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| **Personal, Social and Emotional Development: Understanding Emotions***Developing Knowledge and Skills Sequentially* |
| **Range/Knowledge** | **Positive Relationships** | **Enabling Environments** |
| 1. | • Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies• Expresses feelings strongly through crying in order to make sure that their needs will be met• May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive• Seeks physical and emotional comfort by snuggling in to trusted adults• Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking• Reacts emotionally to other people’s emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face | • Learn from parents about how their baby expresses their emotions and what they do to soothe them• Support babies who are distressed on separating from their parents by acknowledging their feelings and reassuring them.• Be responsive to all communication such as crying, babbling and physical movements to acknowledge a baby’s emotional expressions.• Be emotionally and physically available, providing a secure presence and a refuge at times when a baby may be feeling anxious.• “Tune in” to a baby’s emotions and respond calmly, gently and sensitively in a way that follows their needs• Use calming processes such as rocking or calmly singing in response to emotional expression and note what helps to sooth and support the baby• Learn lullabies and other songs that babies know from home and sing them to the babies for comfort.• Make sure that babies, toddlers and young children have access to their comfort object whenever they need it.• Show babies they are safe and loved by comforting them when experiencing frustration and anxiety.• Share in babies’ happy and joyful experiences, joining in with their excitement without overwhelming them with your responses.• Be consistent in your responses so that babies gradually become aware of reasonable boundaries• Support their play with others modelling caring and respectful behaviours and affirming their prosocial behaviours.• Be alert to unexplained changes in behaviour or unusual injuries a child has and take action within safeguarding guidelines. | • Observe babies’ emotional responses and plan routines, environment and play experiences to support them.• Encourage parents to bring their baby’s comforter/ transition object to ease the change from home to setting.• Create a cosy, quiet place for babies to be calm.• Provide comfortable seating such as a sofa or cushions for baby and key person to be together.• Create spaces and experiences in which babies feel secure enough to explore and play.• Provide resources including picture books and stories that focus on a range of emotions.• Store babies’ toys and comforters where they can find and reach them.• Communicate with parents/carers daily to ensure continuity of care between home and setting.• Communicate with sensitivity when interacting with parents who do not speak or understand English and draw on the language skills available where possible.• Develop close partnerships with parents to discuss and agree boundaries of behaviour• Maintain an awareness and understanding that children who have had adverse experiences may require additional all-round support.• Ensure practitioners have regular opportunities to reflect on their emotional responses to the children and to their work as well as thinking about the children’s progress and planning play experiences. |
| 2. | • Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs• Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop• Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious• Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer• Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine• Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy |
| 3. | • Expresses positive feelings such as joy andaffection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words• Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking• Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement• Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries | • Be a secure base for toddlers to return to for “emotional refuelling” when they encounter novel situations or social conflict and challenges.• Create regular opportunities to be in very small groups or 1:1 times with the key person.• Reduce frustration and conflict by keeping routines flexible so that young children can pursue their interests.• Understand that “emotional storms” are the sign of a child who is overwhelmed by strong emotions such as anger, frustration, fear, anxiety and sadness.• Show empathy and stay close by to offer support and reassurance as the child calms after an emotional collapse.• Use real life experiences to help children to understand a wide range of emotions in others or themselves - talk about different emotions as they occur during play.• Model empathy and talk about others’ feelings. For example, *Amaya is feeling sad today because she is missing her mummy.*• Understand that young children communicate their feelings through their behaviours and respond by showing empathy for their underlying feelings• Demonstrate clear/consistent boundaries without being unreasonable/rigid• Take children seriously, understand their motivations and underlying reasons for their actions.• Show you are supportive by empathising when toddlers’ attempts at assertion and negotiation go wrong and help them to find more effective ways to deal with situations,• Show fairness; apply rules consistently but reasonably and flexibly when necessary.• Support young children’s rights to be kept safe by others by helping them to assert themselves positively and by respecting their bodily integrity | • Maintain consistency of key person relationships in the organisation of staffing• Keep changes in group and routine to a minimum• Ensure that observation and planning for children’s emotional needs is a central focus.• Provide books, stories and puppets that can be used to model responding to others’ feelings and being helpful and supportive.• Provide sufficient materials and duplicates of popular items to reduce conflict, e.g. ride on toys, construction toys, and several copies of the same book• Create enough space and organise resources so that toddlers can play without becoming frustrated.• Create calm spaces inside and out, for retreat and relaxation• Offer play opportunities with open-ended materials.• Provide for vigorous physical play. |
| 4. | • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling• Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions• Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset• Responds to the feelings of others, showing concern and offering comfort• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows |
| 5. | • Expresses a wide range of feelings in theirinteractions with others and through theirbehaviour and play, including excitement and anxiety, guilt and self-doubt• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares• Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | • Create a listening culture and atmosphere which is calm and caring, where young children feel able to express their emotions• Model caring responses and comforting or helping behaviours in your interactions with all children.• 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: *It looks like you’re cross about that.*• Model how you manage your own feelings, e.g. *I’m feeling a bit angry and I need to calm down, so I’m going to…*• 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. Instead help them to suggest solutions to a conflict when they are emotionally ready.• Be emotionally available to young children when they need to “emotionally refuel” to help them to cope with difficult situations, conflict and difficult emotions.• Ask children for their ideas on what might make people feel better when they are sad or cross.• Children with developmental differences such as Autism Spectrum Disorders may need additional support in developing empathy. Using role play opportunities, social stories and providing feedback can help a child to recognise their feelings of empathy .• Provide clear boundaries without being inflexible.• Discuss rules and fairness with young children and show positive appreciation of young children’s pro-social behaviours of kindness and helpfulness for example. | • Plan small group ‘circle times’ where children can explore their feelings e.g. through stories• Create familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. setting the table or putting away toys.• Display visual timetables to show the routines in the setting and to help children make transitions between different times/activities - to support younger or new children and children with additional needs.• Provide photographs and books that show emotions and use these to look at and talk about with children.• Use Persona Dolls to help children consider feelings, ways to help others feel better, and ways to manage conflicting opinions, be fair and get on with each other.• Provide a range of music, stories, open ended materials and play opportunities, play props and resources to support young children in exploring and making sense of feelings such as fear, anxiety and anger.• Offer environments that include stimulating and challenging spaces but also calm and comfortable spaces.• Set, explain and maintain clear, reasonable and consistent boundaries so that children can feel safe and secure in their play and other activities |
| 6.  | • Understands their own and other people’s feelings, offering empathy and comfort• Talks about their own and others’ feelings and behaviour and its consequences• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met |