



Personal, Social and Emotional Policy

GENERAL

The Early Years Foundation Stage identifies 3 “Prime Areas” of learning, which are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These are fundamental and work together to support development in all other areas.

The 4 “Specific Areas” include essential skills and knowledge. They grow out of the Prime Areas and provide important contexts for learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

WHY TEACH PSE?

We believe that a child’s Personal, Social and Emotional development is fundamental to their ability to access the wider curriculum and is a crucial component in their development as well rounded and successful individuals and members of society. Together with parents we work on encouraging children to value themselves, respect difference in others and develop effective skills in communicating their thoughts and feelings.

Nursery works as a partner with parents in continuing the social and emotional development of children that starts in the home. Our environment provides new challenges for children and we work hard to ensure that through child initiated play, an enabling environment and high quality interactions their personal, social and emotional wellbeing is promoted.

CURRICULUM CONTEXT

Children’s Personal, Social and Emotional development at Chichester Nursery School is based on the Early Years Foundation Stage Curriculum. This embodies our long-held and central philosophy that children learn best in a caring environment where adults support and model the skills of negotiation, tolerance and understanding and children are given the space and opportunity to practise these skills.

The Personal Social and Emotional Curriculum is delivered through the following learning strands:

- Making Relationships
- Self-confidence and Self-awareness
- Managing Feelings and Behaviour

Closely linked to the Personal Social and Emotional development Curriculum are the Characteristics of Effective Learning. These are attitudes and behaviours that we aim for children to develop in their approach to learning. These are divided in to three categories, which look at the way children are engaged in their learning; how they are motivated to learn; their approach to difficulties, setbacks and how they persevere; and the way they think about how to tackle tasks. The statements are outlined as follows:

Engagement in their learning:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Motivation:

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things

Through child initiated play, an enabling environment and high quality interactions children will have the opportunity to:

- Develop independence and a disposition to learn
- Be supported in developing independence skills, in particular for children who are dependent on adults for personal care
- Enjoy opportunities that promote their emotional, moral, spiritual development at the same time as stimulating their curiosity and enthusiasm in learning
- Enjoy success in their Personal, Social and Emotional development, with support for vulnerable children, children with English as an additional language and those with additional needs
- Form relationships with their Keyworker, learning to share, accommodate one another and take turns as part of a group
- Develop the important skills of attention and listening, both to adults and peers
- Have their thinking challenged and be encouraged to embrace difference in gender, ethnicity, language, religion, culture, Special Educational Needs and disabilities
- Play and learn using resources that recognise differences in religious belief and cultural backgrounds
- Be given the time and space to make choices and mistakes, try new ideas and develop their own interests

KEY FEATURES OF OUR PERSONAL, SOCIAL AND EMOTIONAL TEACHING:

- Personal, Social and Emotional education covers all areas of the Curriculum and all parts of the Nursery environment. For example, children learn to negotiate and cooperate whilst preparing food in the kitchen, building models in construction or sorting out who is going first, next, last in a game or activity
- Staff support children's learning through their high-quality interactions, valuing and supporting self-initiated learning
- Each Keyworker group has an email address which enables parents/carers to share special "WOW" moments that occur outside Nursery, potentially providing opportunities to build on a child's current interest, or as a means for discussion about themselves and their family life
- Staff are careful, conscious and reflective in ensuring their vocabulary and language promote positive behaviour and high self-esteem
- Staff will give children the language to express their emotions and acknowledge that we all feel grumpy, sad or happy sometimes and give children permission for their own feelings
- Staff understand that a child's Personal, Social and Emotional Development can be slowly acquired and can come and go, particularly if affected by external circumstances. Adult encouragement and the provision of opportunities to practise skills throughout the Nursery will ensure that they are eventually firmly embedded and provide a secure foundation for future learning

- Children who use a means of communication that is not spoken English will be supported in developing understanding through use of their home language and methods such as Makaton signing, and symbols carefully placed around the environment
- Appropriate scaffolding and challenge are provided to support and extend children's learning, whatever their stage of development
- Careful observation and tracking using iPads enables staff to rapidly monitor children's progress, and that of groups of children, and identify the next stage of learning for them
- Acknowledging that transition can be a difficult time for many children and that this is carefully managed; from home into the Nursery, for different parts of the Nursery day or session, and then on to primary/infant school with a free exchange of information at all stages, to ensure that children's Personal Social and Emotional development is provided for as seamlessly as possible
- Examples of the children's learning in this area will form part of their 'POW Update' (photographs with comments), which will be sent to parents each half term and form part of their individual portfolio
- This policy covers all the provision for Personal, Social and Emotional development within the Nursery School
- A Top Tips leaflet to help parents' support their children's Personal, Social and Emotional Development is available in the entrance to Nursery
- Examples of Personal, Social and Emotional Development within the Nursery School can be viewed in our curriculum portfolio

Date: Autumn 2018

To be reviewed: Autumn 2021