

<u>Progression of Social and Emotional Skills</u>	Reception	Year 1	Year 2
<i>Being Me in My World</i>	<ul style="list-style-type: none"> <li>• Identify feelings associated with belonging</li> <li>• Skills to play cooperatively with others</li> <li>• Be able to consider others' feelings</li> <li>• Identify feelings of happiness and sadness</li> <li>• Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Understand that they have choices</li> <li>• Understanding that they are special</li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Be able to work cooperatively</li> <li>• Recognise own feelings and know when and where to get help</li> <li>• Recognise the feeling of being worried</li> </ul>
<i>Celebrating Difference</i>	<ul style="list-style-type: none"> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> <li>• Identify and use skills to make a friend</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Identify feelings associated with being proud</li> <li>• Identify things they are good at</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> <li>• Know ways to help a person who is being bullied</li> <li>• Identify emotions associated with making a new friend</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how being bullied can make someone feel</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone's differences make them special and unique</li> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Recognise similarities and differences between their family and other families</li> </ul>		<ul style="list-style-type: none"> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Recognise that they shouldn't judge people because they are different</li> </ul>
Dreams and Goals	<ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Resilience</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Recognise how kind words can encourage people</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Recognise their own feelings when faced with a challenge/obstacle</li> <li>• Recognise how they feel when they overcome a challenge/obstacle</li> <li>• Celebrate an achievement with a friend</li> <li>• Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>
Healthy Me	<ul style="list-style-type: none"> <li>• Can explain what they need to do to stay healthy</li> <li>• Recognise how exercise makes them feel</li> <li>• Can give examples of healthy food</li> <li>• Can explain what to do if a stranger approaches them</li> <li>• Can explain how they might feel if they don't get enough sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Keep themselves safe</li> <li>• Recognise how being healthy helps them to feel happy</li> <li>• Recognise ways to look after themselves if they feel poorly</li> <li>• Recognise when they feel frightened and know how to ask for help</li> <li>• Feel good about themselves when they make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise how different foods can make them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that they are special</li> </ul>	
Relationships	<ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can show skills of friendship</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>• Can identify the feelings associated with trust</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>
Changing Me	<ul style="list-style-type: none"> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify how they have changed from a baby</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accept that change is a natural part of getting older</li> <li>• Can suggest ways to manage change, e.g. moving to a new class</li> <li>• Can identify some things that have changed and some things</li> </ul>	<ul style="list-style-type: none"> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> </ul>

	<ul style="list-style-type: none"><li>• Can say what might change for them they get older</li><li>• Can identify positive memories from the past year in school/home</li></ul>	<p>that have stayed the same since being a baby (including the body)</p> <ul style="list-style-type: none"><li>• Can express why they enjoy learning</li></ul>	<ul style="list-style-type: none"><li>• Can appreciate that changes will happen and that some can be controlled and others not</li><li>• Be able to express how they feel about changes</li><li>• Show appreciation for people who are older</li><li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li><li>• Can say what greater responsibilities and freedoms they may have in the future</li><li>• Can say what they are looking forward to in the next year</li></ul>
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