**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School confident, independent and respectful. Pupils will know how they can ‘let their light shine’. They show empathy to others and express their feelings appropriately, having developed positive attitudes about themselves and those around them. Each child will be a valued member of the class and their own identity will be shaped through an increasing awareness of their own needs and others. Pupils will have an understanding of the characteristics of a healthy relationship. They will have developed positive dispositions to learning, be cooperative and communicative. Pupils will show determination to complete a goal, and demonstrate resilience in the face of challenges. Our children demonstrate an understanding of what is right and wrong, and why this is important. They understand there are consequences for behaviour, whether through rewards or sanctions. These characteristics underpin all that we do within the Foundation Stage. Through this area of learning pupils will have also developed an understanding of how their bodies work and what they need to be healthy and safe, as well as how they are able to best meet these needs.

**Implementation:**

This area underpins all aspects of a child’s daily life at school. We have a rich variety of policies and activities which aim to support children’s progress towards the Early Learning Goal. We encourage our children to ‘let their light shine’ with celebration worships, working walls and Tapestry. These include regular collective worships (in class and then with KS1) where children learn the value of educating the heart as well as the mind through our Christian values. Reception take part in weekly circle time sessions where they learn about keeping their brain healthy and having healthy relationships. We also teach ‘No Outsiders’ and learn about differences through stories. Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe. For example, we regularly talk about oral hygiene and diet, using stories (such as ‘Jim and the Beanstalk’ and ‘Pumpkin Soup’) as a platform. During our regular visits into the local community (church and the library), we talk about how to stay safe and stranger danger. In the summer term, we give pupils opportunities to learn about sun and water safety through ‘Clem and Crab’ and ‘The See Saw’.

Below shows the progression of skills that build towards the Personal, Social and Emotional Development Early Learning Goals.

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| **Self-Regulation** | | | |
|  | **Baseline**  -Expresses their feelings and gives simple reasons, e.g. I want Mummy.  - Talks about their feelings using appropriate words e.g. happy, sad, etc.  - Recognises when a peer is upset.  **On Track Check Point 1**  - Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.  - Explain to an adult what has happened when they are upset.  - “Bounces back” quicker after upsets and with more independence.  - Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.  **On Track Check Point 2**  - Thinks about the perspectives of others  - Moderate their own feelings socially and emotionally  - Begin to solve small conflicts through speaking to each other and being assertive.  - Considers the feelings of others  **ELG:**  **Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly** | **Baseline**  - Selects and uses resources to achieve a short-term goal  - Beginning to follow rules independently  **On Track Check Point 1**  - Sees themselves as a valuable individual  - keeps trying when they can’t do something first time  - Thinks of other ways of doing things if something hasn’t worked.  - Controls their impulses when waiting for their turn  **On Track Check Point 2**  - Waits with increased patience, when necessary, e.g. When waiting for a turn on the computer.  - Controls their feelings when they are upset or angry  **ELG:**  **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate** | **Baseline**  - Develops a sense of responsibility (e.g. hangs coat up, tidies own mess)  - Pays attention to one thing at a time and shift attention (CL)  **On Track Check Point 1**  -Follows familiar, routine instructions independently (e.g. choosing lunch and putting things away)  **On Track Check Point 2**  -Follows instructions even when engaged in their own activity  -Follows two step instructions  **ELG:**  **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving serval ideas or actions** |
| **Provisions:** | Discussions, collective worship, books, small world, role play, throughout play and work with each other | Choice in the environment, timers, books, selection of tools and resources to carry out tasks, self esteem support, class and school rules, various praising techniques (house points, stickers, certificates etc) | Adult focused time  Joining in with class routines |

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| **Managing Self** | | | |
|  | Baseline  - Joins in with a new activity when invited by an adult  **On Track Check Point 1**  - Tries new activities with peers.  - Tries different approaches when solving problems and be able to discuss what they have done.  **On Track Check Point 2**  - Beginning to persevere when something is challenging.  - Tries in new activities independently  - Enjoys more challenging activities and set goals for themselves that stretch their abilities.  **ELG:**  **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge** | **Baseline**  - Follows a simple instruction as part of a group, e.g. sit down, let’s go outside  **On Track Check Point 1**  - Abides by most of the rules of the classroom  - Beginning to understand and discuss consequences of our behaviour, e.g. “ If I hit someone, it hurts and they are upset”  **On Track Check Point 2**  - Understands that rules are there to keep us safe and to make things fair  - Identifies when they haven’t followed a rule or made a bad choice and can say why and understands there will be a consequence  **ELG:**  **Explain the reasons for rules, know right from wrong and try to behave accordingly** | **Baseline**  - Takes off own coat  - Pulls down pants to use toilet  - Put on shoes without fastening (may be wrong foot)  - Pull up garments on independently  **On Track Check Point 1**  - Puts on own shoes and fastens if Velcro  - Fastens zip independently  - Uses the toilet independently and wash their hands well, knowing why this is important.  - Discusses healthy food choices.  - Knows that exercise strengthens your heart and makes you fitter  **On Track Check Point 2**  - Takes T-Shirt and jumper on/off independently but may be back to front  - Sorts healthy foods from less nutritional food  - Dresses and undresses independently but may still need help with small buttons and laces.  - Talks about how to be safe around water and in the sun  **ELG:**  **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices** |
| **Provisions** | New experiences and engaging activities based on pupil’s interests including half termly trips and visits | House points, golden rules, class reward and consequence charts | Dressing up, snack time, roleplaying shops and cooking, cooking sessions, P.E. lessons, bikes, adventure playground, toilets in classroom. |

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| **Building Relationships** | | | |
|  | **Baseline**  - Plays alongside peers  - Asks if they want something someone else has  **On Track Check Point 1**  - Take turns, with adult support, e.g. when playing a board game  **On Track Check Point 2**  - Takes turns when playing a game without adult support  - Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer  - Beginning to solve small conflicts through speaking to each other and being assertive, e.g. “Stop that, I don’t like it” or “Can I have a turn when you are finished?”  **ELG:**  **Work and play cooperatively and take turns with others** | **Baseline**  - Plays alongside new peers and ‘with’ familiar peers.  - Shows interest in their new peers.  - Is pleased to see some children and or adults  - Speaks to peers within a game or activity  - Allows an adult to comfort them  **On Track Check Point 1**  - Asks for help from a familiar adult  - Joins in with a group of children who are playing.  - Forms some closer friendships and seeks them out to initiate play  **On Track Check Point 2**  - Will calmly explain to another child if they don’t like what they are doing (e.g. Making noises in their face)  - Understands that we may not always like everyone, but we still need to treat them with respect  - is outgoing and will help others (even if they are not close friends) who are not as confident or need help. | **Baseline**  - Can identify emotions in others  - Shows empathy in simple ways, e.g. puts an arm around another child who is crying |
| **On Track Check Point 1**  - Expresses their feelings in an appropriate way  Shows empathy in simple ways, e.g. finding an adult for a child who is hurt.  - Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings  - Understands that we may not always like everyone, but we still need to treat them with respect |
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| **On Track Check Point 2**  - Shows understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way  - Understands that different children have different viewpoints and opinions |
| **ELG:**  **Form positive attachments to adults and friendships with peers** | **ELG:**  **Show sensitivity to their own and to others’ needs** |
| **Provisions** | Provide opportunity for independent play  Encourage children to find resolutions and compromises by supporting discussion  Game opportunities for turn taking e.g. card and board games | No Outsiders, collective worship, working in different groupings, team building activities, parachute, trips and visits, Good Samaritan cards | No Outsiders, collective worship, reflection areas, Good Samaritan cards |

**Impact:**

By the end of the Foundation Stage our children have developed and demonstrate an understanding about how relationships work, and how we show respect for God, others, creatures and material objects. They respond appropriately to one other and any challenges they may face. They follow the school behaviour policy, understanding why there is a need for rules. Pupils can explain the importance of physical activity and the effect this has on their bodies.