

Why does Emotional Regulation matter?



Emotional regulation is important because it helps us feel good, learn better and get along with others.

Why it matters:

Helps us stay calm and manage big feelings.

Makes it easier to focus and learn.

Helps us bounce back when things go wrong.

Makes friendships and teamwork stronger.

Helps us make safe and sensible choices.

Gives us confidence to handle challenges on our own.



PSED curriculum

- **1A.** Emotional regulation, confidence and self-esteem
- **1B.** Friendships and relationships
- **2A.** Respecting diversity and inclusion
- **2B.** Understanding responsibilities
- **3A.** Healthy habits, internet and digital safety
- **3B.** Moral values and character development





We are committed to supporting every child's wellbeing and success.

This year, we are excited to introduce **The Zones of Regulation** – an internationally renowned approach which helps children develop skills in managing their emotions and behaviours, known as **self-regulation**.

Self-regulation can also be described as:

Self-control

Impulse management

Self-management

In simple terms, it means finding the **best state of alertness** for a given situation.

Example: A child needs to feel more alert and energised when playing football than when working quietly in the library.



From time to time, all of us, adults as well as children, experience strong emotions such as:

- Worry
- Frustration
- Anger
- Tiredness

These feelings can sometimes stop us from:

- Learning
- Concentrating
- Managing our day effectively

The Zones of Regulation teaches children strategies to:

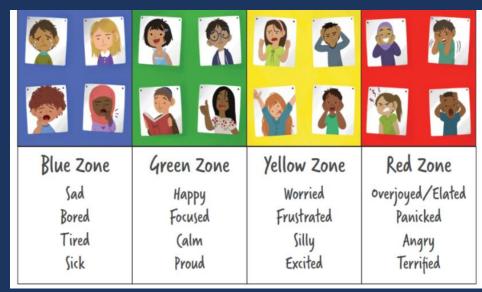
- •Recognise these feelings
- Manage and cope with them
- •Return to a calm, focused state where they are ready to learn

By embedding the Zones of Regulation across our school, we aim to give every USI child the tools to:

- Build resilience when faced with challenges.
- Develop healthy coping strategies.
- Grow into confident, responsible, and compassionate young people.

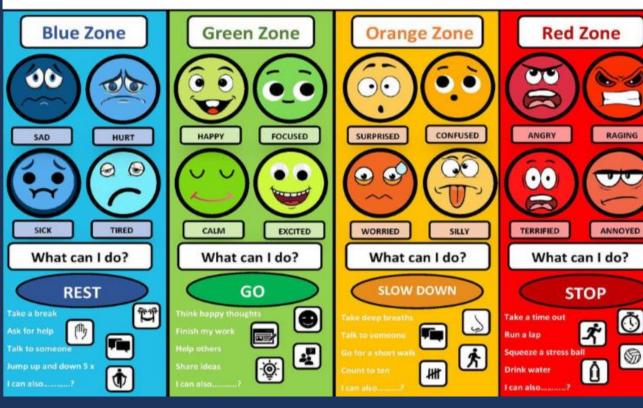


- The Zones of Regulation are used to teach children how to regulate their own emotions.
- Help children recognise/communicate feelings
- Help children develop empathy when others are in the different zones
- Gain insight into what might trigger a move between Zones.
- Children use strategies to get them into a more regulated zone
- Zones and strategies are taught/discussed/modelled
- Zones are defined by our energy level, state of alertness or feelings. 4 colours
- Understand influences such as emotions, lack of sleep, hunger, or environment that affect their Zone.
- Strengthen resilience and problem-solving skills when faced with challenges.
- Create a personal 'toolkit' of calming and alerting strategies to support themselves.





What Zone Are You In?



Red Zone – STOP

- Heightened emotions feelings which overwhelm us and cannot be sustained e.g. ecstatic
- Stop and think how can we manage this
- Allows for a pause to gain that sense of control back

Strategies:

- Squeeze a stress ball
- Drink of water
- Time out



What Zone Are You In?



Yellow Zone – Slow down Little heightened but still have some cognitive control – anxious, worried or

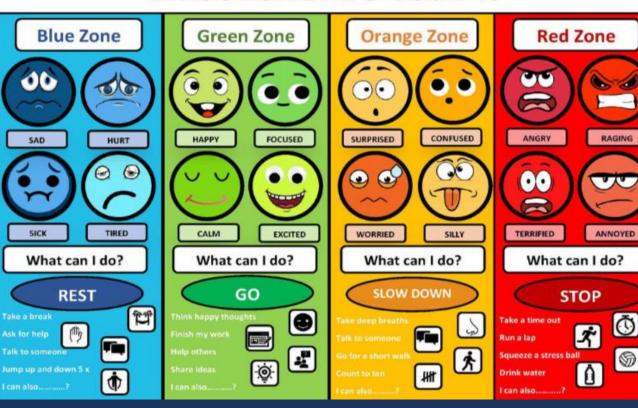
Recognise I'm a more heightened state what regulation tools can we use to support us to gain that control back

Strategies: Count to 10 Take deep breths Go for a short walk

agitated but not angry



What Zone Are You In?



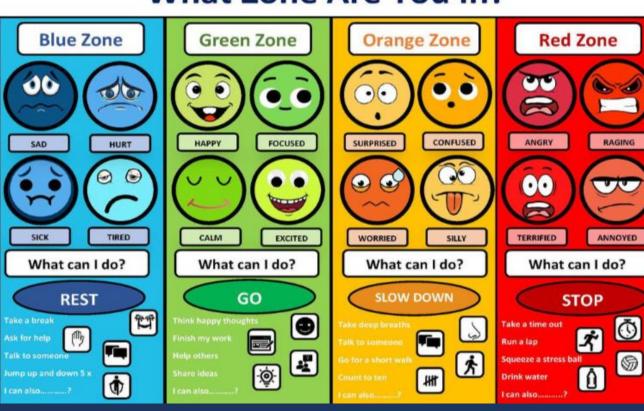
Green Zone – Go sign Calm, emotions are more level Happy, content, focused, peaceful, proud

Good to go – continue in this zone

Strategies:
Drinking lots of water
Exercise
Positive reflection
Share thoughts and ideas



What Zone Are You In?



Blue Zone – Rest sign Lower state of alertness – heart rate is slower, muscles more relaxed – down emotions

Tired, sick, bored

Strategies:
Rest
Ask for help/challenge
Talk to someone
Exercise



Stand alone lessons

Assemblies

Check in/check out

Vocabulary used to the chart when themes arise





KS1 - Whole class display

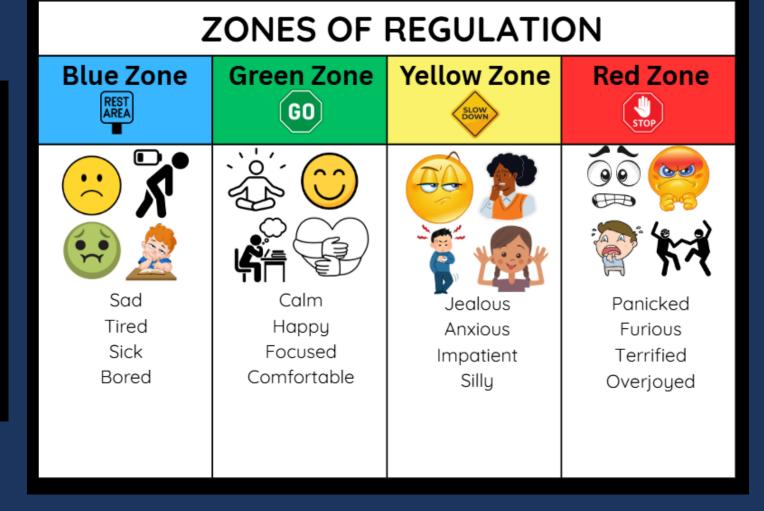
ZONES OF REGULATION Green Zone Yellow Zone **Red Zone Blue Zone** REST AREA GO) Sad Calm Frustrated Panicked Tired **Furious** Happy Anxious Sick Focused Terrified Nervous Content Bored Silly Overjoyed Strategies Strategies Strategies Strategies

KS2- Individual displays

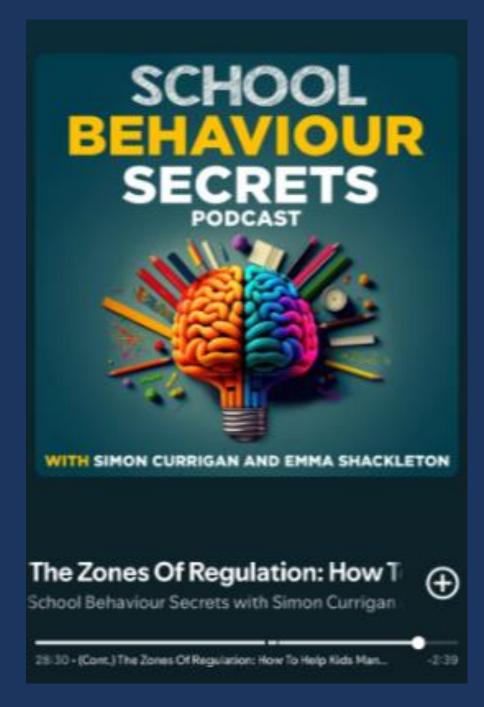




ZONES OF REGULATION Red Zone Blue Zone Green Zone Yellow Zone REST AREA GO Sad Calm Frustrated Panicked Tired Anxious **Furious** Happy Sick Terrified Focused Nervous Bored Content Sillu Overjoyed Strategies Strategies Strategies Strategies







Parent Tips for Supporting Your Child's Emotional Regulation



- **1. Name the feeling -** Help your child put words to their emotions (e.g., "I can see you're feeling frustrated")
- 2. Stay calm yourself Children often mirror adult reactions. Responding with calmness models self-regulation and reassures them that emotions can be managed safely.
- **3. Create a calm space -** Have a quiet, safe place at home where your child can go to calm down (a cosy corner with cushions, books or calming toys).
- **4. Teach calming strategies -** Practice simple techniques like deep breathing, counting to ten or squeezing a stress ball. Doing these together makes it feel less like a punishment and more like a tool.
- 5. Talk about your own feelings Share how you cope with frustration or disappointment- This normalises healthy coping.
- **6. Encourage problem-solving** Guide your child to think of solutions rather than fixing everything for them. This builds independence and self-control.

Parent Tips for Supporting Your Child's Emotional Regulation



Tip from Nicole –

Also adding techniques that can involve parents and children regulating their emotions together such as:

Family Mindfulness - this can help calmness with your child, develops a deeper connection and peace for parents themselves - 10 Minute Guided Mindfulness Meditation for Families

Physical exertion - a way to workout/stretch to release everyday stresses – work out together - help with bonding and regulating any stress they have both faced during the day (something to look forward to).



Q&A - responses

- 1. Homework pressures give your child controlled choices, now and next boards, use a timer, chunk the homework, sticker chart, positive praise connect with the teacher
- 2. Suppressing emotions model you expressing your emotions, check in regularly, allow children to feel emotions
- 3. Separating on a morning create a goodbye routine, short and positive avoid lingering, talk positively about the school, look through timetable, plan the night before bag/lunch, consistency never trick your child

Q&A - responses



1. How to deal with your child feeling disappointment – student council/show/choir

Let your child express their disappointment without immediately trying to fix it - "It's okay to feel disappointed; I would feel the same way."

Explain that everyone faces setbacks sometimes, even adults.

Share examples: "I didn't get a promotion at work last year, and I was disappointed too, but I learned from the experience."

Ask gentle questions to help them process the experience:

"What did you enjoy about trying out?"

"What could you do differently next time?"

Praise their effort, preparation, and courage rather than the result:

"I'm proud of how much you practiced and gave it your best."

Help them see that one disappointment doesn't define their abilities or potential.

Encourage alternative ways to engage: "Maybe you could help backstage or join another club to try something new."

Show healthy ways to handle setbacks, like taking a break, talking about feelings, or setting new goals.

Encourage goal-setting and trying again in the future:

"What's your next challenge?"



Thank You Parents

Attending this workshop, supporting at home, having open communication with the school and working with us.