



# Turncroft Nursery School Personal, Social, Health, Emotional Development (PSHE) Policy



## Introduction

Successful personal, social, health and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

At Turncroft Nursery School we believe that personal, social, health and emotional development is about how young children grow into people who feel good about themselves, have positive relationships with others and can express feelings and behave in an appropriate way. It underpins all aspects of the Foundation Stage curriculum and continues to support the attitudes and experiences already gained in the home environment, developing a working partnership with parents and visitors.

We strive to provide love and security and a partly stimulating, partly restful environment, enabling children to develop curiosity, confidence, self-esteem and an awareness of others. We encourage and promote independence and a sense of responsibility.

As a Healthy school we promote healthy lifestyles to our children and families.

Turncroft Nursery School believes that the highest quality personal, social and health development will help all our children to begin to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives with a positive sense of themselves and others.

This policy also relates to the Drug and Alcohol and Growth and Relationship policy, for which activities are provided in the scheme of work for PSHE development.

## Reference to related policies

- Safeguarding
- Health & safety
- Growth & relationships

*“Turncroft Nursery School, the place for learning and laughter.”*

- Drug education

## **Aims**

Our aims encompass the components of the personal, social and emotional area of our early years Foundation Stage curriculum which is:

- Developing respect for self and others
- Developing values such as sharing, loving, helping and caring
- Being part of a group sharing and respecting others
- Increasing confidence and self esteem giving experience of problem solving
- Resolving conflicts, compromise, negotiation and assertiveness
- Encouraging a sense of awe and wonder
- Increasing confidence and self- esteem
- Developing awareness of religious and cultural traditions
- To promote curiosity

In addition Turncroft Nursery School aims to:

- To maintain an atmosphere of respect and regard for others
- To recognise, accept and reflect difference and diversity both in the curriculum and the school community
- Encourage parents, carers and families to develop healthy choices
- Promote physical health with good role modelling
- Support staff to identifying children's needs and how they respond to them
- Ensure children with particular needs e.g. hearing/sensory impairment, learning difficulties etc. receive extra provision where appropriate.
- Manage PSHE and Citizenship teaching resources, including purchasing, and keeping up-to-date with new resources.
- Keep abreast of training and development opportunities locally and nationally

## **Context and Content**

We provide opportunities for children to initiate their own learning through a play based approach. Through play our children explore and make sense of the world we live in. Young children practice and build up ideas learn how to control their behaviour and understand the need for rules. They have the opportunity to think creatively alongside their friends and communicate and refine their ideas. We encourage all our children to have independence and to be confident to make decisions.

Our curriculum is carefully planned, evaluated and ever growing and changing to meet the needs of our children.

Personal, social, health and emotional development will be provided by:

- Establishing constructive relationships with children, their families and other professionals
- Encouraging both communal and individual play
- Ensuring time and space for children to develop their own interests
- Developing a sense of independence and independent skills
- Valuing each child's religious beliefs and cultural background and sharing it with others
- Thematic planning
- Experiences that develop autonomy and the disposition to learn
- Providing positive images in , for example, books and displays that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities
- Caring for animals
- Opportunities for caring for plants, the natural world and gardening
- Caring for possessions
- Encouraging children to share their ideas and feelings
- Caring for the children's surroundings
- Golden rules
- Concerts, Sports day and charity events
- Celebrating the festivals of Harvest, Christmas, New Year, Chinese New Year, Easter, Mother's day, pancake day, bonfire night, Diwali and Eid
- Part of wider society
- Certificates
- Stickers
- Communicating to parents/carers each child's achievements
- Displaying children's best work
- Using staff as role models
- Opportunities to develop new relationships with adults, welcoming students, parent helpers and visitors
- Age appropriate, stimulating resources
- Circle Time, where appropriate
- Assemblies
- Keep parents informed about activities through our notice board and web site

## **Content**

Please refer to our school Scheme of Work

### **Use of visitors/Outside agencies**

At Turncroft Nursery School we recognise the value of partnership working. We also recognise that visitors will work alongside the Nursery staff who will be present at all times. Visitors to the school will have been given a copy of this policy before they work with the children and will have met the key staff to discuss and plan the content of the sessions.

### **Evaluation and Review**

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Individual Learning Journeys will record significant achievements of children's personal, social, health and emotional development. Assessment of each child's PSHE development is recorded in a Pre School Profile book

This policy will be evaluated and reviewed by staff, parents and governors on a regular cycle.

**Written by: E. Shears - Elizabeth Shears**

**First agreed by Governors on: November 2012**

**Revisions agreed: September 2020**

**Signed:** *Celia Rushton*

**Next Review: September 2023**