



PRE-PREPARATORY DEPARTMENT

Curriculum Policy for Personal, Social and Emotional Development in the Early Years Foundation Stage

School Mission Statement:

***“Learning and growing in
the light of the gospel.”***

WITHIN THE POLICY:

- Our Aims and Objectives
- Development Matters:
 - A Unique child
 - Positive Relationships
 - Enabling Environments = Learning & Development
- Religious Education
- Celebrating Achievements
- Resources and Activities

Following guidance from the Early Years Foundation Stage Developmental Matters for Personal, Social and Emotional Development (September 2012).

OUR AIMS AND OBJECTIVES

Our aim is that all children are provided with experiences and support to encourage them to develop a positive sense of themselves and others, to respect others, learn social skills and have a positive attitude to learning. We support children's emotional well-being by helping them to know themselves and what they are able to do.

When a child starts in the Pre-Preparatory Department staff will work in partnership with parents or carers to find out about the child's own early years experiences, their likes and dislikes; and for staff to fully understand each child's individual needs, thus enabling them to settle into their new environment.

"All about me" document is discussed with parents at the Parents' Consultation Evenings.

Visits to the Pre-Preparatory Department from Parents, Grandparents and other interested parties is encouraged, as is the use of books, photographs and information technology enabling the child to be aware of their global environment.

DEVELOPMENTAL MATTERS

We want children to have the very best possible start in life and will provide opportunities for effective learning and development through Personal, Social and Emotional Development by encouraging:

Positive Relationships

- To form warm, caring attachments with staff and children in our class and within our school.
- For all staff to establish constructive relationships with Parents, the School Community and other outside agencies.
- Act as a role model and encourage children to value difference and to understand different needs and expectations.
- Children will have opportunities to play and learn in a safe environment that allows children to develop independence, social skills and form friendships.

Enabling Environments

- Each child is allocated a key person.
- Practitioners will ensure that children have time and space to focus on their activities and develop their own interests further.
- Promote equal opportunities and respect for people of other cultures and beliefs.
- Ensure positive images that embrace difference and challenge children's thinking.
- Support children in developing independence skills including personal hygiene, healthy eating and a healthy lifestyle.

Learning and Development

- Initially observe children and record PSED Developments on their 'Baseline Assessment'.
- Share an agreed view about the Pre-preparatory ethos.
- Plan activities that encourage emotional, moral, spiritual, social and intellectual development.
- Encourage experiences to develop autonomy and a disposition to learn.
- To support each child to reach their full potential and achieve success.
- To promote and follow the Early Years Foundation Stage five outcomes of a child's right to:
 - growing up safe
 - being healthy
 - enjoying and achieving
 - make a positive contribution
 - enjoy economic well-being
- PSED is incorporated into our termly planning. There is a weekly focus for PSED.

RELIGIOUS EDUCATION

We follow the 'Come and See' document for Nursery and Reception Children.

Topics include:

Autumn

Domestic Church – Family: Myself

Baptism – Belonging: Welcome

Advent – Loving: Birthday

Spring

Local Church – Community: Celebrating

Eucharist – Relating: Gathering

Easter – Giving: Growing

Summer

Pentecost – Serving: Good News

Reconciliation – Inter-relating: Friends

Universal Church – World: Our World

CELEBRATING ACHIEVEMENTS - Gold Book

At the end of each week we come together with the whole of the Pre-Preparatory Department or as the whole school to celebrate our children's achievements, including acts of kindness, caring, sharing, progression, skills learnt, positive behaviour, inclusion and manners.

RESOURCES AND ACTIVITIES - to promote Personal, Social and Emotional Development

- Role-play and dressing up.
- One to one discussion.
- Circle time.
- Group discussion.
- Story telling.
- Puppets.
- Quiet time for looking at books by themselves.
- Construction activities, games and jigsaws that involve taking turns, sharing and following of rules.
- Visits of interest in the local community and the wider environment.
- Use of classroom computer either assisted by an adult or for independent learning.
- Weekly visits to the school computer suite for Swans.

Parents are informed of topics by letter, notice board or intended learning sheets.

A list of resources specific to Personal, Social, Health and Emotional Development will be found in various sections of the resource audit.

(Reviewed PSF & ND August 2016)