**Willow Nursery School**

**Policy for Personal, Social and Emotional Development**

**Rationale**

At Willow Nursery School we aim to help children develop personal values and an understanding of themselves and others.

This will enable them to learn how to work, play, co-operate with others and function happily within a group beyond their immediate family.

We aim to provide opportunities for children to use their skills in a variety of situations and for a range of purposes. The children will be supported in developing their confidence and disposition to achieve this. The Statutory Framework for the Early Years Foundation Stage provides the structure for the curriculum for Personal, Social and Emotional Development.

Personal, Social and Emotional Development is seen as a prime area in the Early Years Curriculum and is fundamental to support other areas of learning.

The co-ordinators for Personal, Social and Emotional Development

Main Nursery: **Debbie Patterson**

Little Nursery: **Lisa Brinkley**

Catkins: **Zoe Tyler**

This policy was reviewed in the **Spring Term 2022**

Next review: **Spring Term 2024**

**Aims**

Children’s personal, social and emotional development 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.

**Within the birth – 3 years’ age band, our aims in the teaching and learning of** Personal, Social and Emotional Development **are that the children will begin to:**

* find ways to calm themselves, through being calmed and comforted by their key person
* establish their sense of self
* express preferences and decisions, they also try new things and start establishing their autonomy
* engage with others through gestures, gaze and talk
* use that engagement to achieve a goal, for example, gesture towards their cup to say they want a drink find ways of managing transitions, for example, from their parent to their key person
* thrive as they develop self-assurance
* look back as they crawl or walk away from their key person
* look for clues about how to respond to something interesting
* play with increasing confidence on their own and with other children, because they know their key person is nearby and available
* feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person feel strong enough to express a range of emotions
* grow in independence, rejecting help (“me do it”) - sometimes this leads to feelings of frustration and tantrums
* begin to show ‘effortful control’, for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front
* learn to use the toilet with help, and then independently be increasingly able to talk about and manage their emotions
* notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on
* develop friendships with other children
* safely explore emotions beyond their normal range through play and stories
* talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”

**Within the 3 – 4 years’ age band, our aims in the teaching and learning of** Personal, Social and Emotional Development **are that the children will begin to:**

* select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them
* develop their sense of responsibility and membership of a community
* become more outgoing with unfamiliar people, in the safe context of their setting
* show more confidence in new social situations
* play with one or more other children, extending and elaborating play ideas
* find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
* Increasingly follow rules, understanding why they are important
* remember rules without needing an adult to remind them
* develop appropriate ways of being assertive
* talk with others to solve conflicts
* talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’
* understand gradually how others might be feeling
* be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly
* make healthy choices about food, drink, activity and tooth brushing

**Guidelines**

The curriculum for Personal, Social and Emotional Developmentis covered using the ‘development matters’ document. The teaching targets for the age band ‘birth – 3 years’ is taught in our Catkins class. The teaching targets for the age band 3 – 4 years are taught in ‘little nursery’ and big nursery’.

Weekly planning includes activities to develop Personal, Social and Emotional Development. The curriculum for Personal, Social and Emotional Development includes a range of adult led activities, as well as child initiated activities. Activities take place individually and/or in small groups

Pastoral sessions are taught every morning across the year, this is a time for registration, “Drip Packs”, song and rhyme time and an opportunity for the children to have time to speak and listen to each other in a small group. This happens for Little Nursery and Big Nursery

Theraplay sessions run twice a week in little and big nursery. These sessions are fun,

all-inclusive and well planned which promote the mental health and well-being of the children.

Catkins group time sessions consist of signing for little talkers (which encourages non-verbal children to communicate using signs), nursery rhyme time and Theraplay activities. The aim for these group time sessions is for the children to feel part of a group and also begin to learn to sit and listen.

Good Personal, Social and Emotional skills are encouraged and supported by sensitive caring adults across the school at all times. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

**Recording and Assessment**

A 3-4 years’ baseline assessment in Personal, Social and Emotional Developmentis carried out on each child within their first 2 weeks of starting in ‘little nursery’ or ‘big nursery’ depending on when they start at Willow Nursery School. These assessments are recorded in a ‘class list’ for each colour group. The class lists are used as a format for recording children’s progress during their time at Willow Nursery School. They are used daily for planning and they are updated regularly each term. A tracking record keeps account of children’s progress in Personal, Social and Emotional Development during their time at Willow Nursery School.

An exit assessment in Personal, Social and Emotional Development is carried out at the end of the academic year.

If the child is in Catkins class, a ‘Birth to 3’ document is kept on each child to record their progress development. Keyworkers update these records regularly and use them for planning for individual children.