

# Personal, social and emotional development

*“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.” EYFS Statutory Framework 2021.*

In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self -worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children’s idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding family contexts and dynamics
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions
- Using praise to build confidence

**INTENT:** We want children to be able to manage their own feelings through co-regulation and self-regulation and to understand their feelings and those of others. We want them to develop perseverance and resilience. We want them to understand how to keep themselves healthy. We want children to be able to share and take turns and to know what makes a good friend.

**IMPLEMENTATION:** Personal, Social and Emotional Development is highly valued and underpinned by British values. Children's emotional well being thrives when they have positive and strong relationships with adults and other children. This starts with a clear and robust transition programme. Information is collected about each child through home visits, stay and play sessions, visiting other settings and discussions with parents, carers and key workers. This information is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

- On entry quality time is spent establishing clear structures, routines and boundaries.
- The timetable is planned so that children get to know their new environment, make new friends and build trusting relationships with adults.
- The environment is set up to promote independent learning encouraging children to make their own informed decisions and choices.
- Praise and mutual respect are cornerstones of the behaviour policy and are used to create a positive ethos where children feel equally valued, safe and develop high self esteem.
- Rules are explained so that children understand that actions can have consequences and begin to learn to manage their own behaviour.
- Circle Time is used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g. bullying, keeping safe, understanding emotions. We follow the SCARF scheme of work with fidelity

Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave
- Demonstrating how to be a good friend

- Showing respect and fairness and are consistent in their approach
- • Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

**Impact:** In Pre-School children will have secure relationships with the adults and their peers. They will be able to understand how to handle conflict (with support). We will monitor the impact to ensure children are 'on track' in the developmental age band 3 -4 years. Children in Reception will manage their feelings and behaviour in ways which allows them to access their learning and play and become resilient and lifelong learners. Children talk positively about their school experience and themselves as learners and what they enjoy most and are interested in.