



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

*(Includes PSED in EYFS and PSHCE in KS1)*

### **Rationale**

Personal, Social and Emotional Development helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

### **Aims**

- To ensure PSED is a whole school responsibility, working in collaboration with all stakeholders especially families.
- To create a caring, supportive environment where concerns can be discussed, questions asked and experiences shared.
- To foster self-worth and self-esteem, self-respect and self-confidence.
- To develop skills such as sharing feelings and opinions, evaluating risk, and understanding and responding to the needs of others.
- To understand the factors which contribute to their health and safety physical (physical & emotional) and the safety of others.
- To evaluate risk, know where and when to get help and make informed decisions.
- For children to learn to understand, respect and appreciate common humanity, diversity and differences.
- For children to be encouraged to challenge and/or question stereotypes.
- To develop self-respect as well as respect for others in school and the wider community.
- To help children understand that they have rights and responsibilities.
- To develop a sense of citizenship and understand their role in school and the wider community.
- To establish positive, constructive relationships with others.
- To foster in all children a positive disposition to learning.
- To begin to understand and take responsibility for managing their own feelings.
- To develop an international perspective at all ages.
- To the spiritual, moral, social, emotional and physical wellbeing of each individual.

### **Broad Guidelines**

- Model and promote positive behavior.
- Provision of a range of active learning opportunities that engage all types of learners.
- Ensure that resources and activities reflect cultures in a positive way.
- Children take an active role in community initiatives, local and national.
- Recognise and celebrate diversity and differences within each cohort.
- Reward achievement as well as attainment.
- Children should have good knowledge and understanding of different cultures and religions.
- Children to gain understanding of the similarities in other cultures with our own.
- Regular Circle Time for all classes.
- Effective transition programmes between Key Stages and other childcare settings.
- Effective display of children's work.
- Children make a positive contribution to global issues.
- Follow the SEAL programme throughout school.
- SEAL Assemblies to inform and include families.

- SEAL skill posters to be displayed throughout school.
- Actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

**Conclusion**

It is important that Personal, Social, Emotional Development helps children to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

**Written/ amended: January 2017**

**Next review date: January 2020**