



Reception

<p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p>Prevent Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<ul style="list-style-type: none"> • Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. <p>The following skills from the EYFS Framework are taught repeatedly throughout the year through science, assemblies, PSED provision, story time and experience days.</p> <p>Understanding the World</p> <p>The Natural World Early Learning Goal, taken from the EYFS Framework</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People, Culture and Communities Early Learning Goal, taken from the EYFS Framework</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>Wider curriculum opportunities:</i></p> <p>Use of British Values balloons to promote the development of fundamental British Values and allow the children to understand this within their school and wider life.</p> <p>Learning based around festivals and different traditions to build up understanding of different beliefs and faiths, beyond what is seen as school.</p> <p>Use of books linked to key people of interest, different faiths and festivals etc. to support learning about People, Culture and Communities including ‘Little People, Big Dreams’ books, non-fiction texts linked to topics such as Diwali and Africa and story books such as Handa.</p> <p>Teaching children about the protected characteristics and celebrating being unique. E.g. celebrating World Down Syndrome Day.</p> <p>All Around the World unit introduced to the Summer Term to create a deeper understanding of cultures and communities around the world and compare them to our lives.</p> <p>Learning based on our local community, to develop an understanding of the world around us and how we can help, including ways to clean up the environment, be kind to others etc.</p> <p>Rules and routines with a focus on being safe, so the children understand that safety is important in lots of different aspects.</p>
<p>Health and well-being</p>	<p>Skills are taught to build towards the Early Learning Goals repeatedly throughout the year, in a range of multi-layered and cross curricular ways. The children are taught about the importance of healthy food and why it is important to keep our bodies healthy with food and sleep. Children are also taught about exercise and the benefits of building up strength and stamina.</p> <p>There is much discussion in Foundation Stage around a positive growth mind set, where children work towards goals and take steps to succeed in a safe and stimulating environment which nurtures health and well-being.</p> <p>Managing Self Early Learning Goal, taken from the EYFS Framework</p>



	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Gross Motor Early Learning Goal, taken from the EYFS Framework Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Wider curriculum opportunities:</i> Assemblies linked to healthy choices, eating, sleep and exercise, positive relationships and PSED links. PSED provision and key stories, including Elmer, Giraffe's Can't Dance, Jabari Jumps, the Koala who Could, the Lion Inside etc. to focus on mental health and wellbeing. Experience days, including learning about different cultures and PE experiences. Weekly P.E lessons, highlighting the importance of warming up, keeping our bodies moving as well as the development of key skills. Daily outdoor gross motor opportunities Weekly yoga sessions and daily dancing to focus on developing core strength and movement in a range of ways. Teaching strategies for being calm, self-regulation and mindfulness to support mental health and understanding of emotion. Daily fruit and milk, support during lunch time and continuous discussion with regard to the children noticing changes in their body during physical activity. Reinforcement of safety rules and identification of healthy choices, both physical and mental. Rules and routines with a focus on being safe, so the children understand that safety is important in lots of different aspects.</p>
Online Safety	<p>The children in Foundation Stage are taught repeatedly throughout the year about the importance of being safe when using ICT equipment and also handling the equipment carefully. The children explore through age appropriate ICT to develop their understanding of a range of skills linked to technology and the internet. Children take part in a range of discussions in assemblies, PSED provision and story time talking about the importance of staying safe both in person and online and about the people that they can trust. The children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes to support their learning in school.</p> <p>Managing Self Early Learning Goal, taken from the EYFS Framework Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><i>Wider curriculum opportunities:</i> Use of iPads during continuous provision for maths and phonics games, to develop key skills alongside ICT skills. Fine motor opportunities such as drawing and painting on ipads in continuous provision. The children select and use technology for particular purposes to support their learning in school, for example choosing to take photos, type to write their sentence etc.</p>



	<p>Use of interactive whiteboard with developing independence. Class emails to other FS class to develop understanding of communicating in a safe way on the internet. Use of internet as a class to research e.g. about animals in Africa, about what Waddington looked like in the past etc. and what to search in order to find what they are looking for. Use of toys with moving parts e.g. bee bots.</p>
<p>Sex Relationship Education</p>	<p>The children are taught repeatedly throughout the year through continuous discussions, building up to the Early Learning Goals detailed below.</p> <p>The children are supported to develop their independence and self-belief through assemblies, PSED provision and a range of stories. Through all of these things children are exposed to discussions about themselves and others, how they are unique, discussions about their family, body awareness and hygiene. In addition to this, staff are highly skilled in responding to any questions/observations made by the children of a sensitive nature. Through the year the children explore a range of stories and texts through class story times about developing positive relationships with friends, making the right choices and about personal hygiene, including Elmer the Elephant, The Way back Home, the Day the Crayons Quit, the Colour Monster, Stinky Jack and the Beanstalk, Don't Pick your Nose Pinocchio.</p> <p>Managing Self Early Learning Goal, taken from the EYFS Framework Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Listening, Attention and Understanding Early Learning Goal, taken from the EYFS Framework Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Early Learning Goal, taken from the EYFS Framework Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Building Relationships Early Learning Goal, taken from the EYFS Framework Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>
<p>Drug Education and Staying Safe</p>	<p>In Foundation Stage there is a continuous and embedded focus on staying safe. The children understand the importance of staying safe in a range of situations, linked to both in school routines and some areas in their wider life. The children are taught about the importance of behaviour and the reasons for rules and this learning is spread across the curriculum. Through the curriculum the children are taught to say when they do or don't need help, they are taught strategies to use when they need help or require information, the need for safety when tackling new challenges, management of some risks independently and to practice some safety measures without direct adult supervision.</p> <p>Listening, Attention and Understanding Early Learning Goal, taken from the EYFS Framework Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Self-Regulation Early Learning Goal, taken from the EYFS Framework Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>



	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Early Learning Goal, taken from the EYFS Framework Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><i>Wider curriculum opportunities:</i> <i>Books and focus texts linked to making healthy choices.</i> <i>Safety aspects covered through provision, class and Key Stage assemblies, include: sun safety, water safety, road safety (how to cross roads and use pavements) and how to stay safe in school. In addition, we also cover stranger danger, bonfire night and Halloween.</i></p>
<p>Bullying (including cyber bullying)</p>	<p>In Foundation Stage the children are taught a wide variety of skills and strategies throughout the year to build up positive relationships and friendships with their peers. As part of the EYFS curriculum, children are taught how to take part in positive play experiences, including the development of sharing and turn taking, how to initiate and hold conversations and how to resolve simple conflicts with increasing independence.</p> <p>Self-Regulation Early Learning Goal, taken from the EYFS Framework Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing Self Early Learning Goal, taken from the EYFS Framework Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships Early Learning Goal, taken from the EYFS Framework Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p> <p><i>Wider curriculum opportunities:</i> Opportunities to work alongside peers in the classroom environment, with adult support where necessary, to develop early communication, language and play skills with their peers. Giving children cues and scripts to support them in solving problems and resolving conflicts with peers. Books based on building friendships and being kind to others PSED intervention where necessary. Learning linked to stories such as Elmer and Giraffe's Can't Dance to celebrate differences and supporting each other. Use of LEAD Clouds and British Values balloons so that the children are taking responsibility in school, for example looking after their friends if hurt/upset, keeping the environment safe and tidy and are beginning to becoming intrinsically motivated by this.</p>
<p>Other (please specify)</p>	<p>Support from our pastoral support team- including: Service Premium Support and ELSA support.</p>