

# Personal, Social and Emotional Development Policy (Prime)

To be reviewed Annually.  
Policy Agreed May 2018. To be reviewed May 2019.



## Aim

The aim of personal, social and emotional learning within the school/centre is to give all children a positive self-image, a strong sense of self and positive learning dispositions, thus giving them the security and confidence to make the most of opportunities, to communicate effectively and to build positive relationships with others.

## Objectives

- To recognise and encourage children's strengths and efforts.
- To ensure staff partner, nurture, guide and act as role models.
- To recognise and promote the importance of the key person role in supporting children's well-being and personal, social and emotional development (PSED).
- To promote independence while also recognising that children will need sensitive support at various times. Eg. During hygiene practices.
- To support children in establishing strong, reciprocal relationships with other children and adults, accepting differences within the school/centre and the wider community.
- To provide opportunities for children to play alone, alongside or in co-operation with others.
- To allow time for children to develop their interests through the experiences and activities provided.
- To promote and develop children's PSED through a positive, nurturing environment and daily peer massage.
- To ensure that all planned activities promote and build upon personal, social and emotional skills and develop all aspects of children's learning.
- To ensure that the learning environment provides images of diversity in culture, beliefs and traditions which help children to realise that they are members of a rich and diverse multi-cultural community.

## Co-ordination of this area of learning

Across the school/centre personal, social and emotional development is co-ordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has a personal, social and emotional development curriculum coordinator. Together they lead the co-ordination of personal, social and emotional learning and teaching across the school/centre. This involves leading personal, social and emotional display work, purchasing and storing resources and monitoring standards of achievement in this area.

## Planning

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. Within personal, social and emotional a particular emphasis is made upon developing positive learning strategies and learning dispositions e.g. self-confidence and independence, respect for themselves and others, developing friendships and relationships, fostering a positive enthusiasm for learning to learn and having opportunities for problem solving.

### **Resources**

All adults working with children across the school/centre have a key role in developing personal, social and emotional learning. Staff act as partners, nurturers, guides and role models in the school/centre. School/Centre staff can offer encouragement and appreciation while presenting children with achievable challenges, which will support their growing independence, self and emotional development.

Physical resources are organised within each room in well-defined areas for children to access a range of resources easily and independently. The school/centre reflects cultural diversity through displays, resources the children access and celebrating major festivals.

### **Accommodation**

The environment both indoors and outdoors, reflects familiar experiences to the children, their families, culture and religion. Areas of learning are organised (e.g. role-play) for children to extend their personal, social and emotional learning in the school/centre.

### **Home / Nursery links**

The 'Parental Partnership Policy' emphasises the importance of parents/carers in supporting children's learning. The school/centre creates positive relationships with parents/carers and offers them support and understanding through home visits, informal conversations, confidential reviews, letters home and a 'settling in' and 'leavers' progress meeting.

### **Assessment**

The Everton Assessment structure outlines how the school/centre assesses children's learning across all areas of learning. The context of children's personal, social and emotional experiences is recognised as crucial in assessing their abilities. Assessment in the school/centre is based upon daily observations and discussions, which informs planning. The Early Years Outcomes document is used as a basis for assessment of personal, social and emotional learning for the 0-5 year olds.

### **Policy Review**

This policy is evaluated annually by the Curriculum, Children and Family Committee (see Curriculum, Learning and Teaching Policy) and the curriculum co-ordinator. They review the personal, social and emotional display work, purchasing and storing of resources and discuss the standards of achievement by the children in personal, social and emotional development. Everton Nursery School and Family Centre staff are committed in developing their expertise in personal, social and emotional development. Staff attend in-service training, visit other settings and access upto date journals and professional literature, which is recognised under the school/centres 'Professional Development Policy'.

This policy was reviewed by a group of five Governors on behalf of the Curriculum, Children and Family Committee on Thursday 10<sup>th</sup> May 2018 and ratified at the Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 17<sup>th</sup> May 2018.