

The 3 R's - The Oakmeadow Way



Curriculum Intent:

On return to school in September, we are mindful that our curriculum will need to further adapt to help our children respond to the challenges that the transition and recovery period from the Covid 19 pandemic will present. We understand that we cannot pretend that nothing is different or that we haven't found the pandemic scary, difficult or sad. We will have children who have not set foot inside the school building for six months; other pupils, children of key workers for example, may have been in school full time since the pandemic began. Within this, we know that children and young people respond to adversity in a range of ways, including changes in their capacity for learning and physical and psychological wellbeing. As much as returning to school may feel like a relief, or even feel exciting for some, it is also likely to be a time when many children and young people feel anxious, particularly those who have underlying health conditions or who live with someone who is shielding. Feeling safe may have come to be associated with 'staying at home', 'social distancing' and frequent handwashing and so we all need to learn new ways to continue to feel safe whilst connecting with our friends and peers and learning together back in our school setting.

This is the reason that we have worked hard to develop an additional element to our curriculum that will support children with all of these areas and we are terming this our 'Three R's Curriculum: Return, Rediscover, Reconnect'. On the return to school, our pupils will receive a mixture of core subject and basic skills teaching, to ensure their academic progress is maintained, and the 3 R's program in order to meet their possible social and emotional needs at this strange time. Within this, children will be provided with safe experiences in which to learn these skills high in both nurture and structure. Pupils will be taught strategies to self-calm and why this is useful and conducive to creating a positive learning atmosphere. Sometimes for there to be calmness there needs to be opportunity for movement and the expenditure of energy and so we will provide a range of well-planned and safe active outdoor learning experiences. We will value physical education with Fit 15 sessions daily and an adapted PE lessons to take place twice weekly. Talking about feelings is important and so we have provided children with individual resources to help remind children of our 'Zones of Regulation' approach and to further develop emotional literacy and help children and young people to understand their own and others' feelings. We make all expectations clear, break tasks down and provide supportive and clear feedback to check that they are on task and have understood the messages correctly. It is important for us to acknowledge successes and provide explicit feedback on what has been achieved.

We recognise the importance of continued review and reflection and so have planned to allow for changes and adaptations in response to new developments. New routines and boundaries can be discussed and agreed to provide reassurance to allow children and young people to negotiate their day with confidence. Seesaw will be used to share with families the work the children have been doing so that this can be followed up at home.

Implementation:

To be covered across school at an age appropriate level:

Zones of Regulation to help them communicate to us how they are feeling and so that they understand the impact of these feelings on them.

Hygiene – hand washing, respiratory hygiene so that they understand the responsibility we all have to keep ourselves and others safe.

Distancing and other measure in place in school to keep us safe so that they have an understanding of why things appear different.

What have been the positive experiences of the lockdown and what have they found tricky to help them reflect and understand similarities between themselves and others and to help them understand how the future may look.

Physical wellbeing –to ensure that following periods spent indoors we reignite a love for sport and activity and how this can keep them physical and mentally healthy. Fit 15 daily so that children see activity as a fundamental part of their day.

Rainbow Worship materials to be used across school to tailor our RE and Worship opportunities and enhance provision in this area.

These will be further enhanced by the specific year group objectives below. From Years 1-6, elements from our PSHE and RSE curriculum have been selected to be moved forward and covered in the Autumn term in order to meet the potential anticipated needs following return to school. Within EYFS, we recognise that PSED is a fundamental aspect of the curriculum that underpins all learning but in light of recent events the following objectives will be given particular focus.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Personal, Social and Emotional Development (Self confidence and self awareness)</u> Confident to talk to other children when playing, and will	<u>Personal, Social and Emotional Development (Making Relationships)</u> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	<u>Health and Wellbeing:</u> To understand what it means to be 'hygienic' and know how it keeps us and others well. To recognise good and not so good feelings, developing a	<u>Health and Wellbeing:</u> To know some ways to maintain personal hygiene and how it helps us and others. To recognise and describe their feelings to others and to develop	<u>Health and Wellbeing:</u> To understand the importance of, and how to, maintain personal hygiene. To reflect on times they have experienced	<u>Health and Wellbeing:</u> To know the difference between their physical and mental health. . To recognise that they may	<u>Health and Wellbeing:</u> To understand what positively and negatively affects their physical and mental health. To recognise that they may experience conflicting emotions and explain ways that	<u>Health and Wellbeing:</u> To understand what positively and negatively affects their physical, mental and emotional health and that of others. To recognise and predict situations where they and others might experience conflicting emotions and know how

<p>communicate freely about own home and community</p> <p><u>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</u></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Physical Development</u></p>	<p>vocabulary to describe them to others. <i>Zones of Regulation</i></p> <p>To talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To know what disease and illness are and that household products, including medicines, can be harmful if not used properly.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe.</p>	<p>simple strategies for managing feelings. <i>Zones of Regulation.</i></p> <p>To know how some diseases are spread and can be controlled, the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To understand that household products, including medicines, can be harmful if not used properly.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe</p>	<p>conflicting emotions and discuss when they might need to listen to, or overcome these. <i>Zones of regulation</i></p> <p>To understand and suggest ways to handle change, including transitions (between key stages)</p> <p>To recognise, risks in different situations and suggest ways how to manage them responsibly</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>experience conflicting emotions and suggest ways to overcome these. <i>Zones of Regulation</i></p> <p>To understand and suggest ways to handle change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To recognise, and assess risks in different situations and decide how to manage them responsibly</p>	<p>they can manage these. <i>Zones of Regulation</i></p> <p>To begin to understand how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. To understand ways in which they are controlled.</p>	<p>they can help themselves and others. <i>Zones of Regulation</i></p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To explain how bacteria and viruses can affect</p>
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<p>•Understands that equipment and tools have to be used safely.</p> <p><u>Undertsanding the world (People and communities)</u></p> <p>Remembers and talks about significant events in their own experience.</p> <p>•Recognises and describes special times or events for family or friends.</p> <p>Talks about why things happen and how things work.</p>	<p><u>(Health and Self-Care)</u> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>•Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p><u>Understanding the World (People and Communities/The World)</u> Children talk about events in their own lives and the lives of family members.</p>	<p><u>Relationships:</u></p> <p>To develop the ability to communicate their own feelings to others and respond</p>	<p><u>Relationships:</u></p> <p>To communicate their own feelings to others. To recognise how others show their feelings and know how to respond.</p>	<p>To understand the concepts of bacteria and viruses and know they can affect health and that following simple routines can reduce their spread.</p> <p>To consider they we might feel pressure to behave in unacceptable, unhealthy or risky ways by people they know and the media</p> <p><u>Relationships:</u></p> <p>To recognise and respond appropriately to a</p>	<p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To understand different types of common bacteria and viruses and explain how they can affect health.</p> <p>To understand that following simple routines can reduce their spread.</p> <p><u>Relationships</u></p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><u>Relationships</u></p> <p>To predict the feelings and emotions others might have as a result of different circumstances and</p>	<p>health and that following simple routines can reduce their spread</p> <p><u>Relationships</u></p> <p>To predict the feelings and emotions others might have as a result of different circumstances and adapt their own approach and reponses</p>
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