

Personal, Social & Emotional Development Policy



Personal, Social and Emotional Development in the Foundation Stage?

The **EYFS 2012** states that:

"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. "

In the Revised EYFS 2012 Personal, Social and Emotional Development has become a "Prime Area" in recognition of the need to promote an awareness of the fundamental importance of developing a healthy lifestyle and an understanding of making healthy lifestyle choices from an early age.

*"Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive" **EYFS 2012***

At Surbiton Children's Centre Nursery we believe that

Emotional well-being is seen as paramount. A child who is unhappy is not able to learn.

We feel that fun and pleasure are necessary fundamental emotional experiences for young children.

Children are encouraged to express their emotions.

They need to learn how to identify and label their own feelings before they can begin to empathise and recognize the same feelings in others.

We recognise that the nursery school environment offers many new and challenging experiences for the three-year-old who may not be used to sharing, negotiating, choosing and making decisions without the support of a parent or carer. Getting along with others is something we learn.



Imaginative role play allows children to play out the roles and relationships they observe and to try out what it is like to be someone else. As they play together children learn to relate to others using both verbal and non-verbal communication. They learn to share resources and about being cooperative and caring.



This Prime Area of Personal, Social and Emotional Development is broken down into three aspects:

Making relationships:

This is supporting children to build successful relationships with other children and adults, learning to play co-operatively, taking turns with others and learning friendly behaviour

towards others. Children learn sensitivity to others' needs and feelings, learning to resolve conflict, listen to others and ask questions.



Self-confidence and self-awareness:

Children are supported to develop confidence to try new activities, developing their own interests and independence in selecting activities and resources. They become more confident to speak to others and in a familiar group, learning to ask for help, talk about their ideas, needs and opinions. Children learn to talk about themselves and their abilities in positive terms.



Managing feelings and behaviour:

Children are supported to learn about their own feelings and how to express them appropriately, learning about feelings and wishes of others, accepting and supporting the needs of others. They learn about their own and others' behaviour, and its consequences, learning simple boundaries and routines and that some behaviour is unacceptable. They learn to adjust their behaviour to different situations, and take changes of routine in their stride.



We offer a clear, non-judgmental environment in which good behaviour is praised and reinforced and in which inappropriate behaviour is interrupted by a supportive adult who explains, kindly, how we do things at nursery school.

At three years of age children are, generally speaking, happy to play with adult support, alone or alongside other children. In all these cases children are helped with inter-personal skills such as:

- using other people's names
- saying what they want and asking for it
- waiting
- turn-taking
- negotiating and letting go.

The Revised EYFS states

"Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments".

Each child is Unique

"Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured". EYFS 2012

- We value each child as an individual, accepting their individual needs and rates of development
- We recognise each child as a competent learner
- We accept and recognise each child's ability, disability, gender, race, and cultural background, so enabling them to enjoy equality of opportunity and support to reach their full potential.

The Importance of Positive Relationships

"Children learn to be strong and independent through positive relationships." EYFS 2012

- We form warm, caring attachments with our children, within key worker groups and beyond, respecting individual feelings and needs. The key person will nurture a special relationship with a group of children and their families.
- We find opportunities to give encouragement to children, with practitioners acting as positive role models for behaviour and relationships with others, taking account of different needs and expectations.
- We aim to guide and support our children's developing social and emotional skills by careful observation, assessment and then planning.
- We plan for opportunities for children to play and learn in different situations, sometimes alone and sometimes in groups of varying sizes. We give opportunities, space and time to develop their personal, social and emotional skills.
- We aim to establish caring, professional relationships with families to promote understanding of the importance of children's development in this prime area. We work together for the best outcomes for their child, respecting parents/carers as their first and enduring educator.

The provision of an Enabling Environment

"Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers." EYFS 2012

We:

- observe children at play in order to understand and consider their current interests, development and learning

- provide challenging, flexible, motivating resources and opportunities which support and develop the skills, confidence, independence, creativity and imagination of each child
- provide a safe, secure environment, where each child can grow in confidence, communicate ideas, make friends, work collaboratively, make choices and grow in independence
- plan an environment where children are able to persevere, concentrate and pursue their own interests.
- provide resources which are accessible and organised in ways which encourage independence and responsibility (Continuous Provision)
- plan daily opportunities for children to explore and practice their social skills, both at group time and during self-initiated opportunities
- provide time and enhanced support for children with additional needs to develop their social and emotional well-being and interactional skills and reach their fullest potential. The school works closely with Support Specialists such as Educational Psychologist, Behavioural Support, Health Visitors and others to ensure that additional support is targeted appropriately.

Learning and Teaching within Personal, Social and Emotional Development

Learning

We believe that Personal, Social and Emotional Development is a vital area of learning. It permeates every aspect of life and provides our children with the best opportunity to achieve and be successful in all other areas of learning.

The children learn by:

- observing and emulating the staff's positive role models
- recognising, acknowledging, naming and differentiating emotions
- having opportunities to explore and practice interactions with others
- exploring an environment which is exciting, challenging, well-resourced and safe
- sharing in the delight shown when new discoveries are made
- sharing in decision making and in having their opinions heard and valued
- experiencing the courteous manner in which the staff relate to them
- the encouragement and qualified praise they receive for their efforts and perseverance, promoting self-esteem and a desire to keep trying
- being supported in negotiating solutions in times of conflict
- being involved in carefully planned and structured circle time activities
- celebrating children's acts of kindness and helpfulness towards each other through our system of stickers, medals and well-done certificates
- learning simple nursery rules

Teaching

At Surbiton Children's Centre Nursery School Practitioners:

- recognise, and are committed to, the value of the importance of PSED in learning and getting on with others. We aim to share these beliefs and promote understanding with parents and carers as well as with the children
- offer home visits to every family in order to establish a 'special' relationship between child, family and key person
- invite all children and parents/carers to an induction session to make this first experience of nursery a family occasion
- plan for regular activities that promote emotional, social and moral development, encouraging children to work independently, as part of small groups and as part of larger groups
- observe children's development in this area and plan next steps accordingly
- provide experiences which develop our children's excitement in learning
- provide opportunities to experience a range of social contexts to broaden social competencies
- support and guide vulnerable children, including children with behavioural and communication difficulties

Planning for Personal, Social and Emotional Development

Planning at Surbiton Children's Centre Nursery School is devised in line with the EYFS Statutory Framework and Guidance ("Development Matters" 2012) and from observation and assessment of children's needs. It includes:

- Long term planning: The Nursery's 2-year rolling programme of 12 termly topics. PSED permeates all topics, but 'All about me' and 'People who help us' have a particular PSED emphasis
- Long term planning: Continuous provision plans include reference to developing PSED within areas of provision
- Medium term planning incorporates the SEAL strategy (Social and Emotional Aspects of Learning), following a 6 theme rolling programme each year
- Medium term planning also incorporates the principles following 'A Box Full of Feelings', a resource to explore emotions in young children
- Medium Term Planning for PSED - linked to each terms topic to ensure coverage of steps toward Early Learning Goals (ELG's)
- Short-Term "Focused" planning - weekly. To ensure that basic skills are taught within the key worker group
- Continuous support for children during self chosen activities and interactions with others

Planning for PSED takes account of:

Individual stages of development within development bands (EYFS 2012) with an understanding that children develop at different rates and in different ways.

- Observations made of the children.
- Individual Learning Plans (I.E.Ps), Individual Behavioural Plans (IBPs) for children with additional needs.
- Preferred learning styles (Visual/Auditory/Kinetic)
- Monitoring and Evaluation.

Observation, Assessment, Monitoring and Record-Keeping

Children's skills and stages of development are observed and monitored by key-workers and the whole teaching team. Observations may be long or short and supported by evidence such as annotated photographs or pieces of work when possible.

Records of individual children's progress and achievement are kept electronically as part of each child's "Markbook" on Classroom Monitor. These observations and records inform planning, identify specific targets for each child, may identify a learning difficulty or talent, and provide the school with the means to monitor cohort progress and collect data on the effectiveness of the provision.

Children's progress in PSED is shared with parents/carers during consultations, during their first term and at the mid-point of their time in Nursery. This enables two-way sharing of information and the planning of next steps.

Supporting All our Children's Needs

- Provision will be made to meet the individual requirements of children with any additional needs, to enable them to make progress in their PSED Development and achieve their full potential.
- Staff will liaise and work closely with other professionals involved with the child and respond to the advice they offer.
- Where necessary, resources and equipment to support children with additional needs will be procured.

Equal Opportunities

At Surbiton Children's Centre Nursery School we aim to offer children and their families a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial and religious beliefs are respected.

We aim to challenge discrimination on the grounds of gender or disability.

All children will be treated as individuals and they will have full access to all elements of the PSED Development provision and opportunities, regardless of gender, ability/disability, race or cultural background.

Health & Safety - Managing Risk



It is the Nursery's aim to provide a safe, secure and supportive environment in which pupils can develop personal skills relating to their understanding of being safe. All staff have a major contribution to make towards the safety of the children in the Nursery and in helping them develop skills that will help them to look after themselves. The mid-day staff provide opportunities to encourage self-help skills, independence and responsibility.

All staff, students and regular volunteers are subject to police checks through the Criminal Records Bureau.