

Personal, Social and Emotional Development (PSED) Policy

1 Introduction

Personal, Social, and Emotional Development (PSED) is a key element of the revised EYFS (March 2012). This area of development helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives.

PSED underpins all learning experiences within the EYFS.

2 Aims and objectives

- 2.1 The aim of this policy is to help all staff to understand the good practice that supports PSE development.
- 2.2 The objective of this policy is to ensure that all staff are consistently supporting children's personal, social and emotional development and understand how this helps to underpin the educational programme offered.

3 Personal, social and emotional development (PSED)

We recognise that PSED is a strong influence on the educational programme we provide for our children and how the four principles of the revised EYFS support PSED.

3.1 These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

3.2 To support all children's PSED we will:

- create a happy, secure and stimulating environment;
- support them to develop a personal identity and "I can" attitude;
- help children acquire knowledge, skills and attitudes relevant to their future;
- help children develop self-confidence and self-esteem to begin to make their own choices;
- help children to recognise how their behaviour affects other people;
- help children to recognise, name and deal with their feelings in a positive way;

- help children to begin to understand what it takes to develop good relationships with others;
- help children to begin to use thinking skills and feelings together to guide their behaviour.

3.3 In the EYFS, PSED is a prime area and is broken down into three key aspects:

1. Making relationships
2. Self-confidence and self-awareness
3. Managing feelings and behaviour.

3.4 We recognise PSED as one of the building blocks of success, as among other things it supports children's development by helping them to interact effectively and develop positive attitudes with themselves and others. This does not happen in isolation and relies on influential adults such as parents/carers to provide them with positive feedback and appropriate behaviour by which to model themselves.

3.5 We will provide positive adult support and encouragement, helping the child feel valued and special and giving them a sense of self-worth.


4 Monitoring and review

4.1 This policy was agreed and implemented in July 2013.

4.2 The Governing Body undertakes a review of this policy annually.

4.3 There will be on-going monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

Signed:



Member of Governing Body:

Date:

16/05/16

Chair of Governors:

Date:

Next Review Date:

July 2017