



The Blue Coat School

# **POLICY FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (EYFS)**

Approved by the Governors' Teaching, Learning and Curriculum Committee \_\_\_\_\_

Signed: \_\_\_\_\_

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Policy for Personal, Social and Emotional Development (EYFS) was devised by the Head of Pre-Prep and Academic Lead and the Deputy Head (Pre-Prep) in consultation with colleagues in the school.

Date of Next Review: Lent 2026

**POLICY FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (EYFS)**

**1. AIMS**

**1.1**

The educational programmes for children in the Early Years Foundation Stage (EYFS) at The Blue Coat School are shaped around the seven Areas of Learning and Development. These Areas are inter-connected and inter-dependent supporting a rounded approach to child development. Personal, Social and Emotional Development (PSED) is one of the Prime Areas of Learning and Development of the EYFS. Staff at The Blue Coat School aim to promote the personal, social and emotional development of children throughout the school day, both indoors and outdoors.

**1.2**

PSED is primarily concerned with the development of the qualities that are essential to human flourishing. These qualities include the development of a positive sense of self and others; positive relationships; respect for others; and social skills. Children are supported in learning how to manage their feelings, understanding appropriate behaviour in groups and in having confidence in their own abilities. Support for children's personal, social and emotional well-being helps them to know themselves and what they can do.

**1.3**

Staff at The Blue Coat School recognise that every child is a unique child who is constantly learning and who can be resilient, capable, confident and self-assured. Every child develops and learns in different ways and at different rates.

**1.4**

When planning and guiding children's activities staff take into account the three characteristics of effective teaching and learning as set out in the EYFS statutory framework for group and school-based providers (2024):

- Playing and exploring – providing children with opportunities to investigate and experience things and 'have a go'
- Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- Creating and thinking critically – children have and develop their own ideas, making links between ideas and developing strategies for doing things.

**1.5**

Staff take reasonable steps to provide opportunities for children whose home language is not English to develop and use their home language in play and learning and to support language development at home. Staff also aim to ensure that children have sufficient opportunities to learn and reach a good standard of English language throughout the EYFS.

**1.6**

The children's spiritual, moral, social and cultural development and the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are actively promoted at The Blue Coat School throughout the EYFS. Examples of the ways in which these are actively promoted include:

- The Blue Coat School Values (Be Truthful and Kind, Cheerfully Try Hard, Show Respect)
- Collaborative working – sharing ideas and turn taking
- Self-selecting activities
- Open-ended questioning
- Respectful open-ended discussion
- Respectful self-assessment and shared achievements and celebrations
- Positive feedback for effort, success and self-awareness of next steps (Growth Mindset philosophy)
- Provision of a range of books with themes covering tolerance, mutual respect and democracy

- Sharing traditional stories and books by a range of authors
- Assembly stories covering a range of topics
- Activities related to religious and cultural celebrations and traditions such as Christmas, Diwali and Chinese New Year
- Activities related to people who help us in the community and at school
- Activities related to care for the environment and for wildlife.

## **2. OBJECTIVES**

### **2.1**

Staff recognise that being special to someone and well cared for is vital to the physical, social and emotional health and well-being of children. Children gain in confidence, self-assurance and inner strength through secure attachments with the adults around them. This promotes a sense of belonging which enables children to explore the world from a secure base. Children develop positive ideas about themselves and others through their interactions with each other and through good adult role models. Encouraging children to express their ideas and feelings enables them to develop strategies to cope with new, challenging or stressful situations.

### **2.2**

Positive Relationships are used to:

- Enable children to form warm, caring attachment with their peers
- Build constructive relationships with parents, with staff and with outside agencies
- Provide role models to the children in valuing differences and taking account of different needs and expectations
- Plan opportunities for children to play and learn alone and in groups of different sizes.

### **2.3**

Enabling Environments are used to:

- Ensure that each child has a Key Person
- Ensure that there is time and space for children to concentrate on activities and experiences and to develop their own interests
- Provide positive images that challenge children's thinking
- Provide opportunities to help children embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- Establish opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds.
- Support the development of independence.

## **3. LEARNING AND DEVELOPMENT**

### **3.1**

The children's personal, social and emotional development is promoted through planned purposeful play with a balance of adult-led and child-initiated activities. Activities are planned to:

- Promote the emotional, moral, spiritual and social development of the children together with their intellectual development
- Provide experiences that help children to develop autonomy and a disposition to learn
- Give support and a structured approach to vulnerable children and those with particular behavioural or communication difficulties.

### **3.2**

Information about a child's experiences, culture and home background is ascertained from parents before children join the school. A profile of each child is devised using the information supplied by parents as a starting point. If there are concerns about a child's personal, social or emotional development when he or she starts at The Blue Coat School (as noted by the parents, health visitor or doctor,) or if a child does not appear to be making progress (as noted by staff and/or parents) then staff will discuss these concerns with the Director of Learning Success and parents/carers and consult with outside agencies such as the Local

Authority EYFS Area SENCO or educational psychologists where appropriate in order to ensure that the child receives the support that s/he needs.

### **3.3**

Each child is supported in developing self-esteem through shared experiences and by being given opportunities to learn about the lives of others around them. The children are given opportunities to participate in local and wider community events and visits to enable them to develop individual and communal responsibility. An awareness of the national and global environment is developed through the use of visitors to the school and through artefacts, books, photographs and information technology.

### **3.4**

The children will be provided with experiences which:

- Actively promote the development of independence, self-knowledge, self-confidence and self-respect
- Actively promote the development of responsibility for their own learning, enabling them to concentrate and persevere in their learning and seek help when necessary
- Support them in making choices and decisions
- Enable them to accept responsibility for their own behaviour
- Help them to improve their social communication skills in order to co-operate and collaborate
- Enable them to resolve conflict through negotiation
- Help them to form and sustain effective social relationships with other children and adults
- Enable them to treat living things and their environment with care and concern
- Help them to take turns, share and work towards a shared goal
- Help them to identify, express and manage their emotions and feelings
- Actively provide opportunities for them to express their opinions, and to consider and respect those of others
- Help them develop an understanding of right and wrong
- Actively promote the development of equal opportunities and appreciation of and respect for people of other cultures and beliefs
- Enable them to express their own needs in relation to self-care
- Enable them to succeed.

### **3.5**

In providing such experiences adults will:

- Be aware of the role models which they themselves provide for the children
- Value the home lifestyle, culture and circumstances pertaining to the individual child
- Share an agreed view about the ethos of the setting
- Encourage parents and other community members to share in school life.

### **3.6**

Activities are planned to create an environment to enable safe learning and development. The equipment is organised to enable the children to develop an awareness of health and safety issues and they are encouraged to think about and discuss such aspects.

## **4. PLANNING, RECORDING, ASSESSMENT AND REPORTING**

### **4.1**

At the start of each half term, topic-based planning overviews are issued to parents of children in the EYFS. Activity planning takes place on a weekly / daily basis throughout the Early Years Foundation Stage and will be linked to the children's interests when appropriate or possible.

### **4.2**

Baseline assessments are carried out in Nursery to assess the child's starting points. These are reviewed throughout the year to enable progress to be monitored and to ensure that staff continue to plan for the needs of each child.

### **4.3**

Staff observe the children informally to identify learning priorities and plan relevant and motivating learning experiences for each child according to his or her developmental stage and, in the longer term, in respect of the Early Learning Goals for Personal, Social and Emotional Development: 'Self-regulation', 'Managing Self' and 'Building Relationships'. Observations are recorded for each child. These might take the form of dated notes, photographs, snapshot observations or focused observations. Next steps are identified and staff work to enable each child to make progress with their personal, social and emotional development.

#### **4.4**

Information gained through recording and assessment is shared with parents at Parents' Evenings and with other school staff and outside agencies as appropriate. Discussions might be held more frequently if there are concerns about a child's progress and development.

#### **4.5**

Parents of Nursery children receive an annual written report outlining their child's progress in all aspects of the EYFS including Personal, Social and Emotional Development. Parents have the opportunity to discuss the contents of the report with their child's Class Teacher.

#### **4.6**

The Early Years Foundation Stage Profile is completed for each child during his or her final term in Reception. This is based on the observations and assessments that have been carried out throughout the Reception year. Each child is assessed against the Early Learning Goals for Personal, Social and Emotional Development and against the Characteristics of Effective Learning. The Profile results are shared with parents in a written report. Parents have the opportunity to discuss the contents of the report with their child's Class Teacher. The Profile results are submitted to the Local Authority upon request.

#### **4.7**

Records of each child's progress with their Personal, Social and Emotional Development is transferred to the Reception Class Teacher in the Trinity Term prior to the child's transfer to Reception and with the Year 1 teacher prior to the child's transfer to Year 1. All of the professionals involved in the child's learning and development also meet to discuss the needs of the child at times when the child is transferring into the care of another professional at the school.

### **5. RELATED POLICIES AND POLICY REVIEW**

#### **5.1**

This Policy should be read in conjunction with other related whole school policies including the Policy for the Early Years Foundation Stage.

#### **5.2**

This Policy will be reviewed annually. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Lent Term. The minutes of this meeting will be presented to the Governors.