

# Mount Street Nursery & Infants School



## **Policy for Personal and Social Development, Well- Being and Cultural Diversity**

<b>Date</b>	<b>March 2021</b>
<b>Review Date</b>	<b>March 2023</b>

# Mount Street Infant and Nursery School

## Policy for Personal and Social Development, Well-Being and Cultural Diversity

### Introduction

- This document is a statement of the aims, principals and strategies for teaching and learning in **Personal and Social Development, Well – Being and Cultural Diversity** at Mount Street Nursery and Infants School
- It was reviewed during the Spring of 2021 through the process of consultation with teaching staff.
- It was approved by the Governing body.

### Links with other policy statements and procedures

- Policy for sex and relationships education
- Policy for discipline
- Policy for Restraint
- Food and Fitness Policy
- Substance misuse Policy
- RE policy
- Anti-bullying Policy
- Child Protection Policy
- Equal Opportunities Policy
- Foundation Phase Policy
- Home-school agreement
- Healthy Schools File
- Eco-schools File
- PSDWBCD portfolio

### Statement

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners.

They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity

develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

## **Aims**

- To help our pupils develop self-esteem and a sense of personal responsibility.
- To promote self respect, respect for others and celebrate cultural diversity.
- To empower our pupils to take responsibility for their own safety and live healthy lives.
- To prepare the pupils for the growing challenges, choices and responsibilities of work they face in adult life.
- To prepare learners for the choices and opportunities of lifelong learning.
- To empower learners to participate in their schools and communities as active, responsible citizens locally, nationally and globally.
- To foster their ability to enjoy successful relationships within the family, friendship groups and the wider community
- To understand that rules are essential in an ordered community and to have respect for rules, the law and authority
- To foster and encourage positive attitudes and behaviour towards the principles of sustained development and global citizenship.
- To promote courtesy, respect and responsibility in a safe and stimulating environment.

## **Principles of the Teaching and Learning in Personal and Social Development, Well Being and Cultural Diversity**

The Foundation Phase encompasses the developmental needs of children. At the centre of the statutory curriculum framework lies the holistic development of children and their skills across the curriculum, building on their previous learning experiences, knowledge and skills. The Foundation Phase curriculum promotes equality of opportunity and values, and celebrates diversity. Positive partnerships with the home are fostered and an appreciation of parents/carers as the children's first educators is acknowledged.

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase.

The Foundation Phase curriculum is planned as a progressive framework that spans four years (3 to 7 years) to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able to ensure continuity and progression. Throughout their formative years, children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress. A curriculum for young children should be appropriate to their stage of learning rather than focusing solely on age-related outcomes to be achieved. Children should move on to the next stages of their learning when they are developmentally ready and at their own pace

Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.

## **Strategies for the Teaching of Personal and Social Development, Well Being and Cultural Diversity**

Personal and Social Development, Well-Being and Cultural Diversity is taught by the class teachers and supported by teaching assistants through an active based curriculum. This Area of Learning will be taught through specific focus activities and consolidated through continuous and enhanced provision across all Areas of Learning.

Continuity and progression will be measured through regular monitoring and assessments. Differentiation will be provided to take into account all children's abilities; this will be reflected in short term planning. Resources will be readily accessible for pupils and staff to promote natural curiosity to learn and explore through first hand experiences. The outdoor classroom will be used appropriately. We will use materials in ways suitable for the children's stage, experience, understanding and prior achievement to engage them in the learning process.

In order to achieve our aims and for pupils to succeed they need to feel safe, secure and healthy. To accomplish this we pay considerable importance to the Learning Environment. We do this by providing:

- Appropriate, well-equipped accommodation, both indoor and outdoor, which is conducive to learning
- Stimulating displays, which celebrate pupil achievement
- A positive, nurturing learning environment
- An outside environment, which provides opportunities for active games and quiet areas
- An environment which encourages pupils to take care of their own and others property
- A security system, which ensures safety
- Healthy alternatives at lunchtime

In order to succeed a pupil must have self-esteem, confidence and the ability to take responsibility. The relationships within a school have a big part to play in this. At Mount Street Nursery and Infant School, we promote positive relationships by:

- Ensuring all pupils feel valued and cared for.
- Providing opportunities to take part in activities which are designed to promote success and receive special recognition for achievements.
- Providing opportunities to work individually and co-operatively with others in pairs or groups.
- Using language in a constructive and respectful manner.
- Using behaviour management approaches which focus on the positive with the emphasis being on rewarding good behaviour, based on the principles of the Incredible Years programmes.
- Using School Rules and Class Rules to provide a framework for relationships.
- Staff being role models for the attitudes and values they wish to see developed in the pupils.

## **Additional Learning Needs**

We strive hard to meet the needs of all pupils , including those with additional learning needs, those with disabilities, those who are more able and talented , those learning English as an additional language and those with behavioural difficulties.

We strive to do this through:

- Providing support within the classroom from the classroom teacher and Teaching Assistants
- Working closely with the SENCO and her team providing additional TA support where necessary
- Providing an intervention plan /behaviour plan which is developed in conjunction with the learner and shared with parents and which is regularly updated
- Using specific intervention programmes where necessary, eg Small Group Dina
- Ensuring access to the whole PSDWBCD curriculum by all pupils

### **Recognising Learner achievement**

Teachers share learning objectives with learners. Teachers feedback informs learners what they have achieved and help them know how to improve and make progress. A variety of methods are used to celebrate achievement

- Photographs
- Class teacher and head teacher individual recognition and praise, sticker awards giving stickers and smiley faces where appropriate
- Achievement Assembly
- Displays, both class and whole school
- Marking of work
- IY rewards in small group Dina

### **Strategies for Ensuring Progress and Continuity**

Planning is a process in which all teachers are involved wherein:

- The Foundation Phase Framework forms the basis of our long term plans. Curriculum maps show more detail of areas covered in each term.
- Mid-term plans identify skills to be covered as part of specific topics
- The Area of Learning leader is responsible monitoring and reviewing these plans to ensure coverage and to ensure progression and continuity
- Class teachers complete a weekly (short-term) plan for the teaching of Personal and Social Development Well-Being and Cultural Diversity. The specific skills to be taught and expected outcomes from the work are listed. Activities are identified and individual teachers' weekly plans are monitored by the Leadership Team.
- Teachers' plans, evaluations and observations for individuals and groups feed into our tracking system (Incerts)

### **Assessment of/for learning**

The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the learning objectives.

Verbal feedback is given to help guide children's progress.

Observations and assessments identified in short-term plans feed future planning and identify individual needs and the next stage in their learning

Baseline and ongoing assessment assess progress against Learning Objectives and Learning Outcomes.

## **Strategies for Reporting**

We report to parents at bi-annual parent's evenings, at individual meetings, where appropriate and in the child's annual written report.

## **Health and safety issues in PSDWBCD include:**

- following LA guidelines on school visits relating to the teaching and learning of PSDWBCD
- using electrical resources safely

## **Curriculum Cymreig ac Cymraeg Pob Dydd**

- pupils will have the opportunity to listen to and read literature set in Wales and about Welsh people and their culture, which relate to PSDWBCD issues
- pupils regularly hear Welsh in PSDWBCD and are encouraged to talk in Welsh to staff and their peers.

## **Equal Opportunity**

There will be no difference in the educational opportunities offered to pupils based on ability, gender or cultural background.

## **Transition**

Transition between classes within the school is supported with the child's profile. Liaison and transition with the Junior school is maintained by the class teacher and SENCO meeting with Year 3 staff and is supported by the pupils' profile.

## **Monitoring and review**

The work of the PSDWBCD co-ordinator leader involves

- supporting colleagues in their teaching,
- being informed about current developments in PSDWBCD
- providing a strategic lead and direction for PSDWBCD in the school.
- carrying out regular audits including monitoring lessons and looking at planning
- keeping a portfolio of activities for planning and assessment purposes.
- undertaking a Self Evaluation and feeding back to the SLT, staff and Governors
- providing feedback to inform the school's SDP

**Signed:** ..... (Chair of Governors)

**Date:** .....

**Date of Review:** .....