't ask my family or friends for help and what to do if it is someone in my family or friend who is making me feel unsafe or unhappy.</li> <li>• I understand the role of the doctor/ GP and why I might need to visit them.</li> <li>• I understand what a Young Carer is and know whether I am a young carer. I understand how this can affect people's wellbeing.</li> <li>• I understand and can express feeling lonely.</li> </ul>	<p style="text-align: center;"><b>How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>• -How friendships support well-being and the importance of seeking support if feeling lonely or excluded</li> <li>• -How to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• -How to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• -That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• -How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>
UKS2	<p style="text-align: center;"><b>Anne Frank: The Diary of a young girl by Anne Frank</b></p>	<p style="text-align: center;"><b>What makes up a person's identity?</b></p> <ul style="list-style-type: none"> <li>• -How to recognise and respect similarities and differences</li> </ul>

	<ul style="list-style-type: none"><li>• I have strategies to manage difficult situations and know how to seek help or advice from others, if needed.</li><li>• I know about, understand and accept a wide range of family arrangements.</li><li>• I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• I understand what feeling hopeful means.</li><li>• I understand what feeling vulnerable means.</li></ul>	<ul style="list-style-type: none"><li>• -That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)*</li><li>• -How individuality and personal qualities makes up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)*</li><li>• -About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li><li>• -How to challenge stereotypes and assumptions about others</li></ul>
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