



# Scarborough Primary School Play Policy

## Rationale

Scarborough Primary School values play as an integral part of a child's development and a key feature of early childhood education. We believe Play encompasses children's behaviour that is intrinsically motivated, freely chosen and personally directed. Play helps children make sense of their world; helps develop a sense of belonging and a positive sense of self. Play allows the freedom for children to feel confident and competent as learners.

Supporting our beliefs is the Early Years Learning Framework (EYLF) which has a specific emphasis on play-based learning and teaching. It acknowledges that children have a right to play under the principles of the United Nations Convention on the Rights of the Child (UNICEF, 1989). The Early Years Learning Framework defines play-based learning as: 'A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations' (DEEWR, 2009, p. 46).

## Value of Play

At Scarborough Primary school we believe that play promotes children's development and enables them to learn about themselves and about the world around them across all areas of development from Kindergarten to Year 6. Within a balanced curriculum, its value can be identified in the following ways:

### Cognitive and creativity outcomes

- Develop intellectual skills and intelligence
- Use imagination and imitation
- Develop dispositions for learning such as curiosity and persistence
- Increase memory and thinking skills
- Build language and literacy skills
- Foster creativity, imagination
- Promote problem solving

### Social and emotional outcomes

- Assist in building social skills such as sharing and taking turns
- Supports development of positive relationships
- Regulates behaviour
- Promotes a sense of independence
- Develops understanding of other's feelings i.e. emotions, motivations, desires
- Develops a sense of independence
- Promotes negotiation skills
- Encourages problem solving
- Helps build resilience

### Wellbeing outcomes

- Assist in developing a strong positive wellbeing i.e. satisfaction, pleasure
- Encourages children to follow own interests

### Physical outcomes

- Encounter boundaries learning how to take risks and keep safe
- Develop fine and gross motor skills
- Increase health benefits through exertion

## Planning Environments for Learning

The adults at Scarborough Primary School value and encourage the children's innate desires to play and provide a broad range of child initiated play opportunities daily. We consciously consider how the physical environment can be created to support play by:

- Planning and providing adequate time and provocations to encourage exploration and investigation
- Positioning equipment and resources allowing the children to access them safely and easily
- Providing equipment and resources indoors and outdoors which children can use in multiple ways to promote exploration and creativity.
- Providing a safe physical, social and emotional environment so that children learn to take appropriate risks in learning and exploration.
- Engaging in play, interacting, discussing and questioning the children using appropriate tone and language
- Including and planning for play in the daily timetable
- Auditing playground to determine what is working well, requires improvement and promotes safety
- Ensuring access to natural materials
- Recognising potential risks as children naturally create and seek challenges

### References:

[http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/RIP1003-EYLF\\_sample.pdf](http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/RIP1003-EYLF_sample.pdf)