STANDARD 12

– Learning and Development

Standard 12.2–Curriculum Policy for Personal, Social and Emotional Development

Aim

To promote and develop self-esteem and self-responsibility alongside interest, understanding and value for the child's own experiences and those of other people.

Objectives

To provide the children with opportunities to observe, interact and learn about each other's lives through a balanced programme of activities.

Operating Policy

When the child starts Preschool, staff will work in partnership with parents in order to find out about the child's experiences, culture and home background.

The child will be supported in developing their relationships, self-confidence and self-awareness and managing their feelings and behaviour, through shared experiences and by being given opportunities to learn about the lives of others around them.

The children will be provided with experiences which:

- promote the development of independence, confidence, and self-respect;
- promote the development of responsibility for their own learning;
- enable them to concentrate and persevere in their learning and seek help when necessary;
- support them in making decisions;
- enable them to resolve conflict through negotiation;
- help them to form effective social relationships with other children and adults;
- help them to take turns and share;
- help them express their feelings;
- provide opportunity to express their opinions, and to consider and respect those of others;
- help them develop an understanding of right and wrong;
- enable them to succeed.

In providing such experiences the adults in the Preschool will:

- be aware of the role models which they themselves provide for the children;
- value the home lifestyle, culture and circumstances pertaining to the individual child;
- share an agreed view about the Preschool ethos;
- encourage parents and other community members to share in the life of the Preschool.

Programme of Work

A programme of experiences based upon a mixture of general, topic based and child initiated activities, will be implemented.

The programme will provide the children with opportunity to work as an individual and as part of small and large groups.

It will be based upon play and will provide opportunity for both free-play and adult-led experience.

The programme will include some or all of the following types of activity: -

- Role play and dressing up
- One-to-one discussions Group discussions
- Story telling Puppets
- Games that involve - taking turns equal turns for all children the following of rules

Planning, recording and assessment

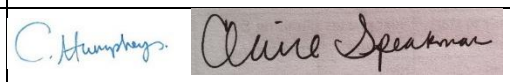
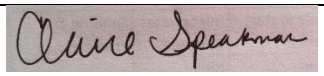
Planning takes place on a weekly, half-termly and termly basis, following the children's interests. Activity planning takes place on a daily basis. The planning sheets used by the Preschool are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that Personal, Social and Emotional Development is considered whenever planning is done.

Staff are able to observe the children informally and records of such observations can be made on Tapestry.

Samples of the children's work which relate to Personal, Social and Emotional Development are kept in the child's individual folder as appropriate, photos are taken and shared with parents through Tapestry or their work is displayed around the setting.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted by	Horsted Keynes Preschool
On	1st March 2017
Reviewed 1st Mar 2018	
Reviewed 1st Mar 2019	
Reviewed 1st Mar 2020	
Reviewed 1st Mar 2021	
Reviewed 1st Mar 2022	
Signed on behalf of the provider	
Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman