



PVI nursery and  
pre-school settings

## BLOG



School nursery  
settings

### SOUTH NORMANTON NURSERY, DERBYS

# TEACHING AND MODELLING MANAGING EMOTIONS AND FEELINGS

## INTRODUCTION

In this blog we will be looking at how we, at South Normanton Nursery School, support our children in developing how they manage their emotions and feelings. Our approach links directly to the Education Endowment Foundations 'Teaching and Modelling Managing Emotions and Feelings' and the research based evidence of effective practice.

## INTENT

At South Normanton Nursery School we recognise that without the ability to manage and understand our emotions, then learning will be affected as our mind will not be ready to take in the experiences and opportunities around us. It is our intention to ensure that all children have the opportunities, experiences and information, to enable them to recognise their feelings and how to manage them in an appropriate way. We want our children to be able to express themselves and recognise their feelings.



## IMPLEMENTATION

Our approaches and practice in nursery link directly to the EEF 'Teaching and Modelling Managing Emotions and Feelings', from direct teaching of emotions through using story, to the interactions and scaffolding that our staff implement daily with our children.

Our journey starts through the use of a transitional object, 'monkey', on entering nursery and the positive relationships that are built with staff, parents and children.

Direct teaching of emotions are used through story and interventions. Our SEND children take part in 'Sensology' expressing how they feel through the use of picture cues and actions. This enables them to communicate their feelings, when they have restricted language.

Within our nursery, staff are continuously engaging and interacting with children in their play. They model how we should behave and how we should deal with conflict. Sometimes we provided a range or number of resources, that we know will provide opportunities for us to model how we manage our emotions and feelings.

For example, four plates may be available in our *'Palace of Play'*, but only three cups and three sets of knives and forks. Staff will talk to the children about how we can share them fairly and what we may need to do if four of us were having a tea party.

Routines and strategies are put in place to support the children in recognising how they need to behave and think about how others feel. For example, if we want a toy that someone else has, using a sand timer to make sure that we both have the opportunity to share it fairly.



## IMPACT

As a result of the direct teaching and every day engagement in play, our children have the ability to express their feelings and develop strategies to manage their emotions. This has been highlighted as a strength in our nursery from outside agencies, parents and the infant schools that we feed to.

The ability for our children to manage their emotions and feelings, is the corner stone of our practice. This practice links directly to the research and practice that is identified by the Education Endowment Foundation in their 'Theme and Approach for Teaching and Modelling Managing Emotions and Feelings'. This enables us to develop our practice on research based evidence, with the confidence that we can use this to be effective with our children.