

# Personal Development and Wellbeing in the Nursery



We aim to successfully promote wellbeing through a comprehensive programme of Personal Development Education that gives children the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives (our **Meta Narrative: Living life to the fullest**) both now and into the future.

We aim to:

- provide a family ethos in a homely caring environment where children feel safe and secure and where children's emotional wellbeing is nurtured through positive interactions with staff and with each other
- use praise to promote high self-esteem and a positive sense of identity
- help children make a positive contribution to the setting by listening to them and taking account of their views, encouraging them to share their experiences, make choices and decisions
- enable all children to daily participate in small group time sessions to gain a sense of belonging
- encourage children to take responsibility, for example, in helping to tidy up, choosing stories and songs
- ensure there are high expectations for children's behaviour
- help all children to feel secure in their surroundings by a consistent, but flexible pattern to the day and a visual timetable; supported in managing transitions from home to nursery, from nursery to school and settling in after a period of absence
- provide a rich set of experiences that promote an understanding of people and families and communities beyond their own



- use staff to provide role models of expected behaviour and attitudes and give children clear and consistent age-appropriate boundaries; simple golden rules to ensure safe behaviour and positive attitudes
- teach the language of feelings to develop emotional literacy (expressing feelings)
- model positive values in relation to diversity, democracy, equality and support the principles of **British Values**
- develop core practices promoting resilience and independence
- celebrate each unique child and encourage children to be sensitive to the needs of others
- support physical needs with clear, consistent messages to encourage healthy diet and healthy choices, physically active play, rest, exercise and screen time
- support appropriate risk and challenge to develop physical and emotional health.
- help children to gain effective understanding or risks including when using the internet, digital technology and social media and where to support if they need it

There are additional policies, procedures and practices in place including – equality of opportunity, behaviour and attitudes, inclusion and anti-bullying. These are followed by all staff to enable them to ensure all children are physically, emotionally and mentally healthy.

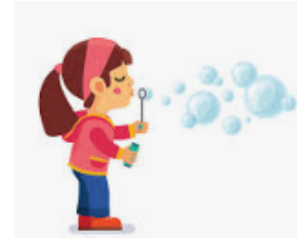
If there are any significant concerns about your child's behaviour or wellbeing, parents are informed and work with staff, or outside agencies to support the child in managing their emotions.



# Wellbeing at Nursery

**Suggested mindful activities to do with your child:**

- Blow bubbles and watch until they pop.
- [Make a sensory bottle](#) shake it and watch the glitter move.
- Look at the clouds together (or the ants!).
- Put a soft toy on your tummies, then breathe in and out and watch as the toy goes up and down.
- Take some deep breaths.
- Go outside to a park or a wood and enjoy nature.
- Switch off the TV, radio and music. Then spend 10-15 minutes playing with your child, give them your full attention and follow what they do.



## Websites and Apps

### [Cbeebies – Mental Health and Mindfulness](#)

This website has information to help you support your child to regulate their emotions, including mindfulness activities to do together.



### [Smiling Mind](#)

This app has age-specific activities and resources for children from 3 years up to adults and activates aimed at families.



### [Cosmic Yoga and mindfulness app](#)

Yoga, mindfulness and relaxation activities for kids, helping them build their strength, balance and confidence.



# Websites and Apps

## Suggested activities to support parent/carers wellbeing:

- Take 5 minutes to put your feet up and have a cup of tea, coffee, glass of water. Try meditation. Get outside. **Do some simple exercise – a walk or yoga.**
- Set an alarm on your phone every hour for a day and check in with yourself about what you need (water, a cup of tea, a snack, some fresh air).
- Connect with other people. **Do something different (sit somewhere new or paint a picture).**

### [Insight timer](#)

This app offers many free guided meditation and mindful activities



### [NHS](#)

The NHS website has links and ideas on mental health and wellbeing.



### Directory of Services

#### [Anna Freud](#)

A research, training and treatment centre for children, young people and family's mental health.



#### [Minded](#)

A free educational resource on children, young people, adults and people's mental health.



#### [Childline](#)

Offers advice and support on their website and has a free helpline to talk to someone, if you need to.



#### [NSPCC](#)

Offers advice and support on their website.



#### [Better health, every mind matters](#)

NHS' website that promotes better mental and physical health

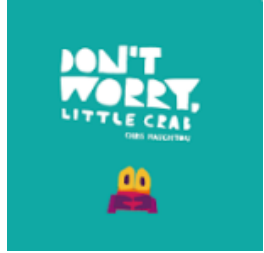
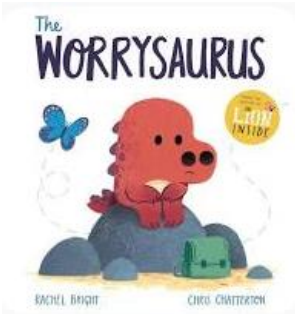
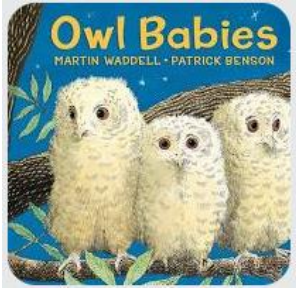
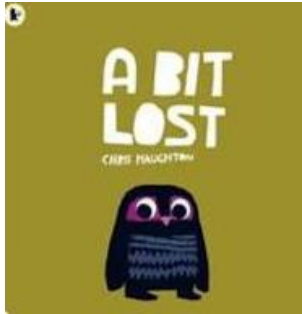
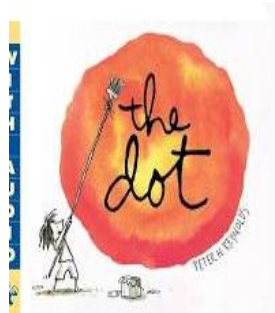


#### [Early Years Health](#)

Information around young children's health and support for parents.



# Books to support Emotional Wellbeing

|                                                                                   |                                                                                    |                                                                                     |                                                                                      |                                                                                      |                                                                                      |                                                                                      |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| The Invisible String,<br>Patrice Karst                                            | Perfectly Norman,<br><b>Ravi's Roar,</b><br><b>Ruby's Worry</b>                    | And other stories,<br>Tom Percival                                                  | The Colour<br>Monster, Anna<br>Llenas                                                | A Blue Kind of Day,<br>Rachel Tomlison                                               | Don't Worry Little<br>Crab, Chris<br>Haughton                                        | The Huge Bag of<br>Worries, Virginia<br>Ironside                                     |
|  |  |                                                                                     |   |   |   |   |
| The Worrysaurus,<br>Rachel Bright and<br>Chris Chatterton                         | Owl Babies, Martin<br>Waddell and Patrick<br>Benson                                | Hey Warrior, Karen<br>Young                                                         | Hey Awesome,<br>Karen Young                                                          | A bit Lost, Chris<br>Haughton                                                        | The Dot, Peter H<br>Reynolds                                                         | The Boy, The Mole,<br>The Fox...<br>Charlie Mackesy                                  |
|  |  |  |  |  |  |  |

# Personal Development and British Values in Nursery

Our children have access to a quality Personal Development Curriculum which equips children with the knowledge, skills, experiences and understanding they need to lead confident, healthy, and independent lives. Our goal is to ensure that 'every child shines' by teaching the children to practice our **school values**: 'Courage,' 'Integrity' and 'Love.'

We aim to nurture children who are responsible, respectful, and active citizens.

Through our **PSED and RE Jigsaw Lessons**, children learn:

- How to play their part in society and be involved in public life.
- The importance of community involvement and the value of contributing to the common good.



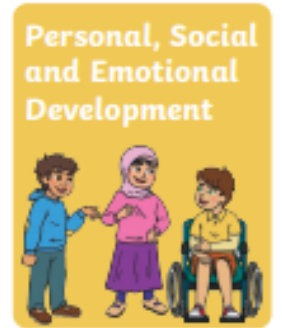
**Personal Development** is the cornerstone of our curriculum and ethos. Our intent is to prepare children for life in modern Britain by deepening their understanding of the fundamental **British values** of **democracy, the rule of law, individual liberty, tolerance and mutual respect**. We hope that our children will become confident, empathetic, resilient individuals, ready to embrace their place in a diverse and ever-changing world.

Through our Personal Development curriculum, we aim to foster skills and attitudes that enable children to thrive, participate fully, and contribute positively to society.



# Personal, Social and Emotional Development (PSED)

- **Personal Development** in nursery is embedded within the 'Personal, Social, and Emotional Development' area of learning.
- Children are supported in building relationships, understanding emotions, expressing feelings and developing self-confidence and respectful relationships through play-based activities, circle times, and real-life experiences.
- Staff model positive behaviours and encourage children to reflect on their choices and interactions.
- Themes such as kindness, sharing, turn-taking, positive behaviour, self-control and celebrating diversity are explored through stories, role play, group discussions and are supported by our Jigsaw programme for PSED and RE.
- These foundational experiences prepare children for the main school, where they begin to engage with structured elements of personal, social, and health education (PSHE).



## How do we ensure access to all children?

- Nursery staff plan lessons so that children with SEN and/or disabilities can be involved, wherever possible, and ensure that there are no barriers to every child achieving.
- Nursery staff use inclusive high-quality teaching to meet the needs of all children through an adapted curriculum
- Nursery staff also take account of the needs of children whose first language is not English.



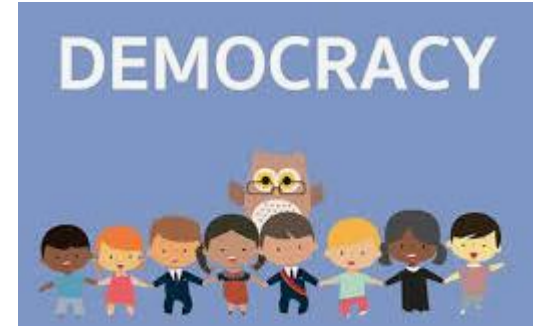
## How do we plan for British Values in nursery?

- British values are not something that is planned separately, they are **interwoven** into our nursery curriculum and into our nursery **Daily Offer**.
- British values celebrate difference and diversity and encourage how best to work together, even with differing beliefs and views.
- Promoting language and communication skills with young children is a huge step towards recognising and celebrating diversity.
- Promoting opportunities for children to work together, listen and contribute to discussions with other children and adults and learn within the agreed boundaries of the nursery promotes British values in our setting.

# Democracy in Nursery:

Adults model positive behaviour and interactions. Children learn the importance of having a voice, respecting different opinions and participating in decision-making processes and making choices.

- Making choices and decisions as a small group, in pairs or as a whole class
- Making choices independently during free-flow play
- Negotiating which game to play and agreeing a 'way to play'
- Listening to other's opinions and thoughts and group decision-making on activities and resources
- Knowing that my feelings and thoughts are welcomed and are important
- Playing a game within fair rules, choosing to share and take turns, discussing why everyone can't always have their own way all the time
- Developing enquiring minds by creating an atmosphere where all questions are valued and discussed
- Sticking to the plan decided (without putting a ceiling on creativity, of course)
- Encouraging turn taking, sharing and collaboration, promoting the importance to listen to opinions of others
- Supporting projects where children can work together to achieve a goal and share responsibility. This could be as simple as collaboratively building a tower or den, creating a piece of art to display, or growing plants, where everyone takes a turn to water them.



# Rule of Law in Nursery

Understanding the need for laws to maintain order, safety, and fairness in society. Rule of law is easily linked to PSED objectives in nursery. It covers understanding right and wrong and how to manage their actions in line with the boundaries set by society and the nursery.

Rule of law British values aim for children to recognise the boundaries and consequences they have in place for safety, wellbeing and effective learning. We aim to ensure that children learn to understand their own and others' behaviour and its consequences, helping them to distinguish between right and wrong.

PSED activities that encourage the development of the following skills help to show your nursery is promoting British values rule of law:

- Recognising and naming feelings and emotions; explaining how something they have done might have made another child feel, not just saying 'sorry'
- Enabling children to explore the natural consequences of their actions. Sensitive ensuring children understand that what we do and say has an effect on others.
- Managing feelings and experimenting with emotional regulation strategies
- Discussing and reflecting on right and wrong in different situations; asking how they can make someone feel better
- Setting personal boundaries with other children; encouraging them to negotiate and solve their own problems
- Talking about nursery golden rules and why they matter - Be Kind (kind hands, kind feet, kind words), Be Ready, Be Safe
- Staying consistent with consequences (including positive consequences) linked to actions
- Supporting children to come up with some shared guidelines for the nursery classroom or outside area e.g. treating resources respectfully, and helping each other to stay safe, agreeing the rules about tidying up



# Individual Liberty in Nursery

Individual Liberty is about recognising their rights and responsibilities, as well as the freedom to make informed choices.

All of the fundamental British values are interlinked, and there are clear connections between democracy and individual liberty in nursery.

Individual liberty covers children's understanding of themselves and others, exploring where they fit within communities.

We provide opportunities for children to develop a positive sense of self, self-esteem and increase their confidence in their own abilities by:

- allowing children to take risks when playing on equipment outdoors
- talking about their experiences and learning
- supporting children to become confident and independent learners
- allowing children to take risks and try new things to build confidence



We encourage a range of experiences that allow children to explore the language of feelings and responsibility, the confidence to stand up for their beliefs and productively voice their opinions (although recognising they are 3-4 years old!) and reflect on their differences and understand everyone is free to have different opinions by:

- Ensuring we have adequate time in the day for children to lead their own play, whether it is accessing continuous provision deciding whether to play outside or inside, or simply choosing which book they'd like to sit and read. This allows them to explore their own interests through child-led play
- understanding 'schemas' and encouraging a positive sense of self – this is how I like to do it and that's okay
- modelling feelings and explaining them through play to encourage children to think about the thoughts and feelings of others.
- Boosting confidence to share their views and opinions and encouraging children to listen to the opinions of others, even though they might be different, making space and time for discussion
- Increasing understanding of the different relationships around them
- Developing awareness of other communities and roles within them; developing awareness of other communities and roles within them

# Mutual Respect and Tolerance in Nursery

Mutual Respect and Tolerance is about appreciating and celebrating differences in faith, beliefs, and cultures while promoting respect for everyone. It is a skill that nursery practitioners will continually demonstrate to parents, other team members and the children themselves. Explaining the importance of showing mutual respect to all of the nursery community and visitors; helping to build positive 'home-nursery relationships.' Home visits are an excellent starting point for this process.

**We encourage and explain to children about the importance of tolerant behaviours by:**

- sharing and respecting each other's opinions (language and communication skills) and appreciation for different methods of working, playing and exploration.
- encouraging children's social skills, helping them to treat others as they want to be treated, showing empathy for others, celebrating strengths in others (link to PSED skills)

**We promote diverse attitudes and challenge stereotypes by:**

- sharing stories that reflect and value the diversity of children's experiences can help children to work alongside different personalities, developing life-long social skills.

**We provide resources and activities that challenge gender, cultural and racial stereotyping:**

- for example, books, dressing up, role play resources in continuous provision as well as collaborative celebrations days

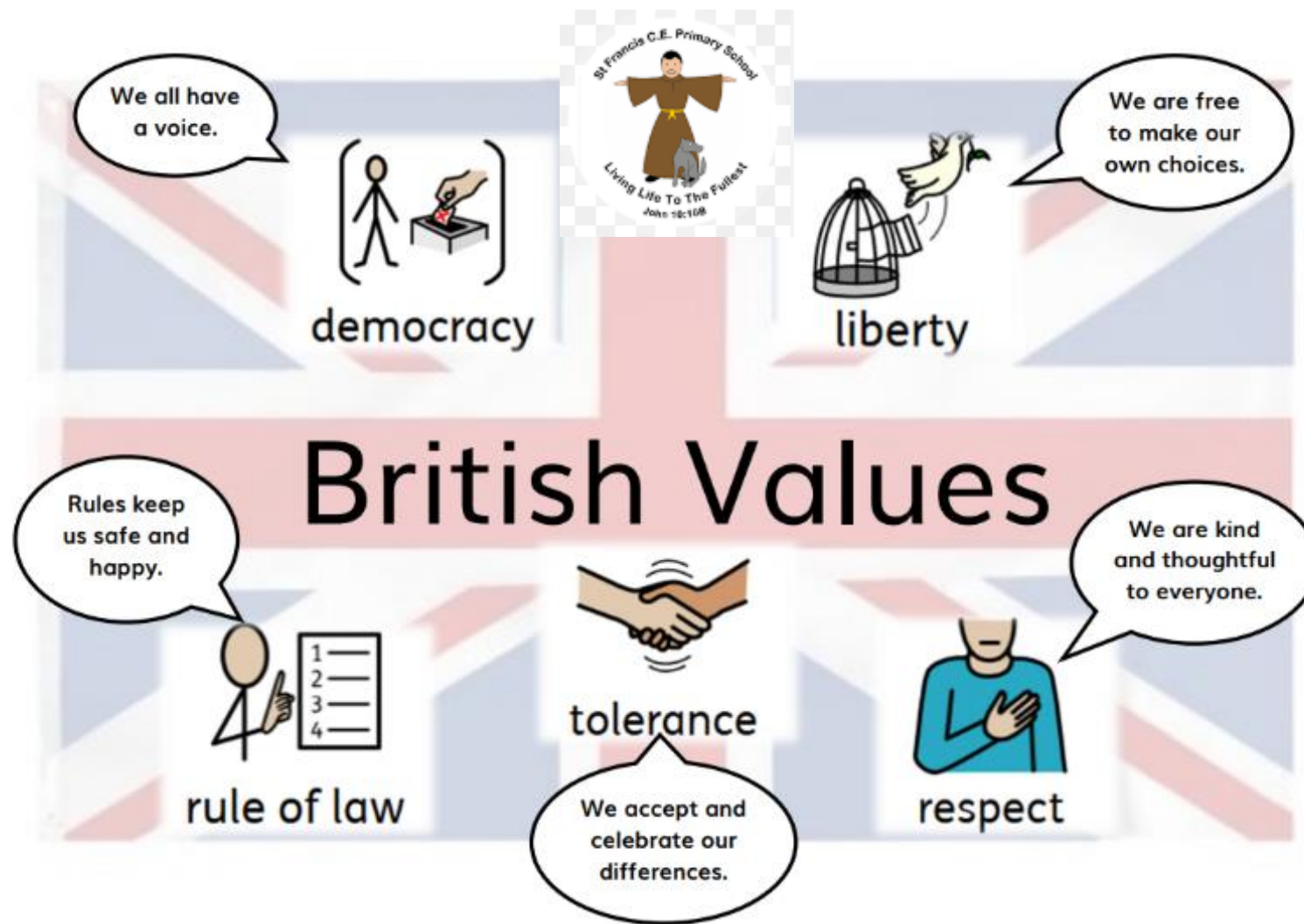
**We strive to create an ethos of inclusivity and tolerance where views, beliefs, faiths, cultures and races are valued and we encourage children to acquire a tolerance, appreciation and respect for their own and other cultures by:**

- discussing with children the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions and encouraging children to talk with other children in their home language as well as English
- encouraging children to talk about the things they like, what they do at home, the foods they eat, and what they look like.
- having our St Francis Family board (Autumn term) that allows the children to see different families and encouraging the children to talk about their own and each others

**We share and discuss practices, traditions, celebrations and experiences by:**

- celebrating a calendar of cultural events which enrich everyday activities and provisions and encourages children to try new activities
- reading stories about children who have a range of experiences and interests





The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The government set out its definition of British values in the 2011 [Prevent Strategy](#).