

Manningham Community Nursery Schools Federation



Personal, Social & Emotional Development Policy

Rationale

“Early personal, social and emotional development has a central impact on later wellbeing, learning, achievement and economic circumstances.”

Dame Clare Tickell

“Settings that view cognitive and social development as complimentary achieve the best outcomes”

Researching Effective Pedagogy in the Early Years

How we feel about ourselves, our confidence and self-worth, independence and resilience effects every aspect of our lives; it affects the way we live our lives, how we relate to others and underpins our ability to achieve our true potential. The process of developing and securing personal well-being and social competence begins from birth with the kinds of interactions and responses we receive from others. Learning to be a social being, understanding the needs of others and having self-control takes time and this needs to be recognised. By the time they are five children will have made important decisions about themselves as people including their self-worth. This area of development sets the scene for learning and must be nurtured with understanding by all.

To provide effectively for the needs of all our children we will use the ‘Statutory Framework for The Early Years Foundation Stage’ to inform our practice. The four guiding principles of EYFS, Unique child, Positive relationships, Enabling environments and Children develop and learn in different ways at different times will be at the heart of our day to day practice.

We recognise the individuality of all children and the need to nurture their confidence, capabilities and independence, to this end we will ensure that our practice reflects the characteristics of effective teaching and learning, playing and exploring, active learning and creating and thinking critically.

Our support for children’s Personal, Social and Emotional development is very closely linked to our work to support British Values and we know that all communities share a vision for respect and tolerance.

Aims

Our aims sets out how we intend to deliver a high quality curriculum

- To support children in developing self-confidence and self-awareness which will in turn will assure their well-being
- To establish positive, constructive and respectful relationships with other children & adults
- To develop positive dispositions and attitudes to learning that is supported by confidence, resilience and perseverance in the face of challenge
- To develop appropriate behaviour and to consider the consequences of their words and actions for themselves and others
- To support children in developing their understanding and appreciation of diversity
- To have a particular focus on the aspects of personal, social and emotional development in our planning and assessment
 - **Self-confidence and self-awareness**
 - **Managing feelings and behaviour**

- Making relationships

- To ensure that all children are supported in making the best possible progress.

Objectives

Our objectives set out how we implement our aims

- We will ensure that our children feel valued and we will be sensitive to their individual needs
- We will ensure a positive ethos within the nursery, which is recognised by parents and visitors as a friendly and welcoming place
- We will ensure that all adults are aware of and understand the importance of maintaining a common culture towards the emotional and social development of children
- We will ensure that all adults are good role models. Children learn not only by what we say to them but by what they see us doing and how they see the adults at school relating to each other and other people.
- We will encourage children to understand and make friendships
- We will ensure opportunities for play and learning that acknowledge children's different religious beliefs and cultural backgrounds
- We will provide experiences that provide opportunity for children to learn about, practice and show care and concern for others ,for living things and the environment
- We ensure we use routines of the nursery day to promote all aspects of personal social and emotional development
- To ensure that children are making the best progress, over time, we will assess and track their progress. The results of which will inform future planning both at an individual level and also at a curriculum level.

The following support the **implementation** of this policy and ensure we monitor **impact**

- a. Guidelines on Curriculum Planning
Birth to 3 years / 3-5 years
- b. Communication Strategies with Children
- c. Guidelines on the Key Person Role / PSED Guidance / Troubling Times Guidance.
- d. Assessment Policy and Guidelines

