



**Personal, Social and Emotional Development Curriculum Progression**

**Aspiration for the cohort**

**Milestone 1**

**Self-Regulation**

- Can show how they feel.
- Can label and talk about own feelings.
- Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.
- Reflect on own behaviour with support.
- Can focus attention in a small group for a teaching session.
- Is willing to keep trying if something is difficult or challenging.

**Managing Self**

- Show resilience and perseverance in the face of challenge.
- Works within the rules of the classroom with some adult support.
- Tries new experiences with encouragement or support.
- Perseveres with fastenings on coats and follows instructions to dress and undress.
- Washes hands when prompted.

**Building Relationships**

- Build constructive and respectful relationships.
- Is aware of the needs of others but can find it hard to let others take the lead.
- Interacts with a variety of children.
- Can identify when another child is upset.
- Demonstrates a friendly disposition towards peers and will seek adults in class for support or to share experiences.



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**Milestone 2**

**Self-Regulation**

- Identify and moderate own feelings socially and emotionally.
- Can label and talk about others' emotions.
- Will begin to consider the feelings of others.
- Talk with others to resolve conflicts, with support.
- Responds to more complex instructions when part of a smaller group.
- Can focus attention for a short while, in a whole class group for a teaching session.

**Managing Self**

- Manages own needs.
- More confident to tackle new challenges and with encouragement will keep going.
- Receptive to talk about ways that skills can be improved.
- Remembers rules without needing an adult to remind them.
- Washes hands following a guide and when prompted.

**Building Relationships**

- Interacts with a variety of children, building good relationships with adults and other children.
- Can identify when another child is upset and respond appropriately.
- Starts to cooperate with others, listening and sharing some ideas.
- Will listen to advice about how to solve disagreements.
- Actively seeks out adults to share news.
- Makes friends with other children in the class.



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**Milestone 3**

**Self-Regulation**

- Responds to more complex instructions when part of a larger group.
- Considers the perspectives of others.
- Completes set challenges/tasks independently.
- Can focus attention for a short while, in a whole school group teaching session.
- Can identify and talk about ways that skills can be improved.

**Managing Self**

- Follows school and class rules and can talk about their importance.
- Develop appropriate ways to be assertive.
- Makes independent choices and is confident to try new things
- Washes hands without reminders, independently following a guide.
- Knows some ways to keep healthy.

**Building Relationships**

- See themselves as a valuable individual.
- Talk about things they think they are good at or are proud of.
- Express feelings appropriately and consider the feelings of others.
- Uses words to resolve conflicts.
- Takes turns in group activities.
- Work and play cooperatively and take turns with others.