Reviewed November 2025

Strong Close Nursery School

Personal, Social & Emotional Development Policy

"Early personal, social and emotional development has a central impact on later wellbeing, learning, achievement and economic circumstances."
Dame Clare Tickell

"Settings that view cognitive and social development as complimentary achieve the best outcomes"
Researching Effective Pedagogy in the Early Years

Rationale

How we feel about ourselves, our confidence and self- worth, independence and resilience effects every aspect of our lives; it affects the way we live our lives, how we relate to others and underpins our ability to achieve our true potential. The process of developing and securing personal well-being and social competence begins from birth with the kinds of interactions and responses we receive from others. Learning to be a social being, understanding the needs of others and having self- control takes time and this needs to be recognised. By the time they are five children will have made important decisions about themselves as people including their self- worth. This area of development sets the scene for learning and must be nurtured with understanding by all.

"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."
Statutory Framework for the EYFS Educational Programme.

To provide effectively for the learning, interests and needs of all our children we will use the 'Statutory Framework for The Early Years Foundation Stage' to inform our practice. The seven key features of effective practice from the non-statutory Development Matters will be at the heart of our day-to-day practice. We recognise the individuality of all children and the need to nurture their confidence, capabilities, and independence. Our curriculum will reflect the needs and interests of our children and we will develop more in depth learning through schemas, projects, real world experiences and repeated and motivating activities. To this end we will ensure that our practice reflects the characteristics of effective teaching and learning; Playing and Exploring, Active Learning and Creating and Thinking Critically. Our children that are on or being assessed for our resourced places are assessed using the Developmental Journal resources.

Our support for children's Personal, Social and Emotional development is very closely linked to our work to support British Values and we know that all communities share a vision for respect and tolerance.

We recognise that each child is unique and can be resilient, capable, confident and self-assured.

<u>Aims</u> Our aims set out how we <u>intend</u> to deliver a high-quality curriculum

- To support children in developing self- confidence and self- awareness which will in turn will assure their well-being
- Ensure children feel safe and protected. That they feel valued and secure within the centre environment and to develop a feeling of trust.
- To establish positive, constructive and respectful relationships with other children & adults
- To develop positive dispositions and attitudes to learning that is supported by confidence, resilience and perseverance in the face of challenge
- To develop appropriate behaviour and to consider the consequences of their words and actions for themselves and others
- To support children in developing their understanding and appreciation of diversity
- We value our children's background and family and ensure that children respect other cultures and beliefs and respect the rights of other children.
- Develop self-reliance in children when caring for their personal needs and support them to make healthy choices about food, drink and activity
- To have a particular focus on the aspects of personal, social and emotional development in our planning and assessment
    - **Self-regulation**
    - **Managing self**
    - **Building relationships**
- To ensure that all children are supported in making the best possible progress.
- Teach children to treat materials, equipment, their work and the work of others with respect, care and concern.
- Help children be independent and able to select activities and resources and develop their own ideas.
- Develop children to show awareness and respect for the needs and feelings of themselves and others.
- Ensure that children can express their feelings and opinions freely but in an appropriate way and respond appropriately to others.
- Encourage children to ask adults and peers for help and support when needed.
- Help children to differentiate between acceptable and unacceptable behaviours and to learn to behave in appropriate ways.
- Teach children to negotiate with each other.
- Support our children to respond positively to adults and form relationships with adults and peers.
- Ensure our children can make choices without fear of stereotyping/bias.

- Support our children to develop their sense of responsibility and membership of a community

Objectives Our objectives set out how we implement our aims

- We will ensure that our children feel valued and we will be sensitive to their individual needs

- We will be sympathetic, warm, accepting and curious. Create connections and show empathy. We will listen to what the child tells us, with their body language, actions and sounds and words.

- We will provide words and meanings to name and express emotions, so children can practice how to handle them as they arise.

- We will ensure a positive ethos within the nursery, which is recognised by parents and visitors as a friendly and welcoming place

- We will ensure that all adults are aware of and understand the importance of maintaining a common culture towards the emotional and social development of children

- We will ensure that all adults are good role models. Children learn not only by what we say to them but by what they see us doing and how they see the adults at school relating to each other and other people.

- We will encourage children to understand and make friendships

- We will ensure opportunities for play and learning that acknowledge children's different religious beliefs and cultural backgrounds

- We will provide experiences that provide opportunity for children to learn about, practice and show care and concern for others, for living things and the environment

- We ensure we use the routines of the nursery day to promote all aspects of personal social and emotional development

- We will increase staff knowledge about personal, social and emotional development through relevant in-service training.

- We will involve and support parent / carer in our work by sharing individualised, specific and relevant strategies from our schema toolkit, 50 Things to do Before you're 5 app and Tiny Happy People website in relation to personal, social and emotional development

- We will discuss children and their interests weekly to inform planning, and share at home with parents and carers through our What's Happening to help support and deepen children's learning through play. Half termly planning newsletters are also developed by staff and shared with parents/carers.

- To ensure that children are making the best progress, over time, we will assess their progress and interests termly using Development Matters and the key observational checkpoints including the Developmental Journal materials for those children on specialist places, supported to make smaller steps of progress. The results of these, will inform future planning both at an individual level and also at a curriculum level.

Personal, Social and Emotional Development Policy Guidelines

*These guidelines demonstrate how we **implement** the PSED policy.*

- Form warm, caring attachments that creates positive connections with children in the group. Be sympathetic, accepting and curious.

- Ensure that peg, registration and snack and lunch cards are completed as soon as possible after a child's initial visit so that they feel included from the very beginning of their time at nursery.

- Establish constructive relationships with parents/carers and colleagues

- Arrivals and departures are important in establishing strong relationships. Ensure children and parents/carers are greeted warmly on arrival and departures are calm and organised so there is time to speak to parents when needed

- All adults work to a common and agreed set of values and attitudes as personal, social, emotional development is influenced by the values and attitudes of others. A common approach ensures children are not confused by different expectations of adults

- Adults give encouragement to children; they act as a role model who values differences and takes account of different needs and approaches to learning

- Provide experiences for children to learn about and understand and the value of friendship and support their development of tolerance respect, and empathy towards others

- Ensure diversity is represented in the environment, use events and festivals as a vehicle for exploring difference and sameness

- Use parental knowledge and skills to foster knowledge and understanding of diversity

- Provide positive images that challenge children's thinking and help them embrace difference

- Help children to play and work alongside others in different contexts: by themselves, with a friend, in small groups and in the class group

- Support children who may be unsure, to confidently take part in new experiences by being close and sharing the experience together

- Provide experiences and plan an environment that help children to develop autonomy, particularly children who are highly dependent upon adult support

- Help children to develop the skills use a wide range of resources, responsibly and safely

- Make sure that there is time for children to concentrate on activities and experiences and to develop their own interests. Children need to feel successful and having time to take ideas to a natural satisfactory conclusion is important

- Give support and a structured approach to vulnerable children and those with particular behavioural or communication difficulties. Please see behaviour policy and guidelines

- Help children to understand and recognise that others may have different needs from themselves

- Support children to be self- confident to stand up for own rights

- Support children to have an awareness of and acceptance of the boundaries set and behavioural expectations within the setting. In supporting children to manage their feelings and behaviour we are helping them to become aware of their emotions and responses and begin to develop self – control.

- Support children to talk about their feelings such as happy, sad, worried angry and to help them to understand how others might be feeling.

- Help children to understand the importance of contributing to the wellbeing of the nursery community by sharing, taking turns and following group rules

- Use displays to celebrate children's work, enhance and enrich the environment and as a teaching tool and learning tool. **Please see the school display policy and guidelines**

- Ensure that observation and assessment procedures inform long term, medium term and short-term planning. This should be done by identifying individual needs in the short term, areas of learning that require focus in the medium term and in the longer-term organisation, resources and training needs

- Ensure that planning reflects children's interests, needs and schemas.

The following support the **<u>implementation</u>** of this policy and ensure we monitor **<u>impact</u>**

a. Guidelines on Curriculum Planning

b. Communication Strategies with Children

c. Development Matters

d. Developmental Journal

e. Assessment Policy and Guidelines