



Early Years, Year 1

Personal, Social and Emotional Development-Links to RE.



What does Personal, Social and Emotional Development(RE) look like in Early Years, Year 1 at Castle School?

Intent

Early personal, social and emotional development supports the impact on children's later well-being, learning achievement and economic success. Pupils are provided with positive feedback and models of appropriate behaviour, as it is important to make our pupils feel safe and secure in their school environment. Providing routine helps reassure pupils as they begin to understand the structure of the day and predict what is coming next through the support of objects of reference, visual timetables and verbal support.

Building relationships involves children playing cooperatively, taking turns with others in structured and unstructured sessions. Children take account of one another's ideas about how to organise their activity through observing and implementing. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. For our cohort of complex learners (ASD) these skills are very hard to achieve however, from their starting points we teach a tolerance, kindness and acceptance of others. This links to our RE approach.

Staff support children to self-regulate, by recognising their emotions and triggers and encouraging them to identify how they are feeling. We talk about our different emotions and provide strategies for pupils to express and manage them. We support pupils to have a positive approach to try new things and meet challenges. We introduce them to simple routines and support them with transition times, they adjust their behaviour to different situations, and deal with changes of routine in their own time. Staff support the pupils learning by recognising their interests and encouraging them to engage in activities. We use a child's motivation and personal interests to learn as a reward for completing set tasks.

Within the context of a child's SEND diagnosis, managing self involves being confident to try new activities, and say why they like some activities more than others. We endeavour to ensure children are confident to speak (indicate, sign, use symbols) or be involved in a familiar group, will talk about their ideas through their own means of communication, and will choose the resources they need for their chosen activities. Through adult modelling and guidance, they will learn how to look after their bodies through self-help sessions, healthy eating at snack and in the management of personal needs.

We use emotion cards and zones of regulation to support children to express and manage their emotions.

RE within EYs is based upon ensuring children develop a strong sense of right and wrong, expressing kindness and the qualities of a Christian society. We include British Values in relation to ensuring pupils understand what is expected of them in social settings.

Implementation – Click on learning map to see implementation

Impact

We passionately believe that children's personal development and well-being underpins all the work we do in EYs,Y1 at Castle. This is core to our curriculum and approach to learning. We use developmental checks to ascertain pupils levels of ability to manage their emotions, access social situations and grow in confidence and self-esteem.

The Cherry Garden system of assessment provides Castle with a child centred, flexible approach to assessing children with learning differences, which is proven to enhance parental engagement. We ensure all children make measurable progress which we build upon across the school year. Those children at risk of not achieving targets access highly structured interventions to boost learning potential.

Our approach:

- Provides teachers/support staff with key milestones in typically developing young children, we use this information to establish developmental stages of the children we work with in order to plan highly structured steps to learning. As such, we establish a child's developmental stage in order to plan a progressive and sequential approach to learning from their starting points. We measure progress and provide updates on achievement in line with the whole school's approach. Every child makes progress and for those with 'splinter skills' in areas of learning, usually linked to autistic strengths and motivations, we measure progress using the EYFS framework as well as Cherry Garden.
- Demonstrates not only linear but also lateral progress – this is highly supportive of children with complex needs. 100% of learners within EYs,Y1 have complex needs associated with their diagnosis of SEND. As a result, it is important to provide a broad and balanced curriculum offer commensurate to ability. If a child makes linear progress by generalising taught skills in functional situations this is an achievement we celebrate. This is linked to the whole school curriculum approach 'spiralised learning model'.
- Enables parents to explore and understand their child's learning through the unique Cherry Orchard approach. We value parental partnerships which are invaluable in achieving success for our learners. The impact of our work is shared with parents who are involved in joint target setting activities in school.