












## MetaMe and P4C




### An equalities based curriculum taking key elements from PSED and P4C

MetaMe is a planning approach built around nurturing the development of a child’s sense of self, within an understanding of, and connection to, social relationships and responsibilities.

The following planning system is to be adopted during continuous provision.

		Caring thinking	Collaborative thinking	Critical thinking	Creative thinking
P4C stimulus	Related Concepts	Thinking Moves	EYFS links Learning intention	Questions and Keywords	Materials to support discussion
Family	Foster families Adoptive families Generations Animals	<b>Size</b>  <b>Test</b> 	<ul style="list-style-type: none"> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Show more confidence in new social situations.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”</li> <li>• Establish their sense of self.</li> <li>• Increasingly follow rules, understanding why they are important.</li> </ul>	Are all families the same? What is a family? Does everyone have a family? <b>Belong</b>	Images Stories Babies Animals
Race	Black History Month	<b>Headline</b>  <b>Explain</b> 		Do we all look the same? What connects us? What divides us? Do we all need to be the same? <b>Colour</b>	Images Stories Dolls/figures
Religion/ Cultures	Food Clothes	<b>Look &amp; Listen</b>		Do we all believe the same things?	Images Stories

		 <b>Use</b> 	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Thrive as they develop self-assurance.</li> </ul>	<p>Is it good or bad to believe different things?  <b>Different</b></p>	<p>Multicultural Food packaging  Multicultural fabric</p>
LGBTQ+ and Gender	Rainbow Flag Pride History Month Gender stereotypes	<b>Zoom</b>  <b>Yield</b> 	<ul style="list-style-type: none"> <li>• Understand gradually how others might be feeling.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<p>What do you like doing?  Is it okay to be a girl/boy?  What makes me a girl?  Is it okay for boys to . . . ?  <b>Rules</b></p>	<p>Images  Stories  Wedding artefacts  Stereotypical gender clothes  Rainbow flag</p>
SEND	Neurological Physical Behaviour	<b>Connect</b>  <b>Divide</b> 	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul>	<p>Are our bodies all the same?  Do our brains all work in the same way?  Can our feelings get hurt like our bodies?  Can we all do the same things?  <b>Special</b></p>	<p>Images  Stories  Disability figures</p>
Friends	Peers Animals Imaginary Toys	<b>Ahead</b>  <b>Back</b>		<p>What makes a good friend?  Why do we need friends?  Who can be a friend?  Do friends have to be people?</p>	<p>Images  Stories  Teddy bear  Animals</p>

	Online		Develop appropriate ways of being assertive.	<b>Friend</b>	
Children's Rights	Refugees Education Safety	<b>Question</b>  <b>Respond</b> 	<ul style="list-style-type: none"> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Be increasingly able to talk about and manage their emotions.</li> </ul>	What are rights? What are responsibilities? Who has rights/responsibilities? What do children have the right to? Do all children have the same rights? <b>Rights &amp; Responsibilities</b>	Images Stories Unicef Videos Unicef posters Wants and needs cards

The PSED curriculum is embedded within all aspects of every child's nursery experience and formally assessed through subject leader reflections, during internal moderation meetings. All aspects of continuous provision meet all aspects of the PSED curriculum.

Metacognition, P4C and PSED Lead – Amanda Hubball

The work in this group draws on the research of Pamela Levins, Heather Geddes, Louis Cozolino and Michelle Bomber. The work of UNICEF underpins provision.