

# Curriculum Goal: Understand my feelings and respond to the feelings of others

Working towards curriculum ambition: To recognise how I feel, to express my feelings, to recognise how others feel and to know how to respond appropriately.

## My feelings

- I enjoy playing alone and alongside others.
- I can manage my emotions with adult support using zones of regulation
- I use adults suggestions of how to manage my feelings e.g going to the calm corner
- I can express my own ideas
- I can express my own preferences
- I can move away from a social situation when I have had enough
- I can show interest in myself
- I can show what I like and dislike
- I can show what I want
- I can show what I think
- I can show when I am happy
- I can show when I am sad or angry
- I can form relationships with known people.
- I can separate from my adult with increasing confidence
- I can begin to explore new situations with help of a familiar adult
- I can begin to seek out familiar adults and peers to share experiences with
- I know what I like and dislike
- I know what I am good at
- I am beginning to understand that my actions have consequence
- I can name how I feel
- I am beginning to manage my own emotions using zones of regulation
- I can choose different strategies to help myself with adult support e.g going to the calm corner
- I can begin to show some consideration for other wants and needs e.g begin to share with people who are special to me

## Things adults can do:

- Continue to provide children with a secure base for them to return to and to explore from.
- Offer a warm and consistent presence.
- Show that you keep children "in mind" by referring to things you have noticed in their play.
- Model key skills of empathy, negotiation, compromise and positive assertion when playing with children.
- Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other.
- Offer calm and considered support for children as they experience conflict with their peers.
- Pause before intervening in children's arguments to allow children time to resolve issues if they can.
- Offer extra support to children in new situations or when they are feeling anxious or insecure.
- Intervene when children need help and validation of feelings in difficult situations.
- Create a listening culture and atmosphere, where young children feel able to express their emotions.
- Model caring responses and comforting or helping behaviours in your interactions.
- Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable.
- Put children's feelings into words for them.
- Model how you manage your own feelings.

- I can begin to control my reactions in familiar situations
- I can respond to praise
- I can accept criticism
- I show I belong to my class by joining in with our routine
- I can be confident around familiar and less familiar people
- I can take risk and try new things
- I can explore new social situations
- I can ask for help
- I can express my wants and needs
- I can express a wide range of feelings when interacting with others
- I can manage my own emotions and behaviour using zones of regulation
- I can use strategies to help myself e.g going to the calm corner

#### **Others feelings**

- I can show empathy by offering comfort in a way I enjoy, i.e. my toy
- I am beginning to show concern for others
- I can begin give comfort to others
- I can listen to others peoples ideas
- I can listen to others needs
- I can begin to respond to others ideas and needs
- I can begin to show concern for people who are special to me
- I can begin to share and cooperate with people who are familiar to me
- I can show some understanding of what others like and dislike
- I can show some understanding of what others are good at
- I can recognise difference between me and other people
- I can talk about how others are feeling
- I can respond to the feelings of others
- I can recognise the impact of my behaviour on others
- I can adapt my behaviour to different situations

- Help children to recognise when their actions hurt others.
- Do not expect children to say sorry before they have a real understanding of what this means.
- Be emotionally available to young children when they need to "emotionally refuel".
- Ask children for their ideas on what might make people feel better when they are sad or cross
- Support children in recognising the consequences of behaviours and responses that make other children or adults feel upset and help them to repair this by finding new responses or behaviours.
- Actively listen to children's talk, play, body language and behaviours and think about what the child is telling you.
- Make opportunities for children and adults to listen to each other and explain their thinking, feelings and actions as far as they are able.
- Collaborate with children in creating rules and expectations within a group.
- Support children's growing ability to express a wide range of feelings and talk about their own experiences.
- Show children how to use language for negotiating.

**Links to Statutory Framework:**

## **PSED**

- *Self regulation*
- *Building relationships*
- *Managing self*