

Personal, Social, Emotional Development Skills Progression

PSED – Self - Regulation				
2 Year Olds	Pre-School	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Beginning to be aware of others feelings, showing empathy.</p> <p>Express positive feelings of joy and affection as well as anger and frustration.</p> <p>Asserts own agenda and may display frustration having to conform to others and boundaries.</p>	<p>Begin to develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p>Express their feelings and consider the feelings of others. Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
SEND Provision:	<p>Provide alternative ways for pupils to express emotions e.g. emotion mats, Zones of Regulation</p> <p>Provide Now and Next boards for pupils to understand how to work towards simple goals Use of Makaton to communicate feelings effectively</p>			

PSED – Managing Self				
2 Year Olds	Pre-School	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Begin to use me, you and I.</p> <p>Aware of theirs and others physical characteristics – eyes, ears, nose.</p> <p>Sharing likes and dislikes.</p> <p>Knows own name.</p> <p>Begin to know what they are good at.</p> <p>Through play display a growing awareness of own views and those of others.</p> <p>Beginning to show a growing awareness that action have consequences.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries</p> <p>Begin to remember and follow rules with some understanding</p> <p>Be increasingly independent in meeting their own care needs</p>	<p>Remember rules without needing an adult to remind them, understanding why they are important.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Be increasingly independent in meeting their own care needs</p>	<p>Manage their own needs.</p> <p>Be independent in meeting their own care needs.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
SEND Provision:	<p>Modelling persevering in the face of challenge</p> <p>Pictorial rules and routines to support understanding Pictorial reminders</p>			

PSED – Building Relationships				
2 Year Olds	Pre-School	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Explores environments, knowing there is a secure base to check in with.</p> <p>Watch, follow and imitate others.</p> <p>Show empathy – offer teddy to someone who is upset.</p> <p>Seeks out others to share experiences.</p>	<p>Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations</p>	<p>Build constructive and respectful relationships.</p>	<p>See themselves as a valuable individual. Express their feelings and consider the feelings of others.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
SEND Provision:	<p>Model how to be an effective friend</p> <p>Provide them with other ways to express feelings e.g. emotion mats, Makaton and Zones of Regulation Support</p> <p>pupils to build positive attachments with a range of people in the setting</p>			