

<b>Policy:</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT POLICY (PSED)</b>
<b>Reviewed:</b>	August 2014
<b>Next Review:</b>	Three years, or as legislation may require
<b>Responsibility:</b>	Head of Education and Care
<b>Category:</b>	Safeguarding Policies (Curriculum)

## ■ The Role of Personal, Social and Emotional Development

Personal, Social and Emotional Development (PSED) is a prime area of learning and as such, underpins all experiences and activities and is concerned with the skills and attitudes children need to develop a strong sense of their own worth.

It has a significant and lasting impact on children's ability to learn and on how successful they see themselves as learners.

Through a close relationship with their Key Person children gain in confidence, become able to express their feelings, develop their social skills and learn to respect others.

## ■ Centre Aims

Our aim is to ensure support for all children's emotional well-being so that they are able to develop positive self-esteem and a positive attitude to learning.

We want our children to see the adults around them as positive role models and to form warm, caring attachments with their Key Person and other children in their group.

We value independence and encourage our children to express their feelings and ideas, whilst showing respect for the values, beliefs and opinions of others.

## ■ Effective Learning in Personal, Social and Emotional Development involves:

- Developing warm, caring attachments with adults and other children.
- Being able to play alone and with other children.
- Developing an understanding of differences in gender, ethnicity, language, religion and culture.
- Becoming increasingly independent in learning.
- Developing an enthusiasm for learning.
- Being able to express personal views and feelings.
- Having an awareness of and regard for boundaries set.

## ■ Effective Teaching in Personal, Social and Emotional Development involves:

- Practitioners who act as positive role models through what they say and do.
- Practitioners who respond to both children's learning needs and their interests.
- Practitioners promoting children's learning by planning experiences and activities that challenge them but are achievable.
- Practitioners offering children the opportunity to make choices.

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- Practitioners who understand the importance of role-play and circle time in children's personal, social and emotional development.
- An environment indoors and outdoors where children feel secure, valued, confident and independent.

### ■ **Monitoring and Evaluation**

The methods of monitoring and evaluating the teaching and learning in the area of Personal, Social and Emotional Development include:

- Planning reviewed by the Personal, Social and Emotional Development Co-ordinator.
- Assessment data analysed each term by the Teachers and information passed to the Senior Management Team.
- Observations and Learning Journeys reviewed regularly by Team Leaders and Teachers.
- Photographs reflecting teaching and learning displayed in each service.
- Children's views and ideas recorded in observations and 'home made' books.
- Moderation by teachers of assessments and Learning Journeys.

### ■ **Planning**

Personal, Social and Emotional Development covers three areas:

- ⇒ Self-confidence and self-awareness
- ⇒ Making relationships
- ⇒ Managing feelings and behaviour

Teachers and Team Leaders should ensure that all of these areas are covered every half term.

#### LONG TERM PLANNING

Provides for all aspects of Personal, Social and Emotional Development to be covered over the year.

#### MEDIUM TERM PLANNING

Using the Early Years Foundation Stage, long-term plan, observation and assessment data, teachers and team leaders choose appropriate areas of focus for the half term.

#### SHORT TERM PLANNING

Learning experiences are planned for each week, based on the observed needs and interests of the children.

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These are designed to build upon and extend children's knowledge, understanding and skills in this area and promote positive attitudes to learning.

### ■ Observation and Assessment

Observations may take different forms:

- A practitioner may note a child's interest in a specific activity or resource.
- Observations may be made during an adult-led or focused activity.
- Parents are encouraged to share their own observations and assessments of their child's progress.

Both formative and summative assessments are made:

- Formative assessments through ongoing observation.
- Summative assessments shared with parents at age two and at the end of the nursery school year.

Achievements and progress will be noted on Early Years Orbit and assessments made against the Development Matters statements four times a year.

A child's achievements and interests will be noted in their Learning Journeys and shared with parents at Parents' Evenings/open days.

For further details on observation and assessment, see the 'Observation & Assessment Policy'.

### ■ Roles & Responsibilities of the Personal, Social and Emotional Development Co-ordinator

The Co-ordinator will carry out the following responsibilities:

- Monitor planning of an appropriate and effective curriculum.
- Ensure that clear objectives are set so that practitioners can observe and assess the children to inform future planning.
- Make recommendations to the Senior Management Team for the purchase of any additional resources.
- Observe Practitioners and agree any training and development needs.
- Review the Personal, Social and Emotional Development Policy.

### ■ Roles & Responsibilities of all Practitioners

- Ensure that all children have equal opportunities to access the Personal, Social and Emotional Development curriculum.
- Refer to the planning before each session in order to understand the learning intentions of all activities.

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- Carry out ongoing observations and assessments of children in order to inform future planning.
- Act as a role model for the children.
- Ensure that resources are adequately cared for and safe to use.
- Inform the Personal, Social and Emotional Development Co-ordinator if additional resources are required.
- Ensure that Learning Journeys are available to parents daily and parents are encouraged to contribute to the assessment process, adding photographs, comments and children's work from home.

#### ■ Roles & Responsibilities of Parents

- Support the Centre in enforcing the routines and rules that underpin Personal, Social and Emotional Development.
- Share their observations and assessments with their child's Key Person.
- Attend Parents' Evenings/open days to discuss their child's achievements and targets.
- Input into their child's 'Individual Plan'.

#### ■ Special Educational Needs

We aim to cater for the individual learning needs of every child, recognising the need for specialised provision to ensure access to all aspects of Personal, Social and Emotional Development.

See 'Policy for meeting Special Education Needs' for more information.

The Centre has a named Special Educational Needs Co-ordinator (SENCo) who works across the Centre. The SENCo links with external agencies such as the Educational Psychologist, the special needs team, the early years behavioural team, speech therapists and health visitors.

The SENCo, Practitioners and outside agencies work together with parents to form Individual Education Plans (I.E.P.s) for children.

Parents and Carers work with Practitioners, the SENCo and outside agencies in supporting their child's progress at the Centre. Information about their child's development may be shared with other settings, with parental consent.

#### ■ Able, Gifted and Talented

We aim to provide for the needs and interests of all our children through the observation, assessment and planning process. This process enables us to identify those children who are high achievers in any or all areas of learning and development. Practitioners, supported by the Teachers where appropriate, ensure

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that activities are suitably challenging to enable children to reach their full potential.

### ■ Equal Opportunities

All children and families are encouraged to take part in all activities at the Centre. We actively celebrate cultural differences, and recognise the importance of treating children equally and with respect.

Boys and girls are treated equally and encouraged to take part in all aspects of Personal, Social and Emotional Development.

### ■ Managing Resources

- The Practitioners and Personal, Social and Emotional Development Co-ordinator will, through planning, observation and assessment, identify new resources which will support teaching and learning.
- Any loss or damages must be reported to the Personal, Social and Emotional Development Co-ordinator, who will then identify resources that need replacing.
- The asset management file contains a complete list of resources that we have within the Centre and this should be updated when new resources are purchased.

### ■ Dissemination

This policy is available for all parents, governors, staff and prospective parents.

### ■ Review Procedure

This policy will be reviewed every three years by the Personal, Social and Emotional Development Co-ordinator, the Head Teacher and the Governors.