

# ***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 :



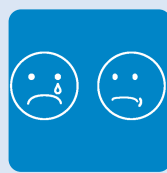
self-awareness



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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