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| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:** **MANAGING FEELINGS AND BEHAVIOUR** |
| **EXCEEDING**Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other’s suggestions and plan how to achieve an outcome without adult help. They know how and when to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How and when to stand up for themselves appropriately | * Share stories where the characters stand up for themselves and talk about why they were right to do this
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| How to listen to each other’s suggestions and use these to make plans | * Provide opportunities for children to collaborate on projects and activities.
* Use questioning to give opportunities for children to share ideas.
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| Different ways to manage their feelings, including waiting for something and thinking before they act | * Model and praise positive ways to manage feelings
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| **ELG**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. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How to adjust their behaviour to different situations, and accept changes in routine | * Prepare children (especially those with SEN) for changes to their usual routine
* Talk about times when we might adjust our behaviour, e.g. using quiet voices when walking through school and louder voices outside, and model and praise these
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| Which rules we have in school, why we have them and how to follow them | * Ensure that children know the school rules and why we have them, and use the rainbow system to promote these
* Involve children in deciding classroom rules and ways of organising
* Affirm and praise positive behaviour, explaining that it makes children and adults feel happier
* Establish routines with predictable sequences and events
* Work in partnership with parents
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| How to work together and take turns | * Model and involve children in finding solutions to problems and conflict
* Provide extra support to children who need it
* Talk about fair and unfair situations, children’s feelings about fairness and how we can make things fair
* Model being fair, e.g. when choosing children to do special jobs
* Provide activities that require sharing
* Play simple turn-taking games such as dominoes and simple board games
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| That their behaviour impacts others, and vice versa, and that it has consequences | * Help children to understand how their actions affect others
* Talk about what might make someone feel better if they are feeling angry or sad
* Model showing concern and respect for others, including living things and the environment
* Ensure that consequences for inappropriate behaviour are clear and consistent
* Ensure that children understand **why** they are saying sorry and how they could have better dealt with a situation
* Provide books, stories and puppets to model how you might respond to others’ feelings
* Read stories where the characters follow or break the rules, and talk about the effects of their behaviour on others
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| How to identify and describe feelings in themselves and others | * Name and talk about feelings and help children to understand that all feelings are acceptable, including feeling angry, but not all behaviours are
* Model and label how to manage feelings
* Provide areas to mirror different feelings, e.g. quiet, restful areas as well as areas for active exploration
* Use books, stories and puppets to explore different feelings
* Provide photos and pictures of emotions for children to look at and talk about
* Use a range of music that captures different moods
* Plan small group circle times when children can talk about times they felt excited, lonely, happy, etc.
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