

Social and Emotional Aspects of Learning – a quick guide to these materials

What are the Social and Emotional Aspects of Learning?

The underpinning qualities and skills that help us manage life and learning effectively.

There are five social and emotional aspects of learning :



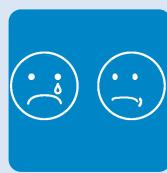
self-awareness



managing feelings



motivation



empathy



social skills

Why is it important to develop these aspects of learning in the primary curriculum?

- They underlie almost every aspect of our lives.
- They enable us to be effective learners.
- They enable us to get on with other people.
- They enable us to be responsible citizens.

What are the principles of effective SEAL programmes?

- They have a whole-school approach.
- They build on the good work the school is already doing and adapt to fit in with the school's own unique character.
- The skills and attitudes are demonstrated by all staff through the way they relate to children and through the teaching styles they use.

What is the SEAL resource?

- An explicit, structured, whole-curriculum framework and resource for teaching social, emotional and behavioural skills to all pupils.

What is in it?

- Assembly materials on a clear SEAL theme.
- A spiral curriculum which revisits each theme (and the skills associated with that theme) offering new ideas yearly.
- Flexible lesson ideas at each developmental level.
- Explicit links and ideas for the theme to be developed across the curriculum.

What's in this whole-school box?

- Guidance booklet.
- Assemblies and teaching ideas for six whole-school 'themes', each theme providing up to six weeks' work:
 - *New beginnings* (September/October)
 - *Getting on and falling out* (November/December)
 - *Going for Goals!* (January/February)
 - *Good to be me* (February/March)
 - *Relationships* (March/April)
 - *Changes* (June/July)
- An assembly and teaching ideas for the shorter (one to two week) theme *Say no to Bullying*. You might want to use this at the time of national anti-bullying week in November.
- Ideas for follow-up work with small groups of children who need additional support (Silver set).
- A set of ideas to develop staff knowledge and confidence (Purple set).
- A pack of ideas for involving parents and carers (Gold set).

You also need...

- The whole-school SEAL resource pack of photographs and posters.
- The SEAL year group materials
 - identical to the materials in this whole-school pack but packaged by year group.
- The SEAL CD-ROM containing electronic versions of all the print materials, plus additional resources.

Getting Started

Step 1

Headteacher and deputy headteacher or PSHE/National Healthy School Standard coordinator attend an introduction to the SEAL curricular materials, organised by the LEA.



Step 2

Together they :

- share the ideas presented with staff and governors and agree to explore further;
- consider how to integrate ideas from the curriculum materials with what the school is already doing to develop children's social, emotional and behavioural skills;
- position the materials in the school's planned curriculum.

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Step 3

There are briefings for governors and there are staff meetings to:

- discuss what the approach has to offer;
- consider how it can build on the school's existing effective practice;
- sample the materials – perhaps the year group booklets for just one theme.

Work is done with children to involve them in planning.

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Step 4

Teachers dip into the materials and try out some of the suggested activities and subject lessons. This might take half a term or more.

Staff undertake professional development using, for example, the Purple set from the New beginnings theme or other relevant training – for example, in using circle time or drama techniques.

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Step 5

Subject leaders and teachers build ideas from the materials into their medium-term curricular plans.

- The SEAL leadership team coordinates the resources teachers will need, for example, relevant books from the school library, posters, photocopiable resources.
- They decide how the work to develop children's social, emotional and behavioural skills will be monitored and evaluated.



Step 6

The approach is launched across the whole school through:

- a Theme assembly;
- systematic work in all classes on the Theme;
- a follow-up assembly to share the children's work and learning, to which parents and carers are invited;
- a parents' meeting.

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