

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 program of activities.

Operating Policy

When the child starts Pre-School, 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 behavior, 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 Pre-School 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;
- encourage parents and other community members to share in the life of the Pre-School

Program of Work

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

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

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

The program 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 Pre-School 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 the children's individual play plans.

Samples of the children's work which relate to Personal, Social and Emotional Development are kept in the child's individual learning journey as appropriate.

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 pre-school staff and outside agencies as appropriate.

Singed.....Owner/Manager

Date..... Review.....