

Promotion of Values within the EYFS

The EYFS curriculum and its statutory framework puts strong emphasis on the support and development of the individual child. It also promotes the nurturing of a holistically well-rounded individual, by focussing on developmentally appropriate ideals. The division of the Prime & Specific Areas, highlights the importance of ensuring PSED is well developed within the developing child.

Children in the EYFS are encouraged to be independent and confident learners, with the use of positive role modelling and imaging and positive reinforcement for good behaviour and effort. Sanctions may be put in place at an age appropriate level to reinforce the benefits of good behaviour and kindness towards our peers and adults.

Pupils are supported to develop self-esteem and confidence through measures such as taking the Challoner Bear home as a reward, the team reward jars and through the sticker chart system.

Children are encouraged to regard themselves both as a member of the “family of Bishop Challoner” and the “family of God.” They are encouraged to view themselves as important, special and individual, but with a whole school ethos and part of a team.

Children are actively supported to develop skills to identify the differences between right and wrong. Children will be spoken to using language that refers to being kind to their friends, using kind hands and using kind, inside voices. Children who exhibit negative behaviour will be given the opportunity to consider their behaviour and decide whether that is deemed desirable by everyone. They will be asked to reflect whether or not that is a way in which they would like to be treated by others.

Children in the EYFS are supported to try to understand that their behaviour and actions have an impact on others. The Nursery actively takes part in fundraising activities and the children are assisted to understand what charity is and how to help those who are less fortunate.

The Nursery setting is highly diverse, welcoming many children from various faiths, cultures, races and levels of ability. All of the children are valued equally and equality is actively endorsed across the setting. Children are advised against singling children out as different or considering themselves to be more important than another. Initiatives such as language of the month, celebrating other festivals etc. gives the children the opportunity to look at other walks of life with respect and dignity.

Above all the children are supported, within the Catholic ethos of the school, to respect themselves, others and God. The use of prayers prior to snack and lunch help the children to show appreciation and respect for what they have.

Areas of the curriculum that pay particular relevance:

PSED self confidence & self awareness 22-36 months:

- Expresses own preferences and interests.

PSED -self confidence & self awareness 30-50 months:

- Welcomes praise for what they have done
- Enjoys responsibility of carrying out small tasks.
- Confident to talk to other children when playing, and will communicate freely about home & community.

PSED self-confidence & self awareness 40-60 months:

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

PSED managing feelings and behaviour 22-36 months:

- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed
- Can inhibit own actions/behaviours e.g. stopping themselves from doing something they shouldn't do.

PSED managing feelings and behaviour 30-50 months:

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Are of own feelings, and knows that some actions and words can hurt others' feelings.

PSED managing feelings and behaviour 40-60 months:

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

PSED making relationships 22-36 months:

- Shows affection and concern for people who are special to them.

PSED making relationships 30-50 months:

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

PSED making relationships 40-60 months:

- Takes steps to resolve conflicts with other children e.g. finding a compromise.

Understanding the World people and communities 22-36 months:

- Learns they have similarities and differences that connect them to, and distinguish them from others.

Understanding the World people and communities 30-50 months:

- Recognises and describes special times for events for family and friends.
- Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends and family.

Understanding the World People and communities 40-60 months:

- Enjoys joining in with family and customs and routines