

# Kesh Community Nursery



## Personal, Social and Emotional Development Policy

Reviewed in:

Ratified by the Board of Governors on:

Next Review in:

***‘When educating the mind of our youth, we must not forget to educate their hearts’***  
Dalai Lama

***‘Each time one prematurely teaches a child something he should have discovered himself, that one child is kept from inventing it and consequently from understanding it completely.’***  
Jean Piaget

***‘Children learn as they play. Most importantly, in play the children learn to learn’***  
O. Fred Donaldson

The Preschool Curricular guidance CCEA document pg 19 states:

*‘This Area of Learning is of the utmost importance for young children in all aspects of their lives. It is about children’s emotional well-being, understanding of who they are, and respect for others and their environment. It is also about forming and sustaining relationships, beginning to understand emotions, learning how to self-regulate, and developing positive dispositions to learn. Good personal, social and emotional development gives children the best opportunity for success in other Areas of Learning.’*

**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.**

**Objectives:**

‘Preschool staff can also help children progress by nurturing their motivation, perseverance, curiosity and creativity: encouraging them to problem solve; And by giving them time for reflection.’ (CCEA curricular guidance)

To provide the children with opportunities to observe, interact and learn about each others’ lives through a balanced program of activities and an environment which encourages them to be independent thinkers, curious about their environment and willing to take risks and explore to enhance their own learning.

**Operating policy:**

Upon entering preschool education, children bring with them a variety of personal and social skills, values and attitudes. They require these relationships and experiences within the home and the immediate environment. It is important that these are recognized. Children should be given the time that they need to settle into their new surroundings. It is important that, at this stage, staff established good relationships with both the children and their parents. (CCEA Pre-school Curriculum Guidance)

Prior to a child starting nursery, staff will work in partnership with parents in order to find out about each child’s experiences, culture and home background. A profile will be built up about each child using information supplied by parents by means of questionnaires which are returned on our open days. From this information Mrs Read will then, with parental permission, visit the pre nursery settings to meet the children in an environment in which they feel secure and comfortable in order to build up relationships and links. Parents are also offered home visits on request. Again with parental

permission, Mrs Reed will be provided with reports from previous settings / reports from external agencies for example speech and language / occupational therapy/ educational psychology etc.

By collecting all the above information, nursery staff will help to build up a clear picture of the needs/ skills/ personal development of each new pupil to help ensure as seamless a transition into nursery as possible. (see Transition and Settling in policies for further protocols).

### **At Kesh Community Nursery we recognize:**

#### **Each child is unique**

- We value each child as an individual, accepting their individual needs and rates of development
- We recognize each child as a competent learner
- we accept and recognize each child's ability, disability, gender, race, and Cultural background, so enabling them to enjoy equality of opportunity and support to reach their reach full potential
- We aim to support children in recognizing that their views count and that their opinion is valued, especially by following their interests.

#### **The importance of positive relationships**

##### **children learn to be strong and independent through positive relationships**

- we form warm, caring attachments with our children, respecting individual feelings and needs
- we find opportunities to give encouragement to children, with practitioners acting as positive role models for behaviour and relationships with others, taking account of different needs and different expectations
- We plan for opportunities for children to play and learn in different situations, sometimes alone and sometimes in groups of varying sizes. We give opportunities, space and time to develop their personal, social and emotional skills.
- We aim to support children to work together and begin to take account of ideas and preferences which differ from their own
- We aim to establish caring, professional relationships with families to promote understanding of the importance of children's development in this prime area. We work together for the best outcomes for their child, respecting parents/ carers as their first and enduring educators.

We provide an environment where children are given opportunities to explore independently and have their individual needs responded to and where they feel their ideas and opinions have value in the eyes of staff, fellow pupils and parents/carers enables each child to fulfil their true potential.

### **In Kesh Community Nursery we:**

- observe children at play in order to understand and consider their current interests, development and learning
- provide challenging, flexible, motivating resources and opportunities which support developed the skills, confidence, independence, creativity and imagination of each child.
- provide a safe, secure environment, where each child can grow in confidence, communicate ideas, make friends, work collaboratively, make choices and grow an independence

- plan an environment where children are able to persevere, concentrate and pursue their own interests
- create an ethos where it is safe to make mistakes, to share thoughts and ideas, explore different options
- provide resources which are accessible and organized in ways which encourage independence and responsibility (Continuous Provision)
- plan daily opportunities for children to explore and practice their social skills, both at group time and during self-initiated play
- provide time and enhanced support for children with additional needs to develop their social and emotional well-being and interactional skills and reach their fullest potential. The nursery works closely with support specialists such as Educational Psychology, RISE, Speech and Language therapy (Health Trust), Language and Communication service (EA), Early Years Intervention Service (EA), Occupational Therapy (Health Trust), our local health visitors enhanced by the Early Intervention Transformation Programme and others to ensure that additional support is targeted appropriately.

## **Learning and teaching within Personal, Social and Emotional Development**

### **Learning**

We believe that Personal, Social and Emotional Development is a vital area of learning. It permeates every aspect of life and provides our children with the best opportunities to achieve and be successful in all other areas of learning.

The children learn by:

- observing and emulating the staff as positive role models
- recognizing, acknowledging, naming and differentiating emotions
- use recognition of emotion to support them manage their behaviours
- having opportunities to explore and practice interactions with others
- exploring an environment which is challenging, exciting, well-resourced and safe
- sharing in the delight shown when new discoveries are made sharing in problem-solving, decision-making and in having their opinions heard and valued
- experiencing the courteous and positive manner in which the staff relate to them
- the encouragement and qualified praise they receive for their efforts and perseverance, promoting self-esteem and a desire to keep trying
- celebrating children's acts of kindness and helpfulness towards each other through our system of stickers and our jar of good choices i.e. marbles denoting good choices or doing a kind or helpful act
- learning our simple nursery Golden rules to develop and apply an understanding of right and wrong in their nursery life and extend to life outside of the setting
- Being involved in carefully planned and structured circle time activities and consistent staff support to:
  1. Negotiate solutions in times of conflict
  2. Listen and respond appropriately to the views of others
  3. Take initiatives and act responsibly with consideration for others
  4. Show respect for each other
  5. Show respect for their environment
  6. Understand the consequences of their actions
  7. Make appropriate and informed decisions and choices
  8. Develop strategies to cope with setbacks and learn from mistakes

## **Teaching**

At Kesh Community Nursery, staff will:

- Ensure that this area of learning permeates throughout all aspects of nursery education and daily life within the setting
- plan for regular activities that promote emotional, social and moral development, encouraging children to work independently, as part of small groups and as part of larger groups
- Recognize, and are committed to, the value of the importance of PSED in learning and getting on with others. We aim to share these beliefs and promote understanding with parents and carers as well as with the children
- develop an understanding of children's individual and group identity and their unique value
- develop children's positive self-image and awareness of their rights and responsibilities
- support children to form and maintain worthwhile and satisfying relationships
- teach and model friendly behaviour, cooperation and collaboration with others, turn taking and listening to another viewpoint
- develop children's awareness of their own feelings and the needs and feelings of others helping them to express their feelings and opinions and to consider and respect the views of others
- teach strategies to resolve conflict and to compromise for example help each child to take turns and share using timers as a visual guide of time where necessary
- support effective communication
- support children to help others in nursery and in the wider community
- help children develop personal qualities valued in society for example honesty, consideration, independence and self-respect
- support children to exercise leadership and responsibility
- ensure children take part in a range of activities requiring social skills
- observe and record children's development in this area and plan next steps accordingly
- provide experiences which develop our children's excitement in learning
- support and guide vulnerable children, including children with behavioural and communication difficulties
- help each child to develop an understanding of right and wrong as well as some awareness of the consequences for actions
- enable children to understand they need to treat all living things and their environment with care and concern
- provide opportunities to participate in local and wider community visits thus developing the children's awareness of individual and communal responsibility

**PSED Encompasses three key areas:**

### **Making relationships**

This is supporting children to build successful relationships with other children and adults, learning to play cooperatively, taking turns with others and learning friendly behaviour towards others. Children learn sensitivity to others needs and feelings, learning to resolve conflict, listen to others and ask questions.

### **Self-confidence and self-awareness**

Children are supported to develop confidence to try new activities, developing their own interests and independence in selecting activities and resource is. They become more confident in speaking to others and in front of a familiar group, learning to ask for help, talk about their ideas, needs and opinions. Children learn to talk about themselves and their abilities in positive terms

### **Managing feelings and behaviour**

Children are supported to learn about their own feelings and how to express them appropriately, learning about feelings and wishes of others, accepting and supporting the needs of others. They learn about their own and others behaviour, and its consequences, learning simple boundaries and come to realise that some behaviour is unacceptable. They learn to adjust their behaviour to different situations, and take changes of routine in their stride.

### **Programme of work:**

A programme of experiences based upon a mixture of general and topic based activities will be implemented to include the following types of activities to be met within the preschool curricular guidance i.e.

**Routines**

**Play activities**

**Stories, rhymes, music, pictures and drama**

**The environment**

**Health, hygiene and safety**

The programme will provide the children with opportunities to work as individuals and as part of a group, develop their levels of independence in their play and their self-help skills, become more aware of how to keep themselves and others safe and healthy and ultimately harness children's desire to be curious and enthusiastic about the world around them and be confident enough to explore, problem solve and experiment to further enhance their learning using adults as a 'sounding board'/facilitator rather than instructor.

Activity based learning and learning in the moment play as well as some adult led experiences will be at the core of this programme.

### **Planning for Personal, Social and Emotional development**

Planning at Kesh Community Nursery is devised in line with the updated Preschool Curricular Guidance document including:

- Long term planning: continuous provision plans include reference to developing personal social and emotional development within the areas of learning
- Medium term planning: medium term planning includes exploration, and discussion, of an element or elements of feelings for each half term alongside a planned range of activities linked to the children's own experiences in the recent past/upcoming; for example, in the case of transitions to primary school. We continue to use a range of Jenny Mosley and Dr Akweena Awan's resources in our planning based on our training in recent years.
- Short term planning is focused and undertaken each week by staff taken from the monthly planning objectives and also covering issues which may have arisen that week for the

children in their group. This ensures that all basic skills are taught either in planned adult led tasks but preferably as part of the children's natural play.

- Continuous support for children during self-chosen activities and interactions with others so that this aspect permeates through every aspect of our provision

Planning for PSED takes account of:

Individual stages of development within development bands with an understanding that children will move between these at different rates and in different ways.

- Observations are made of the children and recorded in their individual journals on Seesaw
- Personal Learning Plans (formerly IEPs) are created for children with additional needs where appropriate
- Credence is taken to a child's preferred learning style i.e. visual/ auditory/ kinaesthetic
- Monitoring and evaluation is built into our daily planning and staff discussion

### **Observation, assessment, monitoring and record keeping**

Children skills and stages of development are observed and monitored by all staff. Staff will have individuals to observe on a regular timetabled basis. Observations are made either on post-its which are then photographed and uploaded or, written directly onto our iPads in the Seesaw Learning Journal app and usually supported by photographs. From September 2020 parents have also have access to the class app where photographs of their children in the setting will be shared with home. There will also be occasional updates on a child's progress. This class app will be separate to the observation class.

This means that assessment of a child is ongoing through a mixture of informal observations, interactions with the child, the use of our written observation/photographs and discussion during regular staff meetings.

These observations and records inform our planning, identify specific targets for each child including identifying a learning difficulty or talent. These feed directly into our actions for specific children targets.

Children's progress in PSED is shared with parents/carers during their first term at parent interview and in any incidental meetings throughout the year for example at education learning plan reviews, planned appointments or at informal meetings with parents at drop off or collection times if deemed appropriate for example to share reports of improvements in sharing/ turn taking etc. This enables two way sharing of information and planning of the next steps. Use of our family class app from Seesaw also enhances this.

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

### **Linked documentation**

**This policy should be read in conjunction with the following policies:**

- **Transitions policy**
- **Settling in policy**
- **Child protection and Safeguarding policy**

Signed \_\_\_\_\_ Chairman of Board of Governors

\_\_\_\_\_ Principal

Date: 5<sup>th</sup> April 2022

Involved in the consultation of the policy - All members of the teaching staff

Shared with staff – April 2022

Review Date – April 2025



**KESH COMMUNITY NURSERY**  
**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT POLICY JANUARY 2022**  
**OVERVIEW OF YEAR APPENDIX 1**



**Ongoing:**

- receive consistent encouragement and positive reinforcement to behave appropriately and to respect their own and others' play
- become independent of adults in everyday activities such as mopping up spills, putting on aprons and displaying work
- experience the exhilaration of exuberant play
- listen to music that suggests a variety of moods, such as happy, sad and scary, and respond for example by clapping, moving, dancing and creeping
- observing aspects of nature such as rainbows, sunlight, day and night, shadows and new born animals, developing a sense of wonder
- taking some responsibility for caring for their environment, for example by respecting play equipment and keeping the playroom tidy

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<ul style="list-style-type: none"> <li>▪ Be able to enter Nursery happily and feel secure</li> <li>▪ Become familiar with the names of nursery adults and some of his/her peers</li> <li>▪ Will become aware of how to seek help</li> <li>▪ Become aware of <b>some</b> of our Golden Rules and simpler routines including, toileting, self- registering, snack routine, hanging up coat and looking after property etc.</li> <li>▪ Will become aware, with support, that they can use sand-timer in turn taking</li> <li>▪ Be willing to try new/unfamiliar activities</li> <li>▪ Become aware of where some materials belong in the nursery</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be able to take off and put on own coat and shoes</li> <li>▪ Identify feelings e.g. happy, grumpy, tired, etc.</li> <li>▪ Be willing to play alongside others developing skills in sharing and turn taking</li> <li>▪ Become better at making choices and organising their own play</li> <li>▪ Children are encouraged to create individualised pieces and given positive feedback for all artistic efforts</li> <li>▪ Opportunity to create a positive attitude to healthy eating – discuss fruit and veg, Why is fruit good for us, how do we eat it (wash it/peel it/cook it) linked into our Sports Coaching during Oct and Nov</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play alongside others and interact when appropriate co-operate, take turns and share equipment</li> <li>▪ Make a deal and carry it out – talk about the deal to the child involved</li> <li>▪ Be 'busy' in class and make own choices about activities to do</li> <li>▪ Tidy up and care for equipment</li> <li>▪ Explore personal hygiene and looking after our teeth and handwashing</li> <li>▪ Name and talk about their friends in Nursery</li> <li>▪ Show pride in their own work</li> <li>▪ Be gentle with others and property</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take time with our work and 'do our best'</li> <li>▪ Develop a sense of confidence and pride in our Nativity Play</li> <li>▪ Continue to work on 'making a deal' to take a turn at using play equipment</li> <li>▪ Involve themselves in 'being busy'</li> <li>▪ Further familiarise themselves with main school through Nativity practices and Christmas Dinner</li> </ul>

**SPRING AND SUMMER SPECIFIC:**

- helping to care for plants

JANUARY	FEBRUARY	MARCH
<ul style="list-style-type: none"><li>▪ Come back to school happily and settle back into Nursery routines with particular reinforcement of tidy up, taking turns, snack and toileting routines</li><li>▪ Continue to be interested, excited and motivated to learn</li><li>▪ Become increasingly aware of both their needs and feelings and those of others.</li><li>▪ Develop skills in self-regulation and calming through breathing and mindfulness techniques</li><li>▪ Develop skills in taking turns and sharing fairly</li><li>▪ Become increasingly aware of the Golden Rules in Nursery and share these at home</li><li>▪ Will become aware of how they can keep themselves safe in relation to walking, on bikes or in cars</li></ul>	<ul style="list-style-type: none"><li>▪ Looking after birds– feeding and observing</li><li>▪ Talk about their role within home and school as a friend/sister/brother etc.</li><li>▪ Be involved in a game and take turns with increased independence</li><li>▪ Take increasing responsibility for their own actions</li><li>▪ Develop a sense of pride in their own work</li><li>▪ Improving skills in finishing what they start</li><li>▪ Realise the importance of eating good food, taking part in physical activity and getting enough sleep to keep healthy</li></ul>	<ul style="list-style-type: none"><li>▪ Develop creativity and self-expression through working with a range of materials encouraging them to problem solve; and by giving them time for reflection.</li><li>▪ Learn how to work as part of a group</li><li>▪ Be able to share resources and equipment</li><li>▪ Be able to talk about their own feelings</li><li>▪ Ability to build concentration skills, to interact with others, to turn take, to deal with disappointment and to manage own emotions</li></ul>

APRIL	MAY	JUNE
<ul style="list-style-type: none"> <li>▪ Be independent of adults in everyday activities e.g. mopping up spills and snack</li> <li>▪ Further develop skills of co-operating and working together</li> <li>▪ Develop understanding of how to look after property paying special attention to their homes and Nursery</li> <li>▪ Children enjoy books and know how to handle them carefully and appropriately</li> <li>▪ Become aware of the safety of themselves and others as they attempt to adhere to safety rules and use tools and equipment appropriately in the garden</li> <li>▪ Become more aware of how to keep safe outside of nursery to include on the farm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name their friends and identify things they like about them</li> <li>▪ Explain how to be a good friend</li> <li>▪ Develop awareness of their own needs and feelings and those of others</li> <li>▪ Work as part of a group, understanding the need for agreed values and codes of behaviour</li> <li>▪ Continue to be interested, excited and motivated to learn</li> <li>▪ Select and use activities and resources independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about growing up and getting bigger</li> <li>▪ Talk about moving on to 'big School' in September – discuss what it is going to be like and what they are excited or worried about</li> <li>▪ Be able to focus on an activity for 10 minutes or more independently</li> <li>▪ Be able to identify ways of keeping safe in the sun, at the pool or at the beach or on the road/in the park on our village walk/teddy bears' picnic</li> </ul>

To create this ethos adults should:

- take time to listen, talk and engage with the children
- be enthusiastic about the children's learning
- respect the children's views and ideas
- actively model the types of appropriate behaviour that they wish the children to display.