

RELATIONSHIP RATIONALE

Following a period of crisis connectedness is core to supporting positive well-being and future outcomes. This is increasingly important as this period requires that we find new ways to connect and develop relationships in an era of social distancing and social restriction.



KEY TIPS

- Focus on notion of 'relationships for readiness', encouraging the children to re-connect with their friends and teachers to support their readiness for learning. Some children will have had engaged with more learning than others during this period
- Have a bubble bear who is a character through which reminders can be made about hygiene and safety, deal with issues of change, address any worries. Use a system such as a voice recorder for young children so they can ask bubble bear a question or share a worry and bubble bear then answers these through the teacher at a set time during the day or session.
- Consider the concept of 'connected curriculum' essentially the delivery of curriculum content that is embedded in children's everyday lives. This is particularly pertinent to this period as the children's' last few months will have been very different experiences and drawing some of this content and interest that they may have had whilst at home or some of the worries that they may have faced will help the children to engage with each other and the curriculum moving forwards.
- 'Bubbly belonging"- develop an identity of what it means to be in a 'bubble', this may or may not be the whole class/ year group context
- Encourage children to make an interview video about their friends and why it is nice to see them again; take surveys about key hopes for bubble activities e.g. games/activities they will be able to play; provide models of socially distanced games that the children can play such as traditional playground games

FURTHER WORK/ACTIVITIES

Monitor reluctance to engage and any patterns of social withdrawal; support children in identifying play partners; encourage a range of paces in the classroom to suit fluctuations in feeling for children e.g calm vs stimulating; provide positive engagement scripts through paired work such as *R Time* frameworks