



Westfield Nursery School

Personal, Social and Emotional Development Policy

Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'.

Philosophy

Personal, Social and Emotional Development (PSED) 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. (Early Years Foundation Stage- EYFS)

As a Prime area PSED helps towards 'Igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.' (EYFS)

"Children are born ready and eager to learn. They actively reach out to interact with other people and 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. The four themes of the EYFS underpin all the guidance. A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. The unique child reaches out to relate to people and things through the characteristics of effective learning (COEL), which move through all areas of learning." (EYFS)

We believe that a child's PSED takes place over time and that each child will develop at their own pace. The children will learn best when they feel happy in a safe, secure environment. They learn most effectively if given the opportunity to learn through play and exploration, active learning, and creating and thinking critically. They learn best through first-hand experiences and in an environment that allows for opportunities to develop friendships and good relationships with staff and children. Children should be supported in developing their self-confidence and self-awareness skills, as well as managing their feelings. Children should also be supported to understand the feelings of others and know that some behaviour is unacceptable.

Guidelines for implementation

Early year's practitioners should:

- Have a positive attitude to developing the personal, social and emotional skills of children.
- Have a good understanding of the learning outcomes for personal, social and emotional development in the EYFS document.
- Ensure that planned small and large group activities are provided to encourage personal, social and emotional development, and that the activity has differentiated learning outcomes to meet children's individual needs.

- Complete observations on all children, considering their well-being and involvement levels, as well as reporting on the characteristics of effective learning, and use these observations to plan for next steps in the child's development.
- Ensure that opportunities are provided for children to share resources and take turns.
- Support and encourage children to develop confidence in their abilities and make friendships.
- Support children building relationships with staff and children.
- Ensure that appropriate resources are easy for children to access and to find.
- Encourage children to communicate their needs and give children time to think about their ideas before communicating them.
- Be sensitive to the needs of all children and how children may be feeling each day.
- Develop a child's well-being and encourage children to get involved in activities and nursery life.
- Have a secure knowledge of the resources available, and to ensure that all the resources are used, not just the more familiar ones.

Guidelines for implementation – Making Relationships

Early years practitioners, both inside and outside, should provide opportunities for children to:

- Make friendships and develop good relationships with familiar adults and children.
- Join other children in their play and eventually initiate their own activities, responding to what other children are saying to them.
- Initiate conversations and explain their own knowledge or ideas.
- Take turns and share resources with others.
- Understand how to resolve conflicts with other children. (See conflict resolution in Behaviour Policy)

Guidelines for implementation – Self-Confidence and Self-Awareness

Early year's practitioners, both inside and outside, should provide opportunities for children to:

- Be confident to leave their main carer and seek support in a familiar adult when needed.
- Explore and use different activities and resources with support at first and then independently.
- Develop a sense of self, by expressing their own preferences and interests and talking about their own abilities.
- Be confident in talking to other children and adults about their own wants, needs, interests and opinions.

Guidelines for implementation – Managing Feelings and Behaviour

Early year's practitioners, both inside and outside, should provide opportunities for children to:

- Understand and talk about their own feelings.

- Be aware of the feelings of others and accept the needs of others.
- Understand and follow the rules at nursery.
- Learn that some behaviour is unacceptable and know the consequences of such behaviour.

Resources

There are a variety of resources that can be used to promote personal, social and emotional development. For example, a wide range of books that can be shared with children to discuss a whole selection of topics and a 'Feelings Box' which can be used to discuss a wide range of situations and the feelings of themselves and others. Resources from other areas of the curriculum can be used to promote development in this area, such as turn taking games, scrunchie and parachute. All staff should have a good knowledge of the resources on offer.

Children should be encouraged to share in the responsibility for the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure that all resources are in good working order and appropriate for the children's stage of development.

Equal Opportunities

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds. Any observed inequality such as an activity only being accessed by a particular group, needs to be discussed and addressed. It is important to consider the cognitive and English language abilities of the children for whom English is an additional language and for children with special needs.

Working with Parents/Carers

Parents and carers are encouraged to understand the importance of this key area of learning. Regular discussions occur with parents/ carers highlighting strengths and next steps. A home learning challenge is used to promote PSED and explain some of the learning intentions to parents.

Monitoring and Evaluation

Overall curriculum lead is Mrs Andrews, lead teacher. She is supported by the PSED team (Mrs Sharp and Miss Coleman) who monitor, evaluate and implement necessary changes to ensure effective provision of PSED development opportunities. This is done through regular scrutiny of policy, planning, assessment, observations and feedback from other members of the nursery.

Policy updated March 2020

To be reviewed March 2021