

Sandy Lane Nursery and Forest School  
"Nurturing curiosity and inspiring imagination"



**2022-23**

## **Promoting Children's Personal Development and Positive Relationships**

### **DOCUMENT STATUS**

<b>Produced By</b>	<b>Version</b>	<b>Date</b>	<b>Action</b>
Sandy Lane Nursery and Forest School	1	05.07.22	Ratified by the school's full governing body

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## **Legislation and supporting documents**

Statutory framework for the Early Years' Foundation Stage: setting the standards for learning, development and care for children from birth to five - September 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Development Matters: Non-statutory curriculum guidance for the Early Years' Foundation Stage – revised July 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

## **Links to the following school policies**

Wellbeing and Behaviour

Early Years' Foundation Stage

Equality Plan

Health and Safety – Violence and Aggression

British Values in the Early Years (website statement)

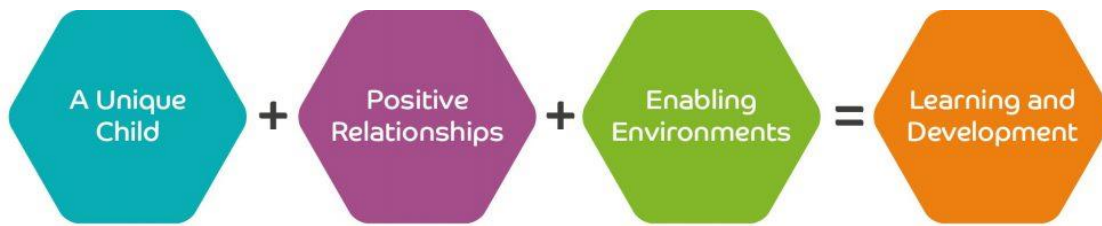
## **Approval**

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

## **Review Frequency**

Governing body free to determine

## Overarching principles



These four guiding principles should shape practice in Early Years' settings:

**A Unique Child** - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

**Positive Relationships** - children learn to be strong and independent through positive relationships

**Enabling Environments** - children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers

**Learning and Development** - children develop and learn at different rates (see "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in Early Years' provision, including children with special educational needs and disabilities (SEND).

*(Statutory framework for the Early Years Foundation Stage September 2021, p6)*

Children learn to be strong and independent through positive relationships.

Positive relationships are:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationships in Early Years' settings

At Sandy Lane Nursery and Forest School, our approach to building positive relationships is shaped by the legal requirements set out in the EYFS Statutory Framework. All staff lead by example in their relationships with children and adults. Staff support children to build

positive relationships based on the individual child's level of development and understanding.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the natural world. At Sandy Lane Nursery and Forest School, we nurture children's understanding through building on their existing cultural capital through the wide ranging experiences we offer.

It is universally agreed that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

### **What does this mean for Sandy Lane Nursery and Forest School?**

1. We play a vital role in helping children to learn about forming positive and trusting relationships with adults (e.g. their key person) and with other children. Our wellbeing and behaviour policy focuses on helping children to learn the skills they need to form and maintain positive relationships and becoming confident to say what they like and do not like. We help children learn how to manage conflicts through the 'conflict resolution model'. These are all essential building blocks for their development and learning. In primary school, the early learning goals (ELGs) for 'building relationships' by the end of reception are:

The Early Learning Goal (ELG) for 'building relationships (by the end of the Reception Year):

- 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.

2. At Sandy Lane, children will get to know other children and families. Some family arrangements may be new to them. It is important for children to know that there are other kinds of families to their own and that within all families they are loved. This understanding of diversity will support children to achieve the early learning goals, at the end of reception, for Understanding the World outlined below.

The ELG for past and present advises that children will be learning to:

- Talk about the lives of the people around them and their roles in society;

whilst the ELG for people, culture and communities states that children will be learning to:

- 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.

3. The school community at Sandy Lane Nursery and Forest School is developing in its diversity and we ask all parents/carers to uphold our equality principles. That means we undertake to uphold their rights to feel safe and valued and free of harassment, bullying or prejudice. We encourage parents/carers to raise any concerns if they arise. We also ask parents/carers to allow all other users to feel safe and valued here. We oppose all kinds of discrimination and we challenge all forms of prejudice. We encourage adults and children to be respectful and also curious, so we all learn about each other's culture, values, lifestyles and family arrangements.
4. Our curriculum and resources are designed so that children will learn about other communities and people who may be different and unfamiliar to them. We want children to be aware of, and be positive about, diversity. Fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance are implicitly embedded in our curriculum and nursery life. Children and families have the opportunity to embrace and explore a range of social and cultural traditions that may be different to their own, developing an understanding and appreciation of the diversity and richness of different cultures.
5. The school does not have a curriculum or resources for sex education. We will answer children's questions honestly and in ways which are appropriate for their ages and levels of development. We use the correct terms for body parts as well as accepting children's use of the words they have learnt in their family. We ask children's consent before undertaking any intimate care or undressing them, although staff may have to go ahead with care routines even when a child protests as part of our duty of care. We support parents/carers in ensuring that their children are safe online, including protecting them from inappropriate content. This is all part of our commitment to safeguarding and, in addition to information shared as part of the induction process, the school delivers the KidSafe UK safeguarding and mental health programme, following parent/carer consent.