



Hart Hill Nursery School

Personal, Social and Emotional Development Policy

Updated Summer Term 2024

Ratified by SLT on 20.5.2024

Signed 

To be updated Summer Term 2027



What is Personal, Social and Emotional Development in the Foundation Stage?

Development Matters 2020 states that:

“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 the feelings of others.”

Personal, Social and Emotional Development is a prime area of learning and underpins everything in the early years.

Our overall aim for children at Hart Hill Nursery Schools is that:

All children will begin to recognise how they are feeling and learn strategies to regulate their own emotions.

Effective Teaching and Learning within Personal, Social and Emotional Development at Hart Hill Nursery School

Children learn by:

- Observing staff as positive role models
- Recognising, acknowledging and naming a variety of emotions
- Exploring a safe and secure environment where children are confident in expressing themselves
- Having opportunities to explore and practice interactions with others
- Understanding consistent boundaries and expectations in nursery and developing a sense of right and wrong
- Showing respect towards different cultures and beliefs
- Being involved in carefully planned, structured PSED adult led sessions
- Being supported by staff to resolve conflicts, listen and respond appropriately to others, understand the consequences of their actions and cope with setbacks

At Hart Hill Nursery School practitioners:

- Provide a safe, secure environment where children are able to assess risks
- Act as positive role models, to have high expectations and consistent standards for all children’s behaviour
- Understand that behaviour is a form of communication and in order to support a child with their behaviour the function of the behaviour and the triggers need to be understood
- Have consistent boundaries of behaviour following relevant school policies and procedures

- Promote positive behaviour in relationships with children and adults
- Create opportunities for sharing group games and group activities
- Provide inclusive and integrated experiences for all children
- Teach children to care and respect of the resources
- Give opportunities to care for their environment
- Develop a collaborative partnership with parents/carers
- Acknowledge children's emotions and teaching them to express themselves in a developmentally appropriate manner
- Provide opportunities to develop perseverance and resilience skills
- Acknowledge and celebrate children's achievements

Planning for Personal, Social and Emotional Development

Planning at Hart Hill Nursery School is devised in line with the EYFS Statutory Guidance, Development Matters 2020 and from observation and assessment of children's needs. It also takes into account:

- Medium and long term planning linked to Personal, Social and Emotional Development ensuring curriculum coverage and progression of skills over time
- Short term weekly plans focusing on specific, differentiated skills and key vocabulary
- Contracts of Education outlining individual targets for all children
- Assessments, Pupil Progress meeting and Contracts of Education
- Targets on School Development Plan
- Pupil Premium and PEP targets

Record Keeping and Assessment

Key workers will ensure that assessments take place through observation of the children during Child Initiated Learning, adult led activities and through conversations with parents. Positive verbal feedback should be given to pupils about their progress.

Key workers will update assessments using the school's assessment framework at least termly and feedback to class teachers/room leads so that they can monitor and update future planning.

Children's targets will be regularly updated and assessed by individual key workers; this will be overlooked by the class teachers and room leaders to ensure consistency.

Where progress or attainment is not in line with school expectations, this will be highlighted in pupil progress meetings with a member of the senior leadership team to ensure that gaps in learning are narrowed and concerns are monitored.

Monitoring the Policy

The Personal, Social and Emotional Development co-ordinator will undertake observations of practitioners, children and environments. The co-ordinator will complete gap analysis using assessment data with the support of the Head Teacher and create an action plan accordingly. The co-ordinator will also monitor long, medium and short term planning to ensure it is meeting the needs of the cohort. The co-ordinator, with the support of SLT will report findings to the Governing Body at least annually.