**PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT POLICY**



Personal Social and Emotional Development are 3 building blocks of future success in life. They are closely linked to each other and often bracketed together in one area of learning and development. PSED is what is known as a Prime Area of the curriculum and along with Communication and Language and Physical Development is given the utmost importance at Homerton. Parents play a vital role in their child’s personal, social and emotional development and we aim to work in collaboration with parents at all times.

*Educational Programme 2020*

*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 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 later in life.*

PSED comes under three key headings which are Self-Regulation, Managing Self and Building Relationships

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| **Children learn most from the example set by those around them**   * Each room plans for PSED on a half-termly, weekly and sometimes daily basis; planning is both for individuals and groups and includes; settling in, making relationships and feeling secure, developing children’s confidence and self-awareness, enabling children to think for themselves, developing increasing independence, providing them with strategies for dealing with problems, supporting them in developing self-regulation, helping them to develop good relationships with others through their use of effective communication skills, encouraging respect and care for others and for their environment. * Planned activities are used to support individual children, e.g. to develop turn taking or sharing. Parents are involved so that we can work together to develop children’s PSED. * We aim to achieve success in PSED through promoting a shared understanding of our ethos, use of a key person/people approach, quality of relationships, supporting parenting, use of consistent behaviour management strategies, good communication skills and use of language, fostering self-respect, respect for others and for the environment, and providing developmentally appropriate play experiences based on individual needs.   **Organisation**   * Circle times may be used to explore feelings and attitudes, share achievements, express hopes and fears, or recall activities. Sometimes children take turns to speak while the others listen as they hold, and then pass, a soft toy round the circle. * We provide opportunities to demonstrate our value of individuals e.g. the Homerton Owl badge wearer, celebrate festivals relevant to members of the group, focus on issues such as feelings, behaviour, and social skills, raise awareness of achievements, raise the status of individuals, raise awareness of the wonder of the world around us, develop children’s spoken interactions e.g. through encouraging reasoning and emphasise the need to listen attentively while someone else is speaking. * A wide variety of resources are used to support the teaching and learning of PSED, including books, posters, photos, role play equipment, ICT resources, mirrors, puzzles and multi-cultural artefacts. Relevant discussion is encouraged. * We record individual children’s progress in PSED on our ‘Planning in the Moment’ sheets firstly gathering evidence from parents about their child’s current particular interests, skills and achievements and then observing and recording evidence of children at play with their friends through the week. * We work proactively with parents and other agencies to ensure the safety and well-being of all children at Homerton.   **We observe and encourage the development of the following in children…**   * Characteristics of Effective Learning; we give just as much importance to HOW children learn as to WHAT they learn. Children have different learning styles and we provide age appropriate activities inside and out to stimulate play, motivation, concentration, interest, persistence and enjoyment. * Self-Regulation We encourage children to develop an understanding of their own feelings and those of other, to start to articulate these feelings through talk, gesture, the sharing of appropriate texts reflecting feelings, as well as through the ‘Bounce Forward’ emotion programme. Circle Time is particularly useful for discussing and acknowledging feelings and finding solutions together. Gradually children start to be able to regulate their behaviour, with the support of staff, finding solutions to situations and feelings together. We promote positive behaviour through our responses and use of consistent behaviour management strategies. Children are encouraged to show care and consideration for others, and to help make amends if things go wrong. Children are taught to participate in routines and to respond to behavioural expectations, e.g. respecting the STOP/GO signs.   Gradually children are able to control immediate impulses. They learn eventually to give focused attention, when asked by an adult, even when fully engaged in an activity as they start to follow a series of instructions and their attention span develops.   * Managing Self We encourage children to become confident in trying new activities by showing them how to do things, supporting children to join in and have a go, as their confidence develops. We are aware of the vital role language plays in reinforcing confidence, and developing self-esteem, and aim to give praise and encouragement as appropriate to the situation, thus making each child feel valued. We encourage independence, support choices, acknowledge and accept children’s efforts, and encourage them to try new things. We encourage the development of independence and a ‘can do’ approach, as well as resilience, and perseverance, in the face of set backs and challenge. We also encourage a collective understanding of working together with a shared understanding of the need for certain rules and the choice to ‘do the right thing’ for everyone being made. Alongside collaboration with parents children are supported to develop their own self-help skills, learning to use the toilet, dress, and feed themselves independently. We promote an understanding of how to make good choices around healthy foods, exercise and sleep, in order to keep ourselves healthy and well. * Building Relationships; we foster the development of social skills through example, discussion, and spontaneous or planned activities. We promote positive behaviour through our responses and use of consistent behaviour management strategies. Again children are encouraged to show care and consideration for others, and to help make amends if things go wrong. Children are taught to participate in routines and to respond to behavioural expectations, e.g. respecting the STOP/GO signs. We reinforce positive behaviour and children are encouraged to listen and respond to others, to interact fairly, taking turns, co-operating, and to offer help when needed, e.g. if another child is upset. We encourage children to speak sensitively and with consideration e.g. to use please and thank you when appropriate. Throughout their time at Homerton they are encouraged to form positive attachments with adults and gradually to develop friendships with their peers.   We are well aware that adults provide the best role model for teaching children how to behave respectfully and kindly towards each other whilst also having a lot of fun together. | **Adults play a vital role in the modelling and development of PSED**  PSED is about:  **Personal development (Being me)** – how we come to understand who we are and what we can do, how we look after ourselves.  **Social development (Being social)** – how we come to understand ourselves in relation to others, howwe make friends, understand the rules of society, and how to behave towards others.  **Emotional development (Having feelings)** – how we come to understand our own and others’ feelingsand develop our ability to ‘stand in someone else’s shoes’ and see things from their point of view - often referred to as empathy.   * Successful PSED is essential for young children in all aspects of their lives. It will help them to: relate well to other children and adults, make friends and get on with others, feel secure and valued, explore and learn confidently and ultimately to feel good about themselves. * Planning includes themes from The Staying Safe program. * We plan for, and monitor, children’s PSED development, observations may include children’s demonstration of; * respect for their own needs, views, cultures and beliefs, and those of other people, in addition to their environment * children’s curiosity and drive to explore things around them * persistence, confidence, independence, initiative, or pride in their achievements * social interactions and instances of kindness or co-operation * understanding of our expectations and of aspects of their own behaviour * We are mindful that the greatest difference can be made at home; we work with parents in developing children’s PSED through regular discussions and meetings and sharing of our Planning in the Moment sheets for individual children. * Transitions both in and out of the Centre and across the day are vital in ensuring children’s security and continuity of learning. We begin finding out about children before they start at Homerton through communications with parents, and previous settings, and we pass on records to their next settings. We arrange transition meetings when appropriate. We work together as a whole staff so that information can be shared across our different strands both informally e.g. across a day or more formally e.g. at staff meetings.   **The Characteristics of Effective Learning** are observed by the adults working with an understanding that children learn in different ways and at different rates and that their preferences may be for different ways of learning at different times. The three main characteristics are:-  **Playing and Exploring -**   * **Focuses mainly on learning through experience.**   **Active Learning**   * **Focuses on mental and physical involvement, personalised learning and decision making**   **Creative and Critical Thinking**   * **Focuses on children making connections in their life experiences and using these to inform their understanding and decision making choices**   Adults sensitively support children to develop in all aspects of PSED, gently encouraging and nurturing them to be able to be confident, thoughtful and caring in their actions towards others.  **Addendum due to Covid 19**  We aim to work closely with parents to establish supportive partnerships and best outcomes for all children.  During current times we have adapted some aspects of our practise due to Covid 19 eg a lot of information is being shared in videos and powerpoints about the Centre and our approach to learning, parents have settled children in the garden areas rather than the classes this year. |

Reviewed by Alex Pearson Nov 2021

Next Review Nov 2024