



**Dorothy Gardner Centre  
Mary Paterson Nursery School  
Queens Park Children's Centre**

**Personal, Social and Emotional Development Policy (PSED)**

**Introduction**

Personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. As one of the prime areas of learning, is vital for inspiring children's curiosity and for building their capacity to learn, form relationships and thrive. At Queen's Park Federation we are committed to promoting a positive sense of self for all children in our care. We understand the importance of parents, family and the wider community in this process.

**Aims**

At Queen's Park Federation, we aim to provide structured learning opportunities in accordance with the Early Years Foundation Stage Curriculum to give a broad and balanced coverage of the curriculum. For Personal, Social and Emotional Development we aim to support children to:

- develop a strong sense of self and feel good about themselves;
- feel secure within their families and in the community;
- understand and express their emotions;
- understand the feelings of others and to empathise with them appropriately;
- negotiate and compromise;
- become increasingly independent in meeting their personal needs;
- acknowledge their own successes and disappointments and those of others;
- respect the culture and beliefs of others; and
- appreciate the world around them and care for their environment.



## **Planning for differentiation**

Personal, Social and Emotional Development is interwoven throughout the Nursery provision. Planning starts with observations and assessments of the children's present personal, social and emotional competences. Following observations, staff plan developmentally appropriate experiences based on the requirements of the Early Years Foundation Stage with equal consideration of the three strands of this, which are: Managing Feelings and Behaviour; Self confidence and Self-awareness and Making Relationships. Staff plan group and focused experiences and evaluate together, discussing appropriate experiences based on children's conversations and observations of their play.

Activities are planned to develop children's understanding and expression of feelings, emotions and ideas, to extend children's problem solving skills, and to build a positive sense of self, sense of community, and respect for others. Such opportunities are provided through a variety of experiences and activities. Children are able to work alone, or in small and large groups. Experiences are planned to help children develop independence and the willingness to learn, e.g. through self-initiated sessions in the day, and by planning for adequate time for children to continue to engage in their chosen interests. Experiences are provided promoting concentration, the skill of listening to others, turn taking, sharing, collaboration and working as a member of a group. During their time in the nursery children will experience activities that promote emotional, moral, spiritual and social development, alongside intellectual development, e.g. using persona dolls and stories to promote discussion about right and wrong, and consequences of actions.

Practitioners plan with careful consideration to develop an enabling environment with clear, reasonable and consistent limits so that children can play and work feeling safe and secure at the same time as collaborating with children to agree codes of behaviour.

At Queen's Park Federation we provide support and a structured approach to help vulnerable children and those with particular behavioural or communication difficulties. Adults show consistency and model appropriate behaviours, such as, concern for others, how to manage anger and other strong emotions, and how to be understanding, and also model the necessary language by which to be understood. We work together to anticipate the best from each child and remain alert for evidence of their strengths. We are aware of and respond to the particular needs of children who are learning English as an additional language. Plans and activities are differentiated as necessary and sometimes individual education or behaviour plans put in place in consultation with parents.

## **Learning**

This area of learning is about emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn. Examples of learning opportunities to support personal, social and emotional development include: Developing independence Young children need time to practise and rehearse their developing skills. We plan and organise activities to give children time to complete tasks and explore new experiences and relationships. This involves the child standing back and observing others at work and play in order to make sense of new experiences. We give praise at every opportunity



to encourage the child to persevere. Tasks are often broken down into very small stages to enable the child to succeed.

### **Interpersonal skills**

We help our children to learn interpersonal skills by:

- Helping them to form friendships
- Planning activities that require sharing and turn taking
- Responding to others
- Being sensitive to other people's feelings
- Developing appropriate patterns of behaviour

We use many different forms of activity to encourage and develop these skills including:

- Stories that cover emotions or enter the emotions of others
- Role playing and dressing up
- Puppets
- Games

Resources to support this area of the curriculum (inside/out):

- A variety of role play opportunities and frequent access to home corner play
- Imaginative play which considers culture and lifestyle through a variety of utensils, costumes etc
- Dolls that reflect a range of genders and ethnicity
- Small world material and puppets
- Stories, songs and poetry that explore personal issues
- Quiet area for reflection (both inside and out)
- Instruments and tapes for listening to
- Children's names around the room for functional purposes



- Shared school dinners
- Toys requiring co-operative play
- Turn taking games
- Clear classroom routines
- Information relating to our behaviour code given to parents
- Toilets that are private and hygienic

### **Assessment & monitoring**

Records of children's achievements, development and progress are made from ongoing observations and these observations are used to make judgements as to the child's developmental stage in relation to the age-bands of the Early Years Foundation Stage. These observations and information from parents are used to identify learning priorities and plan relevant and motivating learning experiences for each child. On-going observations are shown in the children's Learning Journeys. Children's experiences and progress are shared with parents and carers during consultations and in written end of year summaries.

### **Communication - Working with parents**

All adults work together to create positive relationships with families, and encourage children to talk about their home life. We encourage families to contribute to the curriculum, by sharing and discussing their culture, language, stories and celebrations. We enable families to contribute to their children's learning by sharing and discussing their achievements and experiences. Practitioners work together with parents and families, sharing good practice so that we are able to have the same approach towards getting the best for all children.

**Date: February 2020**

**Review: Summer 2021**