



Harrietsham Church of England Primary School

Personal Development Overview



Nurture

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All behavior is communication	Begin to recognise and express basic emotions (happy, sad, angry, tired). Start identifying that behaviour (like crying or hitting) can mean a child is upset or needs help.	Understand that all behaviour has a reason. Learn to ask for help or talk about feelings instead of unsafe or behaviours which are not respectful	Begin identifying causes behind their own and others' behaviours. Recognise that behaviours can affect others.	Develop empathy by recognising that behaviour can reflect hidden emotions. Understand how unmet needs (e.g. tiredness, hunger) can affect behaviour.	Learn to interpret non-verbal cues (body language, tone) as forms of communication. Reflect on their own behaviours and what they might be communicating.	Understand the link between emotions, thoughts, and behaviours (early emotional regulation skills). Identify strategies to manage behaviours that come from strong emotions.	Analyse complex emotions and behaviours in themselves and others. Develop problem-solving and communication skills to replace negative behaviours.
Children's learning is understood developmentally	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class
Focus on developmental	Strand A	Strand B	Strand C	Strand D	Strand E	Strand F	Strand G
The classroom offers a safe base	Routines and safe adults are introduced and relationships understood	Routines and safe adults are embedded Identifying parts of classroom that make a safe base	Explore the safe bases within school community Identifying parts of classroom that make a safe base	Explore the safe bases within school community Offer further suggestions to making classroom safe base	Offer further suggestions to making classroom safe base	Developing understanding of how your own behaviour can contribute to the safe base	Developing understanding of how they can contribute to the safe base

The importance of nurture for the development of wellbeing	How to use a nurture nook Staff modelling of well-being activities	Co-regulating for wellbeing Planned shared activities to promote well being	Co-regulating for wellbeing Planned shared activities to promote well being	Planning and developing 'on the go' nurture nook	Understand what mindfulness is and why it matters?	Plan and carry out own mindfulness activities	Children plan their own well-being activities Moving to sharing these with younger children
Language is a vital means of communication	Language of school introduced Communication with Makaton and visual cues	How to express if I don't understand Modelled language related to emotions	How to express if I don't understand Modelled social interaction language	Understanding gesture as part of language How to express what I want with the right words	Understanding gesture as part of language How to express what I want with the right words	Learn about the nuance of language and how to respond to this	Learn about the nuance of language and how to respond to this
The importance of transition in our lives	Recognise and use routines in school to manage everyday transitions Transition to new year groups – June	Learn about what transitions we have in the school day Transition to new year groups – June	What will the transition to KS2 be like? Transition to new year groups – June	Transition to new year groups – June	What big life transitions might there be for people? Transition to new year groups – June	How can I help my friends who find transition difficult? Transition to new year groups – June	Transition to Secondary School