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Dear Parents,

This term children in year 3 will be learning about the **ZONES** of Regulation®

This is some information about the programme:.

The Zones of Regulation® curriculum (or “The Zones” for short), are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control and self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in.

In addition to addressing self-regulation, the children will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

There are 4 zones and these are categorised by colour:

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one’s body and/or brain is moving slowly or sluggishly.

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This one is the one that you generally need to be in for school work and for being social. Being in the Green Zone shows control.

The Yellow Zone is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion and many more slightly elevated emotions and states when in the

Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. The Red Zone can best be explained by not being in control of one's body.

We strongly believe that all children benefit from this programme and it is therefore a part of the schools PSHE curriculum. It is taught in full in year 3, and revisited in years 4, 5 and 6, as required, with preliminary learning in foundation stage and KS1 on understanding emotions.

We ask that you support your child during the process by doing the following:

- Talk to your child and ask them about the Zones – see if you can too also start to use the vocabulary.
- Help your child gain awareness of his or her zones and feelings by pointing out your observations.
- Confirm with your child what zone they are in and help them to think about ways to self-regulate so their behaviour is expected for the context.
- Share with your child how his or her behaviour is affecting the zone you are in and how you feel.
- Help your child become comfortable using language to communicate his or her feelings and needs by encouraging them to share his or her zone with you.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. We all experience the feelings associated with each of the zones at one time or another.

Miss Reading and Mrs Wood.