

Personal, Social and Emotional Development (PSED) – Prime Area

Pedagogy Statement Relating to All Area Learning

Pedagogy recognises children's capabilities are shaped by the quality and range of early experiences starting most importantly at home and extending to Nursery through close Parent Partnership. Once we have gained Children's Starting Points we strive to provide the children within the setting with the balance of Child Initiated play, Focused and Structured learning to ensure they enjoy education through the 7 Areas of Learning and through the Characteristics of Effective Learning. We as staff ensure positive interaction and teaching, whilst also recognising how an individual child learns and develops at different ages and stages and facilitate this throughout the setting.

Aim

We aim to promote and develop self-esteem and self-responsibility alongside interest, understanding and value for the child's own experiences and those of other people through using the following aspects as guidance:

Making Relationships
Self-Confidence and Self-Awareness
Managing Feelings and Behaviour

Objectives

To provide the children with opportunities to observe, interact and learn about each other's lives through a balanced programme of activities.

Operating Policy

When the child starts nursery or reception, staff will work in partnership with parents in order to find out about the child's experiences, culture and home background. A profile of each child will be built up, using information supplied by parents and where applicable previous settings, as the starting point.

The child will be supported in developing self-esteem, through shared experiences and by being given opportunities to learn about the lives of others around them.

Whenever possible opportunities to participate in local and wider community visits will be made, thus developing individual and communal responsibility.

Awareness of the national and global environment will be developed through the use of visitors to the setting (parents, grandparents, workers, etc), artefacts, books, photographs and information technology.

The children will be provided with experiences which:

- promote the development of independence, confidence and self-respect;
- promote the development of responsibility for their own learning;
- enable them to concentrate and persevere in their learning and seek help when necessary;
- support them in making decisions;
- enable them to resolve conflict through negotiation;
- help them to form effective social relationships with other children and adults;
- encourage them to take turns and share;

- help them express their feelings; provide opportunity to express their opinions, and to consider and respect those of others;
- help them develop an understanding of right and wrong; promote the development of equal opportunities and respect for people of other cultures and beliefs;
- enable them to succeed.

In providing such experiences the adults in the setting will:

- be aware of the role models, which they themselves provide for the children; value the home lifestyle, culture and circumstances pertaining to the individual child;
- share an agreed view about the school ethos;
- encourage parents and other community members to share in the life of the setting.

Programme of Work

Programmes of experiences are based mainly upon child initiated activities & their interests, with adult enhancements when needed. Also some topic based opportunities if relevant to the children within the setting

The programme will provide the children with opportunity to work as an individual and as part of small and large groups.

It will be based upon structured play and activities, providing opportunity for both free-play and adult-led experience.

The programme will include some or all of the following types of activity:

- role play and dressing up
- one-to-one discussions
- group discussions including circle time
- story telling
- puppets
- games that involve: taking turns, equal turns for all children, the following of rules
- visits
- self chosen activities

Planning, recording and assessment

Activity planning occurs on a daily or weekly basis. The weekly planning sheets and activity planning sheets used by the setting are laid out to identify each of the Early Years Foundation Stage Principles. This ensures that Personal, Social and Emotional Development is considered whenever an activity or individual target is planned.

Staff are able to observe the children informally and records of such observations can be made on the children's personal profile sheets or on activity record sheets. Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Resources

A list of resources specific to Personal and Social Development will be located in the Resources file.

Documentation

It is available to any person who wishes to read it and pass a comment. The policy is to review and amend the above as and when appropriate, minimum period two years.

Reviewed: October 2019