

Personal, Social and Emotional Development Intent

At Rockwood, we aim for children to develop their independence, create positive attitudes about themselves and those around them and feel like valued members of the community. They will shape their own identity through an increasing awareness of their own needs and the needs of others.

We do this through....

....Our Image of the Child....

LOVED	<ul style="list-style-type: none">• Offering strong, warm and supportive relationships with adults.
CREATIVE	<ul style="list-style-type: none">• Asking open ended questions to encourage the children to think for themselves and providing a wide variety of open-ended materials to stimulate their imagination ranging from art materials, small world play, malleable experiences, construction opportunities, books, instruments etc.
CURIOUS	<ul style="list-style-type: none">• Offering a wide range of learning experiences based around the children's interests through continuous provision and adult led activities that excite and enthuse children in both the indoors and outdoors area.
INDEPENDENT	<ul style="list-style-type: none">• Encouraging the children to develop a 'Have a go' attitude by encouraging the children to take risks and push themselves out of their comfort zones. They are encouraged to try new things, successes are praised and celebrated, demonstration and positive role-modelling, questioning and conversations reassure them of their uncertainties and understanding is reinforced through the use of visual cues, gesture and some Makaton signs when necessary. The children are encouraged to make their own choices for learning, work at their own ability level and the staff challenge them when necessary to extend their learning by scaffolding their learning, building on what they know / can do, and questioning them appropriately to make them think deeper and learn more about what they are working on.
CONFIDENT	<ul style="list-style-type: none">• Praising and encouraging the children to strive further and to try harder and have a go, self-scaffold their learning and take risks to challenge themselves.
MOTIVATED	<ul style="list-style-type: none">• Encourage the children to "Have a go" by offering them interesting and exciting experiences suited to their learning - indoors / outdoors / gross motor / fine motor etc. that are linked to their interests.
RESILIENT	<ul style="list-style-type: none">• Supporting children to manage their emotions, make their own decisions for learning and to resolve conflicts peacefully.

... Our Curriculum Development...

STAGE ONE	STAGE TWO AT TWO	STAGE THREE AT THREE	STAGE FOUR AT FOUR	STAGE FIVE	STAGE SIX SCHOOL LEAVERS
<p>Children will :-</p> <ul style="list-style-type: none"> • Like to be in sight and hearing of familiar people. Checks in regularly. • Engage with a familiar adult e.g. plays pat a cake, waves goodbye or offers them a toy on request. • Show some independence when playing – making choices of what to play with, experiments with what an object can do. 	<p>Children will :-</p> <ul style="list-style-type: none"> • Assist with dressing and undressing. • Show very little awareness of danger • Explore the environment energetically and with increasing understanding – making more choices for their own learning. • Show an interest in familiar objects e.g. books, brushes, feeding dolls, washing clothes. • Play alone but like to know a familiar adult is close by. • Enjoy putting objects in and out of containers. • Tend to grab what they want. 	<p>Children will :-</p> <ul style="list-style-type: none"> • Explore the environment with increasing independence. • Have limited concentration – appears very lively. • Begin to take turns with others. • Tend to play alongside others. • Imitate adults in play. • Begin to engage in imaginative play. • Begin to develop relationships with other children. • Begin to find ways to calm themselves. • Tolerate transitions e.g. parent to key person or changes in routine. • Begin to do things more independently e.g. getting dressed, toileting, washing hands • Show 'Effortful control' e.g. wait their turn, resist the strong impulse to grab at something or push their way to the front. • Select and use resources with support. • Like to play on the floor with toys. • Begin to show an awareness of danger. • Follow rules more appropriately. 	<p>Children will :-</p> <ul style="list-style-type: none"> • Assist adults with familiar chores. • Join in make believe play with one or more children. • Show affection to others. • Look after their own bodies – They are strong willed and like to do things independently e.g. getting dressed, washing hands, toileting. • Has a sense of humour. • Engage in make believe play very dramatically. • Be more outgoing in less familiar situations. • Show empathy for others. • Select and use resources with little help. • Play co-operatively with other children, developing friendships, some of which may be special friendships. • Follow rules, remember rules and routines and understand why we have them. 	<p>Children will:-</p> <ul style="list-style-type: none"> • Show awareness of how they are feeling. • Develop a positive sense of self. • Express, understand and control a range of emotions. • Think about the perspectives of others. • Manage their own needs. 	<p>Children will :-</p> <ul style="list-style-type: none"> • Play well with others • Choose their own friends. • Show an understanding of time through familiar routines. • Comfort others who are distressed. • Talk about their feelings in more detail e.g. " I feel sad because....." • See themselves as a valued individual. • Modify their emotions appropriately in different situations. • Manage their own personal hygiene. • Talk about the importance of regular physical activity, brushing their own teeth, eating healthily, having a good sleep routine, sensible 'screen' time, being a safe pedestrian.