

<p>Self-awareness</p> <ul style="list-style-type: none"> • Able to point or indicate if they want something. • Can differentiate between self-touch and other-touch- shown by reflex reactions. • Expresses primary emotions of anger, fear, joy, sadness and surprise. • Makes body representation errors (such as trying to fit into spaces that are too small or lifting a mat they are sat on). • Recognises themselves in a mirror (e.g. removes a mark from their forehead to show they recognise the image as a representation of themselves). • Reacts to their name. <p>Self-esteem</p> <ul style="list-style-type: none"> • Experiences praise 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Beginning to be aware that some things belong to them, some belong to others and some things are shared. • Shows awareness of what makes them feel better by self-soothing. • Expresses preferences such as pushing away foods they don't like. • Points to body parts in naming games. • Uses self-descriptive terms (I, me, my, mine). • Says 'no' to adults more often. • Expresses/ demonstrates secondary emotions of embarrassment, guilt, shame and pride (may not be able to name them). • May attempt to draw simple representations of themselves. <p>Self-esteem</p> <ul style="list-style-type: none"> • Welcomes praise. • Makes choices about their appearance (asks to wear particular outfits, costumes etc.). • Willing to try new activities. 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Can identify what they are good at and what they are not good at. • Verbalises primary and some secondary emotions. • Understands that their words and actions can hurt others. • Adapts behaviour in different contexts. • Talks about events in their past or special experiences. • Identifies things that make them different from other people. • Shows an awareness of gender identity (with a focus on gender-stereotypical behaviours). • Can identify external factors that affect their emotions. • Makes self-evaluations (e.g. I can run fast). <p>Self-esteem</p> <ul style="list-style-type: none"> • Self-evaluations tend to be domain-specific (relating to specific areas or tasks e.g. I am good at school work.) • Willingness to interact with a range of people. 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Communicates likes and dislikes appropriately. • Considers the consequences of their actions, on themselves and others. • Communicates their emotions (past and present) appropriately. • Able to identify their strengths and weaknesses. • Understands that they can feel two different emotions at the same time. • Can mask their emotions from others. • Knows ways to keep themselves physically healthy. <p>Self-esteem</p> <ul style="list-style-type: none"> • Can make temporal self-comparisons (e.g. I am better at climbing now compared to three years ago.). • Appropriately responds to praise and criticism. • Recognises that their voice is listened to. 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Confidently expresses their views and opinions. • Monitors their own choices, with an awareness of the effect on others. • Metacognition- is aware of their own thought processes (e.g. knowing what memory strategies work best for them). • Knows how to keep themselves emotionally and mentally healthy. • Can consider what they want for their future. • Can accept that their behaviour can contradict their self-concept (e.g. I am sociable but sometimes I like being on my own). • Understands that there is conflict between conforming to peer pressure and forming their own opinions. <p>Self-esteem</p> <ul style="list-style-type: none"> • Increased sense of independence, personal choice and responsibility is possible due to high self-esteem and global self-worth.