

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

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Aim**

At Glebe Trust 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 Early Learning Goals as guidance:

Self-Regulation  
Managing Self  
Building positive Relationships

### **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.

Staff provide children with experiences which help them move towards the following Early Learning goals:

### **Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

### **Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices and oral hygiene.

### **Building Relationships**

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

### **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.

However assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, staff draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through a collection of physical evidence.

Information gained through recording, assessment and professional judgement will be shared with parents, other school staff and outside agencies as appropriate to address any learning and development needs.

### **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: January 2023