

Personal, Social and Emotional Development at Rockwood Nursery School.

What is it?

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers or key persons providing them with positive feedback and modelling appropriate behaviour.

In the Revised EYF5 PSED is broken down into three aspects:

Making relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.

This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex. Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.



Self-confidence and self-awareness



This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. We know that although many children have several people who care deeply about them all children need to have at least one person who is 'on their side' for them to really thrive. This helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

Managing Feelings and Behaviour

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet. It also links to how they learn and can follow simple rules which operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these complex and often challenging areas.





What we do at Rockwood to support children's PSED.

September 2016 saw the introduction of family groups and nurture groups at Rockwood. The family groups mean that the children have fewer transitions while at the nursery and are under the education and care of the same key teacher and key person from the minute they arrive which could be as soon as they are 2 years old. The nurture groups are based on the children's ability to learn and are classed as group time. These sessions are planned by the teachers based on the individual groups learning needs as assessed by the new Wellcomm speech and language programme that was also implemented in September 2016. (See literacy policy)

The key person system at Rockwood enables us to start building positive relationships with children and their families, even before the child starts at nursery. This is done through the offer of a home visit which gives the key teacher and key person the opportunity to meet the child in their own home, chat with the parents in a relaxed environment and start building relationships immediately. This is then continued in nursery by engaging parents in their child's learning wherever possible e.g. contributions to the learning journeys, planning, little me engagement, children's and parents library, fun days, coffee days, progress meetings, learning plan contributions and an open door policy where parents can approach staff at any time and discuss their child's learning any time.

The children are encouraged to converse and co-operate within their groups, and continuous provision, sharing their ideas, likes, dislikes and plans with others, building friendships and understanding the rules and boundaries of the nursery that ensure their safety and overall development.

Each child is encouraged to be as independent as possible through the nursery's free flow provision layout based on continuous provision indoors and outdoors. This encourages them to make choices for their own learning, move around the areas at their own pace and select the resources they require, develop their self-help skills eg try to put on their own coat, shoes, wellies, dressing up clothes, wash their own hands and use the toilet etc. independently and know that help is very close by if needed.

Discussions about various emotions are often had to help the children understand their feelings and consistency of dealing with various emotions is expressed by all staff through our expectations of the children's behaviour. This is reflected in the nursery behaviour policy. Staff are trained in the Solihull Approach and also use this to try to develop children's Wellbeing.

The nursery children are monitored for their wellbeing and involvement in activities and staff display excellent skills in stepping in when these appear low to enhance children's learning, either with a simple question or a resource that may help or to throw a new idea into the mix. Rockwood staff are valuable playful partners in the nursery offering positive role models, demonstrating and ensuring that children learn to take turns, share and co-operate with others at all times and supporting the children's learning. A behaviour policy in nursery reflects staff expectations of children and how we deal with inappropriate behaviour.

PSED is an area that the nursery has always exceeded due to our high expectations of the children, and the fact that we respect them as much as we would hope they respect us and others.