

CURRICULUM POLICY

The pre-school's primary aim is to provide an environment which is caring, stimulating and which fosters children's independence. A variety of play and learning experiences are provided to encourage each child to reach his or her full potential.

Staff help children to have a positive approach to learning by:

- respecting each child as an individual
- helping children develop emotional stability, ensuring that they have a strong sense of belonging
- providing a 'key person' system to ensure each child and their parents have a special person with whom to liaise and form a positive connection
- developing children's self-help and communication skills to give them independence and enable them to express their emotions
- providing a rich and varied play-based curriculum in which children will gain confidence in their abilities
- encouraging children to try new things and thereby develop the motivation to explore and investigate the world around them
- providing a comprehensive range of resources to support all areas of the curriculum
- encouraging children to use their imagination in a variety of ways in order to stimulate their creativity
- using a process of parental input, observation and assessment in order to ensure that each child's individual needs are reflected in both medium and short term planning.

Children are competent learners from birth and develop and learn in a wide variety of ways. Staff, therefore, look carefully at the children in their care, consider their needs, their interests and their stage of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of learning and development.

The Pre-School follows the Early Years Foundation Stage (EYFS) statutory framework:

The prime areas are:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

None of these areas of development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child-development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Observations

The child's key-person is responsible for ensuring that each child's progress, within the curriculum, is carefully observed and those observations recorded in an appropriate format.

It is through this process of observation that a child's progress can be monitored and any intervention duly applied, if necessary.

Observations may be informed by staff other than the key-person.

Observations should be recorded routinely and with appropriate regularity depending on the child's specific circumstances and the child's age.

In the year that they are two, each child must have a formal observation recorded; this is the statutory two-year old's progress check.

Every child, including two-year olds, has a progress report at the end of each term.

Children attending the Breakfast Club and After-School Club will not be formally observed but staff will nevertheless report to parents informally any observations of the child's progress which they deem to be significant.

Reporting

Parents and carers are entitled to see their child's observations record by prior arrangement.

A formal meeting with the parents or carers of each child will be scheduled no less frequently than once a year.

The Current Curriculum

The current curriculum is published in the pre-school's current prospectus. Circumstances may affect the detailed implementation of this curriculum. Senior staff reserve the right to modify it for legitimate reasons without notice.

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Appendix A: Fundamental British Values

The fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage. However, the pre-school acknowledges that greater emphasis needs to be given to these values during the 21st century at a time of international upheaval when these values may be challenged from within and outside British society.

Democracy

- Staff will seek to foster an understanding of the principles of democracy by creating opportunities, wherever possible, for children to engage in shared decision-making. Children will be encouraged to think about the consequences of decision-making and the effect specific decisions may have on others.
- Children will be encouraged to vote e.g. with a show of hands and to abide by the decision of the majority, when this is appropriate.
- Staff will encourage children to express their views, knowing that they will be listened to.

The Rule of Law

- Children will be taught and expected to abide by the 'rules' which exist in the pre-school e.g. washing hands after using the lavatory, sitting quietly in the book-corner, meal-time manners.
- Staff will encourage children to reflect on the adverse effect on others or themselves when 'rules' are not followed.
- Children will be encouraged, when circumstances allow, to make their own rules to govern different activities e.g. tidying up, sharing resources for specific activities.

Individual Liberty

- Throughout all the pre-school's activities, staff will encourage children to make their own decisions and choices to help foster self-knowledge, confidence and self-esteem.
- Children will be encouraged to participate in a range of experiences which allow them to explore and express feelings and opinions.
- Staff will look for opportunities to help children understand that their own freedom has to be balanced against the freedom which other individuals may want to express and ensuring that we should never needlessly disadvantage others when exercising personal freedom.

Mutual Respect and Tolerance

- Staff will actively foster the pre-school's inclusive ethos at all times.
- Opportunities to learn about the cultural expression of different societies and the practices of different faiths will be incorporated into the pre-school's calendar of activities. When exploring different faiths, senior staff will ensure that children do not engage in practices which may be considered 'worship' and that activities are confined to the cultural and festive trappings of different faiths.

- Opportunities will be exploited to ask questions about different cultural and religious practices to help the children understand why different people have different traditions.
- Children will be encouraged to see connections between different cultural and religious practices (e.g. in the celebration of different festivals of light) and to notice similarities between themselves and others.
- Staff should ensure that stereotypes are challenged e.g. in allowing children to dress-up without inhibition irrespective of gender or race; ensuring that books and resources reflect diverse experiences.

General

- Staff will challenge, with appropriate courtesy, any attitudes, beliefs or behaviours from children or adults, including parents, carers and members of the wider community which run counter to fundamental British values, courtesy, self-control and civilised behaviour. Where necessary, specific issues should be referred to the manager or trustees.

Appendix B: the Prevention of Extreme Radicalisation

The pre-school is aware that some children may be exposed to harmful and aggressive attitudes at home or in their communities. Staff understand that young children can be desensitised by or vulnerable to radical beliefs which run counter to fundamental British values. The pre-school therefore recognises its responsibility to have due regard to the need to prevent people from being drawn into or supporting terrorism by meeting the challenge, if it occurs, to:

- *respond with counter-arguments to the ideology of terror as a legitimate course of action or protest*
- *provide or direct people to support and guidance if they are in danger of being drawn to terrorism*
- *co-operate with other professionals when there is a specific risk of extreme radicalisation which needs addressing.*

Strategies

- Senior staff at the pre-school will assess the extent any children or family members imply, through their behaviour or language, sympathy with extreme radical or terrorist views. Senior staff or trustees will engage courteously and sensitively with any parents or parents of children who present cause for concern. They will explain the pre-school's policies and the obligation to conform to the ethos which these reflect. In the event of a lack of compliance, such individuals will be referred to trustees and the appropriate authorities.
- If Local Authority officers or other authorities alert the pre-school to their concerns about a particular family, staff will conduct appropriate monitoring discreetly and without distress to any children in the pre-school's care.
- Staff will remain alert to any children who seem particularly vulnerable to more dominant personalities. For example, they may lack sufficient self-esteem; they may demonstrate a conformity to gender-stereotyping or male assertiveness; their drawings may suggest exposure to inappropriate stimuli. The pre-school's

- safeguarding policy will be invoked in such situations.
- Staff will balance being alert to the risks of extreme radicalisation with the need to avoid 'paranoia'. Senior staff or trustees should provide an appropriately balanced perspective.

General

Extreme radicalisation and the legitimisation of terror only flourish when one group of people is dehumanised by another because of gender, race or religion. The pre-school recognises that inculcating in the children who attend a deep-rooted respect for others, whatever their differences and origins, is the most effective way to counteract any future radicalisation. This is done across the pre-school's daily practices by staff modelling high standards of courteous behaviour and constantly addressing the children's behaviour, commending that which is laudable and correcting that which is not.