

Lister Infants Recovery Curriculum for PSHE

A Recovery Curriculum Statement for PSHE

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

PSHE will play a crucial role in the return to school as we support our children with their emotional health and wellbeing. Our recovery curriculum will focus on providing a nurturing curriculum themed on ‘togetherness,’ which will be further supported by PSHE lessons. Lessons will support our children to continue to grow and develop in a safe environment where they will feel secure and confident to continue their learning journey. We will focus on rebuilding pupil relationships with staff, other pupils and learning so pupils can reconnect and restore their security in school.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	Relationships	<ul style="list-style-type: none"> Know how to make friends. Try to solve friendship problems when they occur. Help others to feel part of the group. Show respect in how they treat others. Know how to help themselves and others when they feel hurt or upset. Know and show what makes a good relationship 	<ul style="list-style-type: none"> Being a good friend (respecting) Know how to help themselves & others & who to go to for help. Make others feel welcome/belong to group. 	Missed PSHE units (Relationship and Changing Me) skills important to learning will be covered in T1 through whole school recovery curriculum. Teachers will access the supplementary Jigsaw schemes to support children back to school post Covid 19. PSHE has been given high priority and will feature heavily on the weekly timetable supported by Jigsaw, ROAR, philosophy and PE.
	Changing Me	<ul style="list-style-type: none"> Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes they see in themselves. Understand and respect the changes they see in other people. 	<ul style="list-style-type: none"> Can express how they feel when change happens. Know who to ask for help if they are worried about change. 	Whole school policies include classrooms to display the whole school charter. Teachers will use this learning wall as a talking point in PSHE lessons when addressing the umbrella terms ‘being safe...respectful...involved’ Whole school values will be celebrated through certificates shared via ‘zoom’ assemblies, e.g. Term 1

		<ul style="list-style-type: none"> • Know who to ask for help if they are worried about change. • Are looking forward to change 		<p>Respect then Kindness.</p> <p>Various focused days will revise the crucial skills missed</p> <ul style="list-style-type: none"> • Health week in T1 (relationship safety including on/off line) • Pants – relationships and physical contact preferences Who & where to go for help • Anti-bullying week – positive relationships & what to do if you need help. • E-safety –relationships on/off line • Relationship day – different families, same love • Smile (dental hygiene) positive role models, healthy body now & future.
Year 2	Relationships	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<ul style="list-style-type: none"> • Belonging ‘togetherness’ • Forming, maintaining and celebrating positive relationships. • Physical contact preferences • Where to go for help (on/off line) • Acknowledge personal achievements. 	<p>PSHE is a spiral curriculum in that each Jigsaw unit will be revisited and taught in an age appropriate way. The relationship and Changing me unit will be covered in Term 3, deepening and broadening existing knowledge, skills and understanding.</p>
	Changing Me	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between gender • Linking growing and learning • Coping with change • Transition 	<ul style="list-style-type: none"> • Coping with change • Transition 	