

REFLECT RATIONALE

Reflection is important as part of phase 3 support because it values the lessons children and young people have drawn from this period and each other and how it may have shifted their thinking for the future. We cannot forget that we are in unprecedented times and that concept in itself is hard to grasp. Many teachers and parents have told us that children are asking them ‘when did you last have a virus?’ or ‘what did you used to do?’ the notion that a pandemic of this nature and scale has not occurred in most peoples’ life span is a hard concept for children and young people to comprehend. Narrative practice identifies the importance of story in our lives in the past, present and future and it is likely that this period will impact upon the ‘story’ of all children’s lives for generations to come.

TIPS

Reflection is thinking about our experiences, our thoughts, feelings and actions and how these come together. This is an important skill for children to aid learning and social and emotional health

Encourage children to engage in reflection activities around the following topics:

Identify a skill you would like to learn and practice and times you could do this

Set positive goals that you can achieve ‘reach of the week’ can be a positive theme for pupils to set themselves an aim to work towards – this might be academic but, could also be other things such as being kind, getting more sleep etc

Discuss reflection as a journey that enables us to think about where we have travelled and where we could go next. Discuss the idea of a rucksack that children can pick up skills and thoughts to learn along the way. This rucksack could remain metaphorical or could be something the children physically make and then add thoughts and achievements into during the school term

FURTHER WORK

Monitor children who find communicating experiences difficult especially if this has changed or shifted. Be mindful of ongoing anxieties children or their families may be experiencing. Encourage children to share concerns. Where required alert well-being team or equivalent if consistent patterns of anxiety or low communication are observed