



Children's learning is understood developmentally

The classroom offers a safe base



All behaviour is communication

## 6 PRINCIPLES OF NURTURE

The importance of nurture for the development of wellbeing

The importance of transition in children's lives

Language is a vital means of communication



# INTENT

# NURTURE CURRICULUM OVERVIEW

At Sir Alexander Fleming Primary school, the heart of Nurture is a focus on well-being and relationships and a drive to support the growth and development of children and young people

One of the most important parts of Nurture involves the sharing of food. Domestic experiences involved with snack/lunch times are in place because they meet their developmental learning needs. They may seem like fun and relaxation at first glance, but they are working extremely hard to develop those necessary social skills not yet in place. The common misperceptions around the snack/lunchtime routine usually focus on missed “learning” time, and yet, making and sharing food is a perfect way to address many curriculum subjects in a fun and engaging way.

## I CAN EAT A RAINBOW

THIS WEEK WE HAVE BEEN  
LEARNING JUST HOW AMAZING  
FRUIT AND VEGETABLES REALLY  
ARE!





# INTENT

# NURTURE CURRICULUM OVERVIEW

The foundations of learning begin at birth and develop via a close relationship with an adult. Young people will develop Independence through dependence. Social empathy as well as learning develops from being thought about, valued and encouraged by others. Staff respond to each learner at whatever emotional or social age s/he appears to be and plan accordingly.



# INTENT

## NURTURE CURRICULUM OVERVIEW

The Den offers a safe base for our young people. There is a structure and routine to the day which is predictable, adults are reliable and firm and can set boundaries without being punitive. Learners see adults working together and supporting each other which provides good role models, security and reassurance. The Den should offer a balance of educational, social and domestic experiences aimed at supporting the development of learner's relationships with each other and with the staff.





# INTENT

# NURTURE CURRICULUM OVERVIEW

Nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, having meals, reading, and talking about events and feelings. Learners respond to being valued and being thought of as individuals. This involves calling the learners by their name and noticing and praising every small achievement; nothing is hurried in nurture.





# INTENT

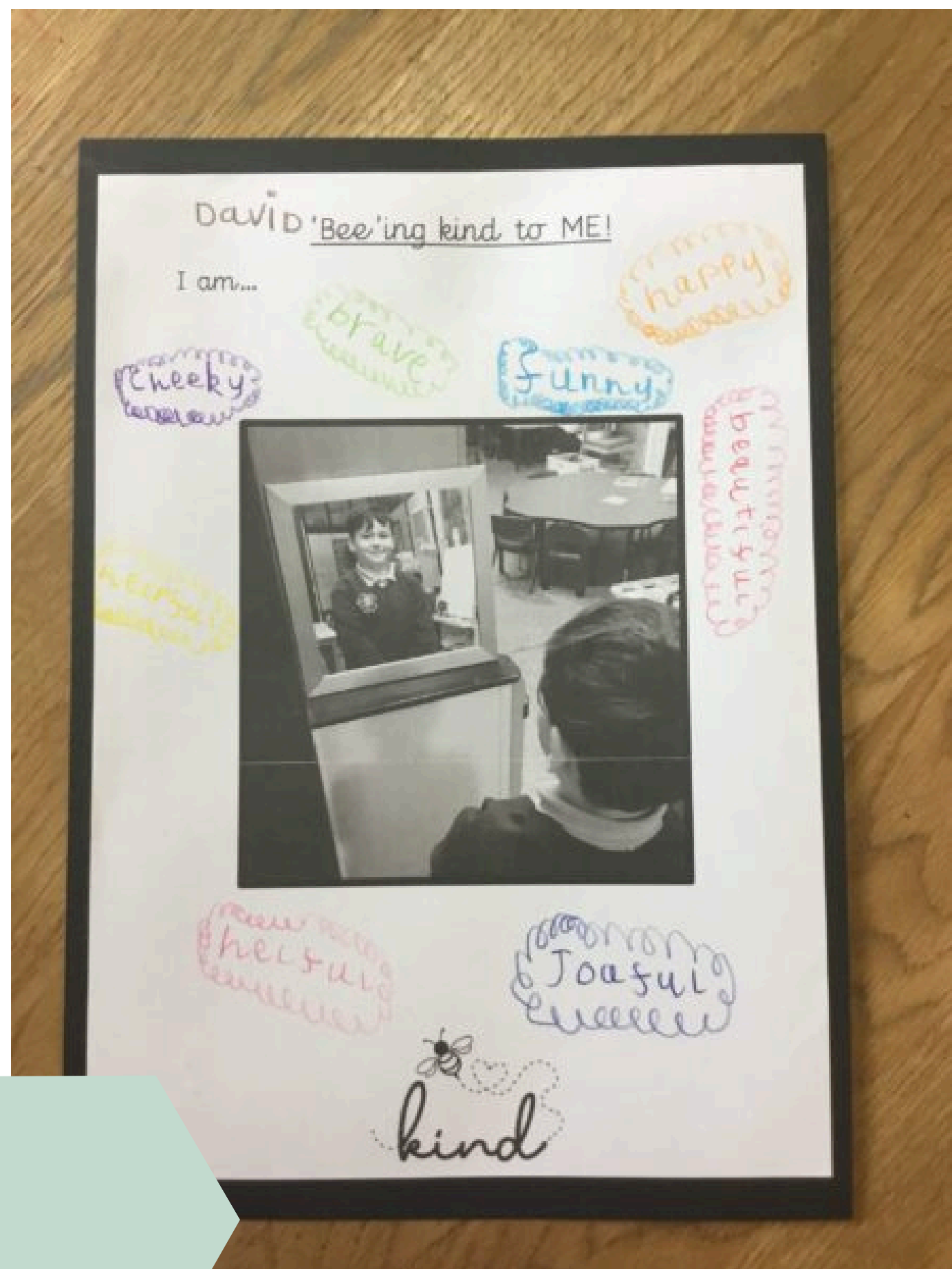
# NURTURE CURRICULUM OVERVIEW

Nurture is about supporting our young people with transitions between sessions, rooms and classes, getting on and off transport and between different adults. Changes in routine can be very difficult for some young people and whether they are big or small all transitions are treated with care and consideration and will be carefully managed with preparation and support.



## INTENT

# NURTURE CURRICULUM OVERVIEW



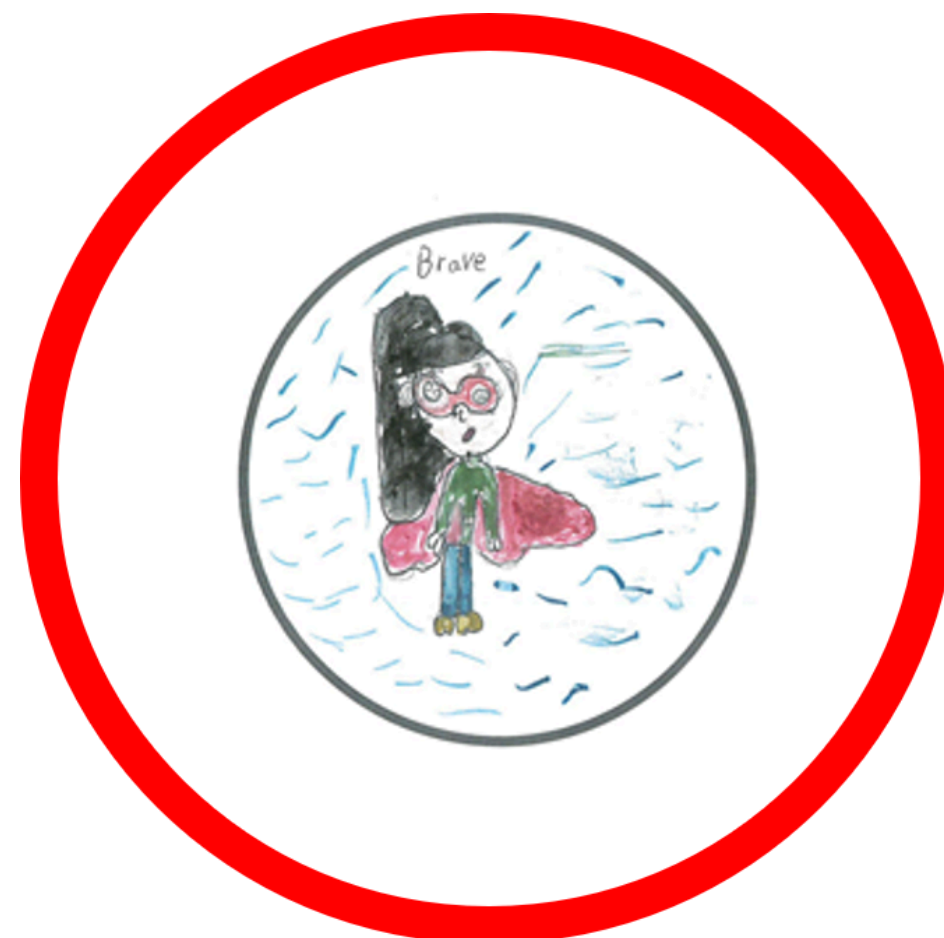
Understanding that a learner is communicating through behaviour helps staff to respond in a firm but not punitive way by not being provoked or discouraged. If the learner can sense their feelings are understood this can help to diffuse difficult situations. It is the adult's role to help make links between what the learner is saying and or doing and how they might be feeling. This principle underlines the adult response to the learner's often challenging behaviour. 'Given what I know about this child and their development what is this child trying to tell me?'.



# AIM

# NURTURE CURRICULUM OVERVIEW

The aim of our Nurture provision is to offer an intervention for those young people who may be struggling to; form/build friendships, form/build relationships, regulate emotions, self-esteem and resilience. This group may also include young people who are unable to access learning opportunities.





# WHOLE SCHOOL APPROACH

All classes will follow the 6 principles of Nurture.

- Staff greet the children at the classroom door at the beginning of each day and at the end of the day to specifically target Nurture, to ensure that learners have a safe, consistent start and end to the day.
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- Focused Nurture time in the classroom will help learners build positive, safe and trusting relationships with adults and develop early social and emotional skills to enable them to be ready for learning.



# NURTURE PROVISION

Nurture provision will be offered to learners who have been identified as high needs in relation to attachment, self-esteem, behaviour, social and/or emotional difficulties.

- Learners will remain as part of class but will access five sessions in the nurture group each week.
- Towards the end of the intervention, they will be supported to reintegrate into class for longer periods of time throughout the week.
- Nurture group work will be run by 2 members of the SEND team staff under the direction of the SENCO.



# IMPACT

We want all our young people to understand the world around them and become fulfilled individuals and active and compassionate citizens.

We want our young people to have trusting relationships, good self-esteem and social skills, be able to regulate their emotions and build resilience.

## HOW WE MEASURE IMPACT

### **Formative**

- All learners have Nurture targets
- Evidence is recorded in child's floor book

### **Summative**

- Young people's developmental progress is assessed through the Boxall Profile.



# THE DEN TIMETABLE - CYCLE 1



**MONDAY**

Listening and responding – A1.A3

**TUESDAY**

Curiosity and social engagement – B1.B2

**WEDNESDAY**

Developing independence and constructive  
reading skills – C1. C2

**THURSDAY**

Appreciation of humour and friendship building –  
D1. D2

**FRIDAY**

Co-operative and role varied play skills – E1

# THE DEN TIMETABLE - CYCLE 2



**MONDAY**

Early social interaction - E2, H5

**TUESDAY**

Personal responsibility and resilience - F1, J2

**WEDNESDAY**

Recognising and responding to group transition cues. - G1

**THURSDAY**

Key social interaction skills - G2, H1

**FRIDAY**

Sharing and communication skills in the classroom - H2, H4



# THE DEN TIMETABLE - CYCLE 3



## MONDAY

Adaptability and collaboration in pupil-led activities – I1

## TUESDAY

Abiding by rules in organised group games – J1

## WEDNESDAY

Independence in using resources and managing personal needs – A2, A4

## THURSDAY

Organisational and communication skills – B3, C3

## FRIDAY

Responding to stories and showing empathy – D3, I2

# THE DEN TIMETABLE - CYCLE 4



## MONDAY

Early communication and support-seeking behaviours – F2, F3

## TUESDAY

Managing classroom equipment use and behaviour during routine disruptions – G3, H3

## WEDNESDAY

Demonstrating curiosity and constructive interest in unusual situations – D4

## THURSDAY

Accommodating peers in play: encouraging inclusive social interaction – H5

## FRIDAY

Engagement and behaviour in teacher led activities – A5, G4



