Peace and Conflict	Conflict is a natural part of life, but how we respond to it shapes ourselves, our relationships and the world.				
Context Title:	**Should we always try to get along with everyone?** **Should we always say sorry to make things better?** **Should we stop playing if something feels unfair?**				
					
Why am I learning this?					
To help me to: Recognise and name emotions. Begin to regulate responses through adult-guided strategies. Develop resilience by staying in challenging situations for longer. Understand that relationships can be repaired,	**To help me to:** Develop my ability to express and understand ideas, feelings and viewpoints through meaningful interaction. Begin to develop the language needed to navigate conflict through story, role-play and structured talk. Move from physical responses (grabbing, withdrawing) towards verbal expression. Begin to articulate my feelings and needs rather than acting impulsively over time.	**To help me to:** Begin to develop an understanding of people, relationships and the world around me. Understand that conflict happens in human relationships. Understand that people make choices in how they respond.	**To help me to:** Begin to encounter early mathematical thinking through fairness, sharing and comparison. Develop an early foundation for reasoning and problem solving. Begin to see that situations can be approached in different ways. Begin to see that decisions have consequences.	**To help me to:** Explore the world around me through observation, cause and effect, and curiosity. Link these ideas to human behaviour. Begin to understand that: actions lead to consequences. choices matter.	**To help me to:** Explore conflict in different ways Experiment with different responses to conflict. Express emotions I may not yet have language for.

My learning experiences					
H&WB	LLC	Humanities	M&N	Sci&Tech	Expressive Arts
Two teddies arguing over a toy:-co-regulated conflict resolution during play practising calm-down strategies (pause, breathe, talk) Use emotions cards/Use Welsh emotion cards Helping to Make Things Better When a conflict occurs, support children to think about what they could do to help.	Colour monster story explain big emotions. Retell and explore stories where characters fall out or disagree, Goldilocks and the 3 bears, is it fair that Goldilocks ate their porridge? Role-Play Scenarios Use Your Words" Puppet Sessions Puppets model common nursery conflicts, such as wanting the same toy. use simple sentence patterns such as “I feel…”, “I don’t like…”, “stop” engage in supported dialogue where learners take turns speaking and listening	Nursery rules:- good listening, turn taking etc. Why are we all different? The Rainbow fish Our Nursery Community Talk about how everyone belongs in the nursery The Broken Artwork lesson:- begin to understand that people have different experiences and perspectives recognise that choices affect others	Snack lesson using an apple, sharing and fairness, Share resources in play and noticing when things feel “fair” or “not fair” Bridge Builders"Can you build a bridge for the teddy to cross?" Loose Parts Turn-Taking Snack sharing:- real life scenario with snack simple problems such as “How can we share this so everyone has some?” Cut an apple up but can only share with some children.	STEM Investigation:- Provide ramps, balls and different surfaces. Ask: Which ball will travel furthest? Actions have consequences We explore cause and effect using digital tools through a Hwb-first approach to record reflections (e.g. photos, simple voice recordings about feelings and choices)	Use sea animals in small world The Rainbow fish) role-play act out conflict scenarios using puppets to explore different responses drawing or creating images to express feelings music and movement to explore emotions such as calm, tension and release
Suggested stories:					