

Subject on a Page:

**Personal, Social,  
Emotional  
Development (EYFS)**

## Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.

### Whole School Curriculum Drivers:

#### Excellence

#### Community

#### Growth



### Intent - we aim to...



To ensure pupils feel a valued member of our school community.

To develop emotional literacy.

To create an environment where pupils are kind, compassionate and thoughtful learners.

To create resilient learners.

To develop independent learners who can manage their own needs.

To encourage and promote healthy lifestyles within our community.



### Implementation - How do we achieve our aims?

Build positive and respectful relationships with children and families

As part of our transition we spend time getting to know our families through nursery visits, stay and play sessions, home visits and a transitional approach to the beginning of the school year. During this time, we ask parents about their child's likes and dislikes, strengths and achievements, family members and culture. We then ensure that each child's learning square (in the classroom) reflects them and their family, as well as their interests and achievements. These relationships are fostered further through community events with parents throughout the academic year and by providing pupils with opportunities such as celebration assemblies, school productions and community events. These achievements are then recognised on the school's achievement tree. Praise is at the centre of our approach and practitioners ensure that conversations with pupils are meaningful and take the opportunity to talk about the child's known interests.



## Implementation continued...

### Effective and thoughtful modelling from practitioners and a safe and supportive learning environment

Practitioners model positive behaviour and interactions with pupils. They consistently identify and praise positive interaction ensuring pupils understand when their actions are kind and considerate. In our setting this is implemented using the kindness jar. Each act of kindness is celebrated with the whole class thus highlighting the importance of acting in this way.

At WVPS we use the Zones of regulation to identify feelings and to support children in understanding why they may be feeling certain emotions and what strategies we can use to support us. We teach pupils good coping and regulation strategies such as star breathing, using our calm corner and sensory toys to help them in the face of frustration. Practitioners also model how they may be feeling when faced with a challenge or a conflict to solve using 'think alouds'. Following this metacognition approach helps pupils understand that we all face challenges and teaches them how to cope with their feelings and encourages them to tackle challenges and build better resilience so that they don't give up easily when faced with challenges.

At WVPS we work hard to create an environment where pupils feel confident to 'give things a try'. This is built through developing good relationships, adult modelling and praising children's efforts. We aim to foster independence in our pupils by working with parents to model practices that support good hygiene and healthy food choices. Practitioners will model their thought processes about healthy food decisions during snack times and personal hygiene throughout the day as well as consistently praising children's efforts to demonstrate this. We provide children with the scaffolding and skills to complete these tasks with support and remove when they are ready. For example, showing children how to put their coat on rather than doing it for them.

We also use picture books and other resources to explain the importance of the different aspects of a healthy life-style. As well as working with parents to provide targeted support for those pupils who may need additional support to develop their independence.



## Impact - How we know we achieved our aims?

Pupils will be able to recognise individual strengths and see themselves as part of the school community.



Pupils will demonstrate an awareness of their feelings and how to manage them.



Pupils are considerate of other's feelings.



Pupils demonstrate perseverance in their learning and are willing to 'give things a go' without giving up.



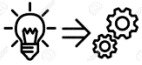
Pupils practice good personal hygiene, and attempt tasks before asking for support.



Pupils can identify aspects of a healthy lifestyle.

Such as: exercise, healthy eating, teeth brushing etc.





## Connecting learning

### Transferrable skills

Valuing the importance of the prime areas and spending time supporting our pupil's development in these areas ensure a smooth transition into KS1 and beyond. We believe that pupils who demonstrate good emotional literacy are more resilient learners. Our PSED curriculum provides our pupils with skills they will need to continue to make progress in this area, as outlined in our **school well-being curriculum**.

#### WVPS Well-being intent

- Believe in themselves
- Feel proud and recognise their achievement
- Be resilient to challenges they may face
- Have compassion for themselves and others
- Feel comfortable and happy in their learning environment
- Feel supported by the whole school community