



CHANTRY COMMUNITY PRIMARY SCHOOL
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Dear Parents and Carers,

This term I have been working alongside Mrs Pollard with PSHE sessions to support emotional development in Year 2. We have been focusing on developing emotional literacy amongst the children in order for them to develop an understanding of different emotions and how strong feelings can be managed effectively to give them a range of strategies and build resilience as they get older. Our starting point has been around anger and finding things difficult.

We have worked on:

- Understanding the range of angry emotions from irritation, annoyance and grumpiness, through anger and being cross and into furiousness and “raging”.
- Understanding the sensations that go with the emotions and where we feel this in our bodies. Each of the children described different sensations for this (wobbly legs, hot head, spiky tummy, fizzy tummy, tense arms etc).
- Making artwork with different media for what their anger may look like.
- Recognising different ways of calming down that work for individuals – breathing deeply, counting, finding somewhere safe to hide or go to bed, if they are inclined to hitting out then making sure that they use something soft that won’t damage them and they can’t break, having a drink, finding something enjoyable to do, talking to someone they care about and trust.
- Thinking about and creating a “calm place” that they can imagine themselves into when they are experiencing angry feelings – their cave, lake, beach, underwater, field, mountain. They thought about any animals that were with them or if there was another person there. They imagined the different sounds, smells, sights and textures they would experience there before drawing them.
- We discussed what were reasonable reactions to different events – what might make them just irritated and what may be so big it made them furious.

Ways to help your child at home:

- When you notice they are looking angry/grumpy/cross etc can they name which one in the range they are feeling? If not you can name it for them eg “I can see you’re really grumpy there because your face looks a bit red/ your eyebrows are scrunched up/ your fists are clenched”.
- When they are calm talk to them about the sensations they feel in their body when they are angry.
- Encourage them to understand that feeling angry is ok. It’s perfectly normal and everybody feels it in their lives, but it’s how we deal with it when it happens that’s important.
- When they are calm talk about a strategy that works for them when they are angry. Encourage them to use it consistently to support them when you see they are experiencing those feelings. Praise them when they do use it, especially if they do it without prompting.
- Talk to them about their calm space, where it is, what they experience with their senses, whether there are other people or animals there. When they feel angry encourage them to find somewhere quiet and visit their calm space.

Why did we do it?

In order for children to manage their feelings effectively they need to be able to name and understand them. The more vocabulary they have around their feelings the easier they find it to articulate and the quicker they are to calm down as they don't become frustrated. Noticing and naming a child's emotion accurately calms them down much quicker because they feel that someone has "caught" it. They feel understood and this helps them to become less emotional as they are no longer alone in their feelings.

I will be continuing to work with the whole class looking at a range of emotions and how children can develop their awareness and resilience in the face of different circumstances over the course of the year. I will also continue with additional 1:1 and small group work where appropriate. If you feel your child would benefit from additional input then please give me a call or email me on helend@chantry.e-sussex.sch.uk, or make an appointment to see me.

Many thanks for your on-going support,

Helen Drake