Personal and Social Development

At Kay Rowe we believe that positive social/emotional and personal development underpins children's ability to make the most of their learning opportunities at nursery and at home. Although some activities will be planned, much work is done spontaneously. Therefore this document supports and complements the planning in the area of social/ emotional and personal development.

As part of long and medium term planning, there is an emphasis on themes which develop children's Social/ Emotional and Personal Development, particularly when many children are starting nursery.

Area	Behaviours we want to encourage	How do we support this?
Disposition and attitudes	Delight in new things Willingness to try new things Perseverance at tasks Trying again when we make mistakes	Providing an exciting and stimulating environment Noticing when children are showing these behaviours Praising Commenting on what we like Making records of children regarding their learning behaviour

	Listening to others Independence in carrying out new tasks	Giving information to parents Talking to children about their positive behaviour
<u>Self Confidence and self esteem</u>	Safe and secure relationships Expressing their feelings Make choices Develop confidence and pride in their own ability Begin to be assertive Begin to recognise danger Show confidence in new situations Talk freely about their own home and school life Have a go at more complex activities	Key worker system Induction and home visits Build good relationships with parents/carers Teach children to be assertive e.g. to tell others when they don't like their behaviour. Teach children about danger through explanations and stories/ role play etc Make time to talk with children on a regular basis-(key worker time, special books etc) Encourage children by pointing out their achievements, recording and sharing that information in their 'profile books' Teach children to recognise their own emotions and emotions in others- by commenting e.g. You don't look happy or you look very cross etc. Circle time, developmental movement, emotions boards, stories, role play, persona dolls Provide a place to keep personal belongings Consulting with children, they are supported to reflect on their own learning through 'learning stories' approach. Reflecting on individual's childrens 'well being' and 'involvement' using Leavens 'scales of well being and involvement'

		Transition to primary school – visits, books for each child, program of extra visits for children with SEN.
Making Relationships	Separating from parent confidently Enjoy working alongside an adult/children Enjoy working with another child Turn-taking Sharing Negotiating Empathising Sympathy and support Generosity Being able to share ideas Adaptability Recognition and valuing of others achievements/ culture/ language	Key-worker system Settling in strategies Using of community languages Modelling behaviour Giving children the language Praising e.g. "I like it when…." Valuing culture and achievements ourselves through comment, celebrations, positive images, stories music etc Being approachable, friendly, sympathetic, supportive Noticing when children need support Using our voices and body language in an open, calm and friendly way. Using smiles. Giving time. Listen. Eye contact, get down to their level Profile books – parents encouraged to contribute. Using children's names. Telling them our names Children's Centre Activities. Access to services. Family Learning. Consulting with parents, parents regularly invited to reflect on their child's approach to learning through 'learning stories'

Behaviour and Self Control	Which behaviours do we want to encourage? Sharing, turn taking Realising their actions may affect others Showing concern for others Follow routines Accept boundaries Stand up for and express own rights, needs and feelings Begin to understand right and wrong and why	Modelling empathy. Sticking to clear routines and clear expectations Have clear boundaries and consequences for children. Giving children the language or modelling what might be the consequence of their actions. Talking through issues with simple clear language. Pointing out how others feel. Pre-empting situations Model assertive behaviour and language Role play, stories, puppets, persona dolls By being flexible in our approach and meeting children from where they are emotionally and building towards "acceptable" behaviour. Being aware of developmental norms. Understanding family background. Being observant and empathetic about children's feelings and family circumstances. Encouraging a healthy lifestyle
Self Help	Co-operate with hygiene routines Take some initiative in dressing/ undressing Undress/ change independently Take self to toilet independently	Give supported choices Always encouraging the child to take the next step (not doing things for them) Encouraging parents to allow children to become independent Make resources available so that children can be independent

	Communicate choices and preferences Operate independently- choosing between activities freely selecting resources	
<u>Sense of Community</u>	Children learn that their voice and actions have an effect on others Learn similarities and differences Encourage children to identify with their own communities Encourage interest and respect in others similarities/differences	Planning activities around understanding of differences/similarities e.g. painting, handprints etc Celebration of cultures and languages Visits to places of worship Parents/ community members working in the nursery Valuing difference Having positive images in the nursery Tackling discrimination