



# Ringway Primary

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

Successful PSED is critical for children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. It is crucial that settings provide the experiences and support to enable children to develop a positive sense of themselves. We consider our PSED work to be embedded throughout our practice and policies.

To give all children the best opportunities for PSED, staff at Ringway Primary School will:

- Establish constructive relationships with children, with other practitioners, between practitioners and children, with parents and with workers from other agencies. These relationships will take account of differences and different needs and expectations.
- Find opportunities to give positive encouragement to children, with practitioners acting as positive role models.
- Plan opportunities for children to work on their own and in small and large groups.
- Ensure that there is time and space for children to focus on activities and experiences and develop their own interests.
- Plan activities that promote emotional, moral, spiritual and social development alongside intellectual development.
- Plan experiences that help children develop autonomy and the disposition to learn.
- Provide positive images in, for example, books and displays, that challenge children's thinking and help them embrace differences in gender, ethnicity, religion, additional educational needs and disabilities.
- Provide opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds.
- Plan for the development of independence skills, particularly for children who are highly dependent upon adult support for personal care.
- Provide support and a structured approach to achieve the successful social and emotional development of vulnerable children and those with behavioural or communication



difficulties.

### **Learning**

This area of learning is about emotional wellbeing, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

At Ringway Primary School we aim to:

- Develop independence in our children
- Build confidence and self-esteem by creating opportunities to enhance moral development
- Develop interpersonal skills

### **Developing Independence**

We feel that children need time to practise and rehearse their developing skills. We aim to recognise this in our planning and organisation of activities. Time is needed to complete tasks and explore new experiences and relationships. This involves the child standing back and observing others at work and play in order to make sense of new experiences. Praise is used at every opportunity to encourage the child to persevere. Tasks are often broken down into very small stages to enable the child to succeed.

At Ringway we use very clear routines to enable the child to feel secure which in turn leads to them becoming more confident and independent.

During lessons children's independent learning is encouraged through:

- Knowing what is available
- Selecting their own activities
- Locating and obtaining the resources they require
- Returning those resources to their original place when they have finished with them

The school has a structural framework of rules, these rules are kept to a minimum and they aim to:

- Express our values, expectations and the ethos of the School
- Be considered in approach and application



## Interpersonal Skills

Interpersonal skills are learned through interaction with other people. As children see the world through an egocentric position, they find it difficult to see the world from another point of view, but it is not selfish. We want our children to be able to understand and empathise with the feelings of others.

We help our children to learn interpersonal skills by:

- Helping them to form friendships
- Planning activities that require sharing and turn taking
- Responding to others
- Being sensitive to other people's feelings
- Developing appropriate patterns of behaviour

We use many different forms of activity to encourage and develop these skills including:

- Stories that cover emotions or enter the emotions of others

Role playing and dressing up

- Puppets
- Games

We believe that children model their behaviour on what they experience. The staff aim to provide good role models for all our children, adult to adult and adult to child.

We aim to lead by example by:

- Showing respect for others
- Respecting all cultures, beliefs and ways of life
- Ensuring that the environment reflects cultural diversity
- Recognising that 'families' can be composed in many different ways
- Recognising that children's conversations are as important as adults
- Asking for children's opinions and views and trying to act on them



### **Confidence and self-esteem**

We believe that esteem is established at an early age and it is vital to developing a positive attitude to life. It is built up through how the child perceives himself and how s/he is perceived by others. Children can only perceive themselves through the way others respond to them. It is important that the Nursery staff working with the children respond in a positive way.

We do this by:

- Providing children with stimulating, appropriate activities
- Giving children manageable tasks
- Being aware of when they are ready to move on to new challenges
- Encouraging children to be self-dependent and responsible
- Encouraging the children to do as much as possible for themselves
- Encouraging the children to persevere and complete tasks and activities
- Demonstrating respect for children
- Demonstrating love and affection to all children

At Ringway we praise children's achievements at every opportunity through spoken word and displays of their work.

### **Moral Development and Attitudes**

We feel that it is important that we are sensitive to the fact that we have children who come from different traditions, cultures and religious backgrounds and they bring with them different moral traditions. We make every effort to consider this when we discuss, plan and assess our curriculum. We believe that showing respect for a child's own culture and community helps them to develop a sense of belonging and a strong self-image.

We feel that morality is concerned with developing an understanding of right and wrong, and why these things are considered to be right and wrong. It is closely linked with the interpersonal skills of being sensitive towards others. By our approach and actions we aim to develop a sense of social empathy, which will enable a child to see how his actions affect other people.

We believe that young children think in different ways to older children and adults. They cannot be expected to consider the impact of their actions and attitudes upon others in the same way as adults, but that they are beginning to become aware of how their actions affect other people, the



rules that shape our behaviour and that they need to be kept. All staff aim to develop and encourage children to begin to have an awareness of morality.

**Resources to support this area of the curriculum (inside/out)**

- A variety of play opportunities
- Stories, songs and poetry that explore personal issues
- Quiet area for reflection (both inside and out)
- Instruments and tapes for listening to
- Shared school dinners
- Turn taking games
- Clear classroom routines
- Information relating to our behaviour code given to parents
- Toilets that are private and hygienic

**Parental Partnership**

At Ringway Primary School we are committed to creating strong relationships with families with respect to the children's personal, social and emotional development. We have a number of systems and processes in place, ranging from daily chats with parents, consultation opportunities and administrative tasks such as attendance monitoring to more in depth record keeping.

This policy was adopted by

Ringway Primary School

On

3<sup>rd</sup> September 2019

Date to be reviewed

July 2020

Signed on behalf of the provider

Name of signatory

Kristian Marshall

Role of signatory (e.g. chair, director or owner)

Chair of Governors