

# PSHE Lockdown Transition support provided by Heamoor School

Throughout the Lockdown #3, Heamoor School continued to support children working at home (and those in school in the Critical Worker and Vulnerable Group) with their emotional literacy skills, friendships and feeling of belonging to a community, especially to help them with their transition back in to school after two months of being out of the classroom.

Some examples of the activities used by the different classes are celebrated and shared below.

## Early Years and KS1

### Red Class - Reception

- Looking at our PSHE Jigsaw lessons, accessing Rainbow curriculum as needed, we have some stand-alone PSHE lessons, mainly circle time.
- On the first day back, we discussed feelings and what our special memories were from lockdown. The children then all drew their self-portraits, making links to feelings and facial expressions. We openly discussed what we had drawn, making links to why we were happy (seeing friends, teachers, playing with the toys at school), why we were a little sad (missing parents etc) and why we were unhappy to be back (turned out they were actually still upset from changes that have happened due to lockdown, rather than being sad at returning to school). We will re-visit these self-portraits in a couple of weeks to see any changes and celebrate these.

### Orange Class (Year 1)

- To finish each daily live session, Miss Cocks (their teacher) read a PSHE-based story to the children.
- Their first piece of work was based on 'The World Made a Rainbow'. The children linked colours to emotions and drew colour pictures based on an emotion they chose themselves. The class read 'The Colour Monster' and designed their own.
- The class also used the 'draw a friend' activity from Tate Gallery Kids.
- On the final day, the children were asked to think about five things they have loved about being at home and five things they were looking forward to about coming back to school. They also had a class celebration of all of the work they had done during lockdown.

### Yellow Class (Year 2)

- the children had a chance to see each other in a 'non-learning' capacity everyday, within which they would play games together. This included Bingo, Pictionary, a memory style game and countdown. Within these sessions, the children would get an opportunity at the end to chat with each other, and start to get a feeling of what it would be like to be back in a full and noisy classroom!
- One of the PSHE activities, set for the pre-return to school week, was to write a letter to Mr Ninnes (their teacher). Within this, they could tell him what they'd been up to during the lockdown, ask some questions about returning to school and, most importantly, tell him any worries they had about returning to school.

# KS2 Lockdown Transition activities and support

## Green Class (Year 3)

- Green Class spent the week leading up to the return to school discussing any worries, or anxieties they had. They created a 'How are you feeling' JamBoard on Google Classrooms.
- Each child wrote the teacher a letter with any questions they may have about returning to school. Miss Blayney (their teacher) then wrote individual responses. This was a great platform for children being able to ask questions confidently, with privacy from their peers.
- They designed our own 'Worry Monsters' and discussed the importance of the role of our own 'Worry Monster' in the classroom.
- They enjoyed their daily 'Friendship Sessions' via Google Classrooms, where the children did show/tell, turn taking, discussing their lockdown experiences and playing other fun games.
- They shared experiences of school closure and the children made 'Lockdown Memory Jars'.

## Blue Class (Year 4)

- Discussing how they feel about returning to school during live 'friendship' sessions;
- Designing 'Resilience Boats' to share their strengths, fears/worries, important people in their lives and things they have been doing to keep positive and mentally healthy at home;
- Looking at Blob Trees to decide which character best represents them both while they were learning at home and how they feel about returning to school.
- Since returning to school, Blue Class have been using the Rainbow Pathway activities to have fun and reconnect with each other; as well as look at a range of emotions and discuss people who are important to them. These aspects have been explored creatively, through art, natural resources, games and discussions.

## Indigo Class (Year 5)

- Extra sessions throughout the last week of school lockdown, which included interactive games and puzzles;
- A sharing session, where they talked about the things they've enjoyed doing during lockdown. Things that they are proud of, things they've missed and what they are looking forward to on returning to school;
- Home learning in the last week also included a 'Once Upon Picture' activity, 'Boy and Monster', which used an image as a prompt to explore feelings of worry/excitement/anxiety and how this makes us feel emotionally and physically. This led into the children exploring these themes through artwork and written work.

## Violet Class (Year 6)

- At the beginning of Lockdown 3, Miss Shields contacted all Violet class families to complete an emotional check-in and see if there was anything the parents and children required to help them learn during their time at home.
- When Google Classroom was set up, Violet Class completed an emotional check-in with Miss Shields and follow-up phone calls were completed to discuss anything if the children needed it. They also chatted daily on their Google Classroom calls in the chat function before the meeting began to help us reconnect with our classmates.
- Each Friday, they had a fun session based on telling riddles, guessing shapes or talking about the presentations our classmates had given. They regularly praised their peers and discussed what they were proud of during lockdown, what others had done that they were impressed by and what they were looking forward to when they returned.
- The class really enjoyed using the chat function and Google Jamboard, as it gave them the chance to work collaboratively, discuss ideas, magpie brilliant suggestions from others and praise our classmates! It was great to hear stories about how others were doing at home and talk about how we felt, knowing that in our chat we could be honest and talk about a range of things from how brilliantly family members were helping, to issues about which they felt strongly, such as fox-hunting and saving the planet!
- Since returning to school, Violet have been using the Rainbow Pathway to continue to discuss their feelings, as well as using the 'Bear' cards to recognise emotions and body language. They have been reconnecting (in person!) with friends by playing games, learning new skills and getting back into the school routine!