

**Personal social and emotional Development Progression of Skills and Knowledge  
Making Relationships**

	<b>Caterpillars 2- 3 year olds</b>	<b>Butterflies 3- 4 year olds</b>	<b>Reception 4-5 year olds</b>	<b>ELG checkpoint</b> Children at the expected level of development will
	<ul style="list-style-type: none"> <li>• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by;</li> <li>• Shows empathy by offering comfort that they themselves would find soothing</li> <li>• Will sometimes experience long periods of social engagement as overwhelming</li> <li>• Enjoys playing alone and alongside others and is also interested in being together and playing with other children</li> <li>• Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</li> <li>• Asserts their own ideas and preferences and takes notice of other people's responses</li> <li>• Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> <li>• Is beginning to be able to cooperate in favourable situations</li> <li>• Builds relationships with special people</li> <li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs,</li> <li>• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, they know they like</li> <li>• Is able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Enjoys playing alone, alongside and with others inviting others to play and attempting to join others' play</li> </ul>	<ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<p><b>Statutory ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
<b>Key vocabulary</b>	Friend Family Mummy Daddy	Family, home Listening Talking Kindness Brother Sister myself feelings friends jobs	Rights responsibilities rules unique talents standing up for myself, challenges, perseverance, jobs help, falling out, fun, fears	

<b>Key visitors / visits / experiences</b>	Activities from My Happy Mind	Activities from My Happy Mind	Zones of Regulation  Parachute sessions / circle time	
<b>What is this the foundation for?</b>	<p>In Year 1 children will learn about:</p> <ul style="list-style-type: none"> <li>• rights and responsibilities, choices and consequences</li> <li>• Similarities and differences between each other and what makes them special and unique</li> <li>• Relationships, including people in the school community</li> <li>• Why significant relationships ( e.g. family) special</li> </ul>			

**Personal social and emotional Development Progression of Skills and Knowledge**  
**Sense of self**

	<b>Caterpillars 2- 3 year olds</b>	<b>Butterflies 3- 4 year olds</b>	<b>Reception 4-5 year olds</b>	<b>ELG checkpoint</b> Children at the expected level of development will
	<ul style="list-style-type: none"> <li>Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes</li> <li>Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs</li> <li>Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability</li> <li>Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine</li> </ul>	<ul style="list-style-type: none"> <li>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> <li>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> <li>Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> <li>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers</li> <li>Is sensitive to others' messages of appreciation or criticism</li> <li>Enjoys a sense of belonging through being involved in daily tasks</li> <li>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>	<ul style="list-style-type: none"> <li>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies himself in relation to social groups and to their peers</li> <li>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>Has a clear idea about what they want to do in their play and how they want to go about</li> <li>Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>Shows confidence in choosing resources and perseverance in carrying out a chosen activity it</li> <li>Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> </ul>	<p><b>Statutory ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>
<b>Key vocabulary</b>	Me I you Feeling Happy Sad Good Bad Sleepy myself	tablet, safe, rules Angry Upset Cry Tired Scared Hurt worried Behaviour	Confused Shy Excited Worried Positive Negative Taking turns Choice Consequence Feelings Right Wrong Friend Safety Rules  Rights responsibilities rules standing up for myself unique	

<b>Key visitors / visits / experiences</b>	Activities from My Happy Mind	Activities from My Happy Mind	Zones of Regulation	
<b>What is this the foundation for?</b>	<p>In Year 1 children will learn about</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities, choices and consequences</li> <li>• What is bullying and what is not bullying, and who they can ask for help</li> <li>• Talk about setting simple goals and how to achieve them and overcome difficulties</li> <li>• That change is natural and a normal part of getting older and may have happy or sad feelings associated with it</li> </ul>			

**Personal social and emotional Development Progression of Skills and Knowledge  
Understanding Emotions**

	<b>Caterpillars 2- 3 year olds</b>	<b>Butterflies 3- 4 year olds</b>	<b>Reception 4-5 year olds</b>	<b>ELG checkpoint</b> Children at the expected level of development will
	<ul style="list-style-type: none"> <li>Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</li> <li>Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking</li> <li>Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</li> <li>Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries</li> <li>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</li> <li>Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</li> <li>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> <li>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> <li>Responds to the feelings of others, showing concern and offering comfort</li> <li>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> <li>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>	<ul style="list-style-type: none"> <li>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> <li>Responds to the feelings of others, showing concern and offering comfort</li> <li>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> <li>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<ul style="list-style-type: none"> <li>Understands their own and other people's feelings, offering empathy and comfort</li> <li>Talks about their own and others' feelings and behaviour and its consequences</li> <li>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li> <li>Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> </ul>	<p><b>Statutory ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul> <p><b>Statutory ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>
<b>Key vocabulary</b>	Feeling Happy Sad Sleepy	Angry Upset Cry Tired Scared Hurt Behaviour feelings	Confused Shy Excited Worried Positive Negative fear fun	

<b>Key visitors / visits / experiences</b>	Happy Mind activities	Happy Mind activities	Introduced to Zones of Regulation	
<b>What is this the foundation for?</b>	<p>In Year 1 children will learn:</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities, choices and consequences</li> <li>• What is bullying and what is not bullying, and who they can ask for help</li> <li>• Talk about setting simple goals and how to achieve them and overcome difficulties</li> <li>• That change is natural and a normal part of getting older and may have happy or sad feelings associated with it</li> </ul>			