

A Policy for

Emotional, Personal
and
Social Development

Cowgate Under 5's Centre

Rationale

The importance of emotional, personal and social development in the early years cannot be underestimated and has an impact on all areas of children's development and learning.

This policy has been developed by all staff to ensure that high quality learning and teaching opportunities are offered consistently to all children. The policy provides helpful guidance to staff and information for parents in this key aspect of the curriculum.

This policy takes account of national guidelines *A Curriculum Framework 3 - 5* and *The Child at the Centre*.

Centre Aims (relevant to policy)

- The centre is committed to offering high quality learning experiences which take account of national and authority guidelines
- We aim to build partnership with parents and to value their contributions.
- We aim to create a safe, secure and stimulating learning environment.
- The centre is committed to equality and inclusion
- The centre is committed to providing a programme of staff development and review

Key aspect: emotional personal and social development

In emotional personal and social development children should learn to:

- develop confidence, self-esteem and a sense of security
- care for themselves and their personal safety
- develop independence, for example in dressing and personal hygiene
- persevere in tasks that at first present some difficulties
- express appropriately feelings, needs and preferences
- form positive relationships with other children and adults, and begin to develop particular friendships with other children
- become aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules
- make and express choices, plans and decisions
- play co-operatively, take turns and share resources
- become aware that the celebration of cultural and religious festivals is important in people's lives
- develop positive attitudes towards others whose gender, language, religion or culture, for example, is different from their own
- care for the environment and for other people in the community

Features of Learning A Curriculum Framework for children 3-5

A child who feels happy, safe and secure is free to explore, learn and achieve to the best of their ability. The creation of a positive, consistent, inclusive and caring environment will help children develop self-esteem, confidence and independence.

A Curriculum Framework for children 3 - 5

Emotional, personal and social skills are important for:

- confidence and self-esteem
- independence
- perseverance
- forming positive relationships
- co-operation
- developing positive attitudes
- sharing
- decision making
- hygiene
- equal opportunities, social inclusion and citizenship

Cross curricular links

Emotional, personal and social development is linked closely to other aspects of children's learning. The programme for emotional, personal and social development may incorporate the following features of learning from the five key aspects of the curriculum.

Communication and language

- listen to other children and adults during social activities and play
- pay attention to information and instructions from an adult
- listen and respond to the stories, songs, music, rhymes and other poetry

Knowledge and understanding of the world

- ask questions, experiment, design and make, and solve problems
- be aware of feeling good and of the importance of hygiene, diet, exercise and personal safety
- recognise familiar shapes during play activities

Aesthetic and expressive development

- listen and respond to sounds, rhythms, songs and a variety of music
- make music by singing, clapping and playing percussion instruments
- move rhythmically and expressively to music
- participate in simple dances and singing games

Physical development and movement

- develop confidence, self esteem and a sense of security
- care for themselves and their personal security
- persevere in tasks that at first present some difficulties
- play co-operatively, take turns and share resources

Learning and teaching

The importance of play

Staff see play as the major vehicle to support children's development and learning. Play opportunities enable children to develop confidence, self-esteem, independence and perseverance.

Refer to appendix

The learning environment

The learning environment is stimulating and challenging and reflects children's interests and experiences. It takes account of different stages of development and allows for choice, offering a good balance between free play and directed activity. High quality resources support learning.

Staff facilitate emotional, personal and social development by:

- providing a safe, secure and happy environment
- encouraging children to co-operate with others in play situations
- encouraging independence through nursery routines
- promoting positive behaviour and children's self-esteem through effective use of praise
- providing opportunities for children to express their feelings
- encouraging perseverance
- offering the opportunity for children to make choices and participate in decision making
- providing opportunities for children to share and take turns
- celebrating a range of multi-cultural experiences and family occasions
- encouraging children to care for their environment
- promoting good habits in safety and hygiene
- demonstrating appropriate attitudes to others (respect, tolerance, consideration)
- staff child interaction

Staff child interaction

Staff have a sound knowledge about the processes of children's development. Staff interact effectively to support and extend children's confidence and skills.

Meeting children's needs

Staff take account of the different stages of development of children when providing for emotional, personal and social development. The pace of learning, appropriate resources and experiences are well matched to the needs of individual children. Staff take particular account of the needs of the younger child when planning play experiences.

The assessment process

The assessment process consists of three revolving aspects: planning, recording and reporting.

Planning

- Staff plan effectively to promote children's learning
- Planning establishes clear goals for learning, matching the needs and achievements of individual children
- Planning ensures that staff are clear, confident and well prepared for what they are trying to achieve in children's learning
- Planning is flexible to respond to learning experiences and to allow learning to develop spontaneously
- Planning information is shared with children and parents to assist the learning partnership
- Staff use observations to plan next steps in learning

Assessment keeping records and reporting

- An effective system for assessing individual children is used by all staff
- Staff use observations of the child at play for assessment purposes
- Focused observation and assessment identifies particular goals for learning
- Contributions from parents are included in the assessment profile
- An effective system ensures relevant information is passed on at transition points and this promotes continuity of learning

Monitoring and evaluation

Managers and staff monitor and evaluate provision using *The Child at the Centre, A Curriculum Framework for Children 3-5* and the *Guidelines Towards Good Practice*.

Staff are committed to further developing their skills through relevant training.

Resources

The centre provides a wide range of high quality resources, well matched to the needs and interests of children.

Resources are well organised, easily accessible and well maintained. Staff parents and children are consulted when purchasing new resources. Effective use is made of the outdoor play area and good use is made of the local environment to support all aspects of emotional, personal and social development.

Refer to appendix

Health and safety

Staff adhere to current health and safety and child protection guidelines provided by the City of Edinburgh Council (these are available on the egfl website: [http://: www.egfl.net](http://www.egfl.net)).

Effective procedures are implemented to ensure that staff child ratios are maintained at all times.

The centre is committed to promoting health and fitness.

Appendices

The ten bedrock principles

Tina Bruce 1996

The 12 features of play

Tina Bruce 1996

Resources

Reference books

Relevant Performance Indicators from *The Child at the Centre*

Relevant National Care Standards

The ten bedrock principles

Tina Bruce 1996

1. The best way to prepare children for their adult life is to give them what they need as children.
2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued.
6. There are times when children are especially able to learn particular things.
7. What children can do (rather than what they cannot do) is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role-play and talking) develop and emerge when conditions are favourable.
9. Relationships with other people (both adult and children) are of central importance in a child's life.
10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns.

The 12 features of play Tina Bruce 1996

1. In their play, children use the first- hand experiences that they have in life.
2. Children make up rules as they play, and so keep control of their play.
3. Children make play props.
4. Children choose to play. They cannot be made to play.
5. Children rehearse the future in their role-play.
6. Children pretend when playing.
7. Children play alone sometimes.
8. Children and/or adults play together, in parallel, associatively, or co-operatively in pairs or groups.
9. Each player has a personal play agenda, although they may not be aware of this.
10. Children playing will be deeply involved, and difficult to distract from their deep learning. Children at play wallow in their learning.
11. Children try out their most recent learning, skills and competencies when they play. They seem to celebrate what they know.
12. Children at play co-ordinate their ideas, feelings and make sense of relationships with their family, friends and culture. When play is co-ordinated it flows along in a sustained way. It is called free-flow play.

	Opportunities and experiences
Confidence, self-esteem	Appropriate use of praise Circle Time activities Recognising achievement
Sense of security	Creating a friendly and relaxed environment Staff sensitive to the needs of all children
Independence	Daily routines, for example snack, dressing for outdoor play
Personal hygiene	Encouraging children to wash hands Toileting procedures
Perseverance	Providing challenging resources Encouraging children to sustain interest
Expression of feelings	Circle Time Conversation at story and news time
Positive relationships	Encouraging co-operative play
Respect	Celebration of festivals and events Positive behaviour
Expressing choices	Creating an appropriate learning environment
Decision making	Decision making Planning the learning environment and provision of resources
Co-operation, sharing and turn taking	Encouraging friendships Activities which encourage co-operation

Reference books
Emotional, personal and social development

1. *Feeling Good* *Raising Self-esteem in the classroom*
Noreen Wetton & Peter Cansell
2. *Young Children and Classroom Behaviour*
Sue Roffey & Terry O'Reirdan
3. *Children Learning*
Jean Ensing & Brenda Spencer
4. *Personal and Social Development*
Hannah Mortimer
5. *Is Praise Always a Good Thing*
Scottish CCC
6. *In-sight Pre-school*
Elizabeth Morris

Key Area: Curriculum

Performance Indicator 1.1 Structure of the curriculum

Theme:

- breadth and balance of the learning opportunities offered to the children

Level 4 Illustration

- The curriculum has breadth and balance across the key aspects. It provides individual children with a variety of high quality experiences balanced according to their needs.
- It is fully in keeping with local and national guidance.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Key Area: Curriculum

Performance Indicator 1.2 Quality of the programmes

Themes:

- links to national and local curriculum guidelines
- balance and relevance of learning experiences
- design and evaluation of programmes
- support and guidance for staff

Level 4 Illustration

- Programmes take full account of national and local curriculum guidelines.
- Programmes ensure balanced and relevant learning experiences.
- Programmes are well designed, flexible, responsive to children's needs and interests and ensure progression in their learning development.
- Staff receive clear guidance on programmes, learning and teaching, support for children and assessment and recording.
- Programmes are designed to enable learning activities to be continued in extended day care provision.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Key Area: Curriculum

Performance Indicator 1.3 Quality of planning

Themes:

- planning of programmes and day-to-day activities
- effective use of assessment information
- responsiveness of planning procedures

Level 4 Illustration

- Plans are carefully linked to the key aspects of the curriculum and provide clear statements about what is to be done and what children are expected to learn.
- Staff make effective use of assessment information to identify needs and plan next steps in learning. Plans are evaluated regularly and adjusted as necessary to meet changing needs.
- Plans take appropriate account of the varied attendance patterns of children. Parents are kept fully informed of the programmes and daily activities. Opportunities for planning with colleagues are effectively used.
- Planning for the curriculum, play and leisure activities, and care routines are well coordinated to take full account of the needs of all children.

A performance broadly equivalent to that illustrated above would merit a Level 4 award.

Note: This indicator refers to planning of programmes and day-to-day activities and covers the links between assessment, planning and evaluating in the centre.

Account should be taken of:

- *weekly, monthly and annual plans*
- *planning undertaken in collaboration with all staff*
- *planning undertaken in collaboration with other agencies*
- *individualised programmes for those with special educational needs*