



Curriculum Policy for Personal Social and Emotional Development

Foundation Stage (Nursery and Reception)

Aim

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

Objectives

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

Operating Policy

When the child starts nursery, staff will work in partnership with parents in order to find out about the child's experiences, culture and home background. A profile of each child will be built up, using information supplied by parents as the starting point.

Children will be supported in developing self-esteem, through shared experiences and by being given opportunities to learn about the lives of others around them.

There will be opportunity to participate in local and wider community visits, thus developing individual and communal responsibility.

Awareness of the national and global environment will be developed through the use of visitors to the nursery (parents, grandparents, workers, etc), artefacts, books, photographs and information technology.

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;
- promote the development of equal opportunities and respect for people of other cultures and beliefs;
- enable them to succeed;
- **help them to understand, recognise, use and value mitzvos and middos within an orthodox Jewish framework, particularly in regard to inter-personal relationships.**

In providing such experiences the adults in the nursery 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 children;
- share an agreed view about the nursery ethos;
- encourage parents and other community members to share in the life of the nursery.

Programme of Work

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

The programme will provide the children with opportunity to work as individuals 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 programme will include some or all of the following types of activity **within both secular and kodesh lessons and activities**:-

- *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*

- ***Specific discussions around Sedra topics, chumash characters and associated dinim.***
- ***Daily davening and benching.***
- ***Regular contextual teaching and using of berachos.***
- ***Daily giving of Tzedoko***
- **Children displaying particularly good acts of middos and kindness will be awarded with the Headteacher's Chesed award at the Friday assembly.**

Curriculum Planning

Topic & objective planning takes place on half-termly basis. Activity planning occurs on a half-termly, fortnightly, weekly or daily basis. The topic/objective planning & activity planning sheets used by the Nursery & Reception are laid out to identify each of the areas of learning in the 'Early Learning Goals' document. This ensures that Personal, Social & Emotional Development is considered whenever a topic or activity is planned.

Pupil recording and assessment

- All staff make on-going daily observations on pupil progress and ***significant achievement.*** These observations are recorded on white address label stickers and are transferred into the children's individual Foundation Stage pupil records (green files) on a daily basis. Copies of these stickers are kept in the planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work samples (including photographic evidence where appropriate) are also stored in the green Foundation Stage pupil record files.
- Key workers are responsible for making sure that these records are updated regularly, and that, in conjunction with the class teacher, the information is shared with parents and carers on a regular basis.
- The class teacher in both the Nursery and Reception classes, in liaison with the other Nursery Practitioners, will complete a whole class Foundation Stage profile towards the end of each summer term.
- The results of each individual pupil's Foundation Stage Profile will be transferred to the ***Individual Yearly Pupil Progress Record.***
- Information gained through recording and assessment will be shared with parents and other school staff and outside agencies as appropriate.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term.

Resources

A list of resources specific to Personal and Social Development will be compiled.

Signed: ***Sara J. Harris*** (Headteacher) ***Eddy Breuer-Weil*** (Chairperson)

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