



Guidance

Curriculum and
Standards

Primary *National Strategy*

Excellence and Enjoyment: social and emotional aspects of learning

Guidance

Headteachers, teachers
and practitioners in
primary schools,
middle schools, special
schools and Foundation
Stage settings

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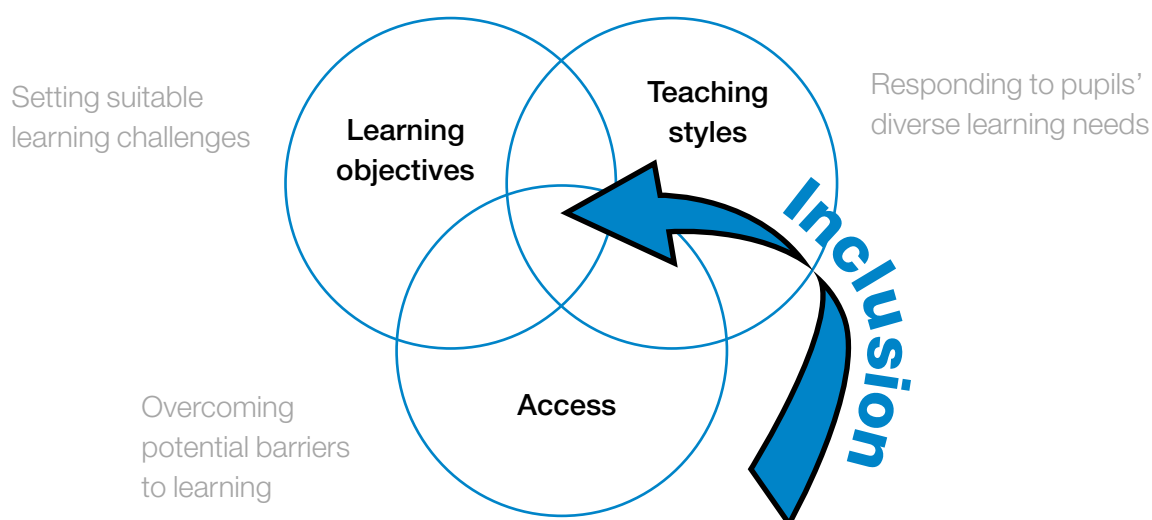
Preface

This publication aims to support schools and settings in promoting the progress and achievement of all learners.

It is underpinned by the three principles of the National Curriculum inclusion statement:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Primary National Strategy model of three circles of inclusion illustrates these three principles in practice, and has been used to ensure that this publication will support the learning of children with diverse needs.



Teachers will need to adapt the materials further for individual children. Some examples of how teachers who have used the materials have done this for their groups have been provided. These are examples only – the particular choice of learning objectives, teaching styles and access strategies lies with the informed professionalism of the teacher, working with teaching assistants, other professionals, parents/carers and the child.

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Introduction

What is this resource and who is it for?

This resource consists of:

- a 'Getting started' poster – a quick guide to the materials
- a guidance booklet
- a set of resources to deliver seven whole-school themes, each consisting of an assembly to launch the theme and teaching ideas and materials for class-based follow-up in each year group (Foundation Stage, KS1 and KS2)
- an additional set of differentiated resources for small-group work with children who need extra help to develop their social, emotional and behavioural skills
- a set of staff-development activities and information sheets to accompany each theme
- a set of activities for families to use at home to accompany each theme
- a whole-school resource file (posters, photographs and photocopiable resources)

The resource aims to provide schools and settings with an explicit, structured whole-curriculum framework for developing all children's social, emotional and behavioural skills. Such an approach makes a significant contribution to whole-school/setting provision for personal, social and emotional development in the Foundation Stage, and personal, social and health education in the primary phase.



The resource is intended for the whole school community. Its use is likely to be coordinated by the headteacher together with the PSHE and Citizenship or healthy schools coordinator, or the school's lead behaviour professional. It will be delivered mainly by class teachers in primary schools. Parts of the resource will also be useful to practitioners in early years settings. In all settings, all the adults who have contact with children – teachers and teaching assistants, lunchtime staff and support staff – need to be aware of the vocabulary used and the key ideas, for example about solving problems, that are introduced to the children.

What are the social and emotional aspects of learning (SEAL) and why should we focus on them?

Various terms are used nationally and internationally to describe social and emotional aspects of learning (SEAL)¹, including personal and social development, emotional literacy, emotional intelligence, and social and emotional competence and social, emotional and behavioural skills.

It may be helpful to consider five broad social and emotional aspects of learning:

-  self-awareness
-  managing feelings
-  motivation
-  empathy
-  social skills

These aspects are often considered to fall into two categories – the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).



¹Please note that while SEAL in the context of this resource stands for the Social and Emotional Aspects of Learning, SEAL is also the name for the Society for Effective Affective Learning. This organisation is referred to in Appendix 9 under 'Useful organisations'. You will find the society's contact details on page 76.

What are social, emotional and behavioural skills?

Within each of the social and emotional aspects of learning there are a number of individual **skills**. An early skill within the aspect of ‘empathy’, for example, would be to see something from someone else’s point of view – perhaps being able to see the ugly sisters’ point of view in *Cinderella*. In the ‘managing feelings’ aspect of learning, an early skill would be to be able to recognise and label a feeling and to be able to share it with another person, and a later skill would be to be able to use self-distraction or self-calming strategies in order to reduce its intensity.

Individual skills within each social and emotional aspect of learning are listed in Appendix 1. They take the form of ‘I can’ statements and represent the range of knowledge, skills and understanding that a child might demonstrate having accessed the learning opportunities within the resource.

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement.

Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Most social, emotional and behavioural skills are developmental and change over time. For example, if we think about the experience of loss, we know that children’s capacity to manage the feelings involved, and the range of strategies at their disposal, will be very different in the early years than, for example, their experience at the age of 11. We cannot therefore ‘teach’ these skills as a one-off. There is a need to revisit and develop the concepts, understanding and skills over time, building on what has been learned previously.



The materials in this SEAL resource aim to support schools and settings in this process.

There are also differences in the ways that emotions may be valued, experienced and displayed across cultures (see Appendix 7 for a summary of research in this area). The need to make children's individual experiences central to the learning is promoted throughout the resource.

A broad range of evidence is now available to support claims for the effectiveness of work to develop children's social, emotional and behavioural skills, in a number of areas:

- greater educational and work success;
- improvements in behaviour;
- increased inclusion;
- improved learning;
- greater social cohesion.

The research basis is outlined in Appendix 4.

Recently, research has focused in particular on the beneficial effects of focusing on social and emotional aspects of learning (within a supportive setting or whole-school environment) not just in terms of children having better goal-setting skills, social interactions and conflict resolution skills, but in terms of improved academic performance.

As Daniel Goleman (who many credit with bringing awareness of the importance of 'emotional intelligence' to popular attention) says,

Students who are anxious, angry or depressed don't learn; people who are in these states do not take in information efficiently or deal with it well... when emotions overwhelm concentration, what is being swamped is the mental capacity cognitive scientists call 'working memory', the ability to hold in mind all information relevant to the task at hand.

Goleman, D. *Emotional Intelligence* (New York: Bantam Books, 1995)

This, of course, comes as no surprise. We only have to imagine trying to learn a new skill when our brain's processing capacity is fighting for space against strong emotion – for example, rage with the driver who just cut us up at the traffic lights, or raw excitement following the news that we have just won the lottery.



As important as our ability to manage strong uncomfortable emotions, is our ability to promote calm and optimistic states of mind that facilitate learning.



The central role that the emotions play in every learning experience is one of the key findings of recent research. Much learning, moreover, takes place within a social context. Before children can begin to tackle the cognitive demands of any task, they need to be able to address the social and emotional components that accompany the activity.

These social and emotional aspects of learning are given prominence in the Primary National Strategy's core professional development materials *Excellence and enjoyment: learning and teaching in the primary years* (DfES 0518-2004-G). The SEAL curriculum resource provides additional support for schools that are using this learning and teaching framework.

How does this relate to what we are doing already?

Most primary schools and settings are clearly doing much to promote social and emotional learning already as a key aspect of their school or setting culture. They may do this through the whole-school environment, the Foundation Stage personal, social and emotional area of learning and the Key Stages 1 and 2 PSHE/Citizenship curriculum,¹ their approach to spiritual, moral, social and cultural development, the framework of the National Healthy School Standard (NHSS), or through the opportunities they provide for art, music and drama. Or they may be promoting children's development through other initiatives such as circle time, self-esteem approaches, peer mediation, and commercially available schemes that specifically teach social, emotional and behavioural skills. In addition many schools and settings provide extra support for children whose behavioural, social or emotional development is of concern.

There are clear areas of overlap between this resource and all these strands of work. These are indicated throughout the materials.

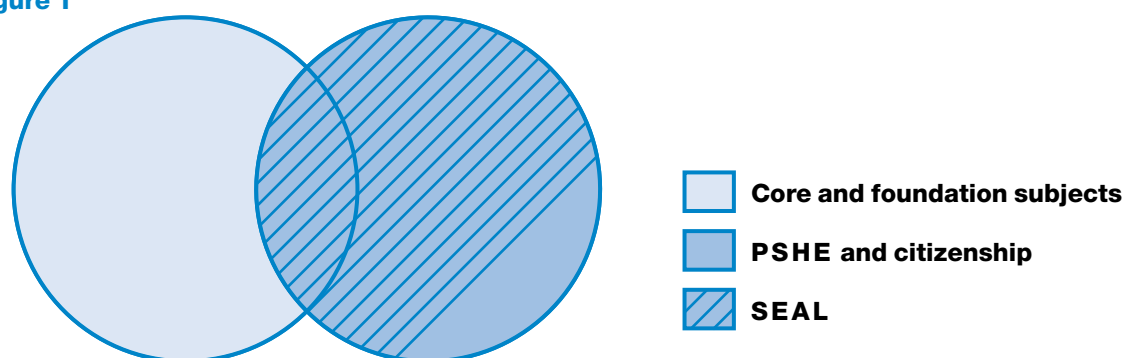
In the Foundation Stage the work on the social and emotional aspects of learning builds on the guidance for personal, social and emotional development. From Year 1 onwards, the links between work on National Curriculum core and foundation subjects and work within the PSHE and Citizenship framework are particularly important.

Good practice in school PSHE and good practice in the development of social and emotional aspects of learning will cover a broadly similar range of skills, with PSHE covering a range of topics or areas not specifically addressed through the SEAL programme (Figure 1). The development of skills such as being able to defer gratification, take responsibility for one's own actions, understand and deal with peer pressure, act assertively, feel positive about oneself and manage an increasingly complex range of feelings can be seen as generic 'building blocks' which underlie children's ability to achieve many of the aims detailed in the non-statutory PSHE and Citizenship guidelines.



¹ PSHE consists of all aspects of schools' planned provision to promote their pupils' personal and social development, including health and well-being, wherever located across the curriculum and school life.

Figure 1



To be successful, effective PSHE and social, emotional and behavioural skills development require:²

- a high profile and value placed upon the outcomes at every level of school practice;
- a shared understanding that it is the responsibility of the whole-school community to promote and foster social, emotional and behavioural skills and children's PSHE and Citizenship development;
- a taught curriculum which is structured, progressive and which enables skills to be revisited and developed at different chronological ages;
- a cross-curricular approach that reinforces the knowledge, skills and understanding taught through the explicit curriculum plan;
- an emotionally safe and positive environment which is consistent with the taught curriculum;
- school-wide sharing of aims, language and agreed strategies, e.g. for calming down, conflict resolution, problem-solving and for talking about and managing feelings;
- a structured and progressive whole-staff training programme which develops skills and provides the experiences and information that lead to confidence in supporting children's social and emotional learning;
- a parental-involvement programme.

The SEAL resource is built on the premise that each school or setting should find its own way into, and use for, the materials, drawing on the school or setting's own particular character. Some schools and settings, for example, may choose to develop children's social, emotional and behavioural skills primarily through core and foundation subjects, using the ideas provided for subject lessons. Others may have a strong tradition of daily circle time, and choose to use this as the main vehicle for addressing the themes and skills developed in the materials; others may be working on the National Healthy School Standard or using an existing commercially available resource and would use these as their main implementation vehicle.

The resource is intended to supplement, not replace, the effective work that many schools and settings are already doing to develop social, emotional and behavioural skills. It is offered either as a set of additional activities and resources to support what is already going on in school, or as a stand-alone framework and resource into which other similar work can be slotted.

² See Appendix 2



What does this resource offer the school or setting?

The resource offers:

- an explicit, structured, whole-curriculum framework and resource for developing the social, emotional and behavioural skills of **all** pupils (not just those whose behaviour or poor social skills cause problems), using current curricular arrangements;
- a spiral curriculum which revisits each theme (and the skills associated with that theme) offering new ideas yearly, so that a child entering the school in the Foundation Stage and leaving at the end of Year 6 will have experienced each theme (at an appropriate level) each year. Children can therefore demonstrate progress in the key social, emotional and behavioural skills as they progress through the school;
- a means of enhancing and increasing the effectiveness of important aspects of whole-school or setting provision for PSHE and Citizenship;
- assemblies/Foundation Stage group times on a clear SEAL theme;
- suggestions for work around each assembly/Foundation Stage group time theme in each year group, from the Foundation Stage through to Year 6, in a range of curriculum areas: the six areas of learning from the curriculum guidance for the Foundation Stage, core and foundation subjects for Years 1–6. The aim is that different year groups work on different aspects of the shared theme, and can return in a follow-up assembly to present their work and reflect together on their learning;
- the potential to teach children how to use thinking skills and feelings together to guide their behaviour, using, for example, taught calming-down, problem-solving and conflict management techniques;

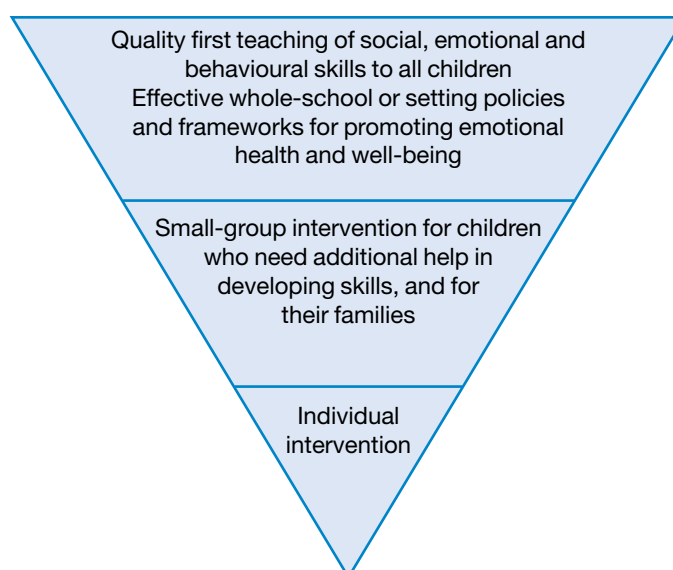
- the potential to reach a shared understanding and use of these strategies across the school or setting, the home and the community;
- a potential whole-school or setting focus for noticing and celebrating positive behaviours (for example, one week ‘catching children being kind’ or another ‘catching children resolving an argument well’). This includes the whole school or setting community – children, parents/carers, caretaker, office staff and lunchtime supervisors, as well as teachers/practitioners and teaching assistants – who can all nominate a child for celebration using the usual school or setting system.

How does the resource relate to children with difficulties in this area?

It is generally acknowledged that any framework which involves a focus on the social and emotional aspects of learning will be unlikely to have an impact unless there is an explicit focus within the school/organisational environment on emotional health and well-being. There is also little doubt that there will always be a number of children who, for whatever reason, find that they need additional support in this area.

The image in Figure 2 may be helpful at this point.

Figure 2



At the top of the inverted triangle are the whole-school or setting initiatives which focus on creating an environment of emotional health and well-being, and a whole-school approach to the development of children’s social, emotional and behavioural skills. At the base are those interventions we use with individuals whose difficulties in this area prompt us to provide individualised and often multi-agency support. The more effective the provision made for all children (at the top of the inverted triangle), the fewer there will be who need the more individual support at the base.

This resource pack is part of the provision at the top of the triangle. It aims to provide a universal entitlement for all children to learn and practise social, emotional and behavioural skills within a spiral curriculum framework that allows them to progress in a structured and hierarchical fashion.

Supplementary materials are provided in the pack for children who may need additional help in small groups, but the main focus is on a universal entitlement to school-based social and emotional learning for **all** children.



How is the resource organised?

This resource is organised as follows:

Seven themes, each consisting of:

- staff development activities relevant to the theme (the Purple set);
- a theme overview (including links to PSHE and Citizenship/NHSS and other whole-school or setting initiatives, and expected learning outcomes for children at each of four colour-coded levels);
- a whole-school assembly/Foundation Stage group time script and questions (and six ideas for varying it each year) to launch a series of classroom-based activities on the theme;
- suggested learning opportunities and lesson plans for developing children's social, emotional and behavioural skills through the theme, at each of four colour-coded levels:
 - Red set: Foundation Stage
 - Blue set: Years 1 and 2
 - Yellow set: Years 3 and 4
 - Green set: Years 5 and 6.

In each colour-coded level there are two parts – each labelled for the year group for which it is intended. Teachers/practitioners will need to use their professional judgement, however, to decide which activities are developmentally appropriate for their children, and how to 'mix and match' when working in mixed-age classes.

- differentiated learning opportunities intended for small-group work with children who need additional help in developing their social, emotional and behavioural skills (the Silver set);
- activities for families to do together at home (the Gold set).

A whole-school resource file consisting of:

- posters for the classroom;
- feelings photocard;
- photocopiable teacher/practitioner reference/resource material;
- additional supporting material on a CD-ROM.

Using the assembly/Foundation Stage group time materials

The assemblies are broadly secular and do not include any element of worship. They do not, as they stand, meet the requirements for acts of collective worship and provision should be made for worship at some other time during the day (or the element of worship incorporated by the school in its own way). The assemblies should, however, be introduced in a way which marks them as important gatherings where children will be quiet, still and reflective.

Like acts of collective worship, the assemblies aim to help children to see and feel themselves as part of a community, a greater whole, with shared values. They aim to give children the opportunity to develop their emotional awareness through responding, for instance, to joy or sadness, beauty or pain, helping children to think and explore rather than judge or explain.

Setting the scene is important to signal that the hall is being used for something different from dinners or PE. As with collective worship, this can be achieved through music, which can lift or change moods, and/or through visual stimuli such as a candle or flowers. Particular pieces of music are suggested for each assembly/Foundation Stage group time, but these can be replaced with children's own choices or by other music that fits the theme.



The conclusion of each assembly/Foundation Stage group time should give children the opportunity to reflect in silence on what they have explored and to think of how this will apply to their own lives. Sitting in reflective silence is an important skill that can be taught and learned. If children have not previously practised this skill, make the time short (about 1 minute) to begin with, and extend it gradually to no more than 3 minutes. Using a candle to help this reflection is very effective. Children can watch the flame or close their eyes. Blowing out the candle signals that the thinking time is over. To mark the end of the assembly/Foundation Stage group time, children can shake hands with or smile at the children nearest to them before they leave.

The assemblies, like other aspects of the work on the social and emotional aspects of learning, aim to develop children's spiritual, moral, social and cultural awareness as described in the Ofsted Framework: spirituality through encouraging children's sense of identity and self-worth; morality through the teaching of principles which aim to guide behaviour; social skills through highlighting the importance of living and working co-operatively in small and large groups within an ethnically diverse society; and culturally through giving children opportunities to explore their own and others' cultural values and assumptions.

For children in the Foundation Stage it may not be appropriate to use assemblies to introduce the theme. Practitioners should use their own judgement as to whether a whole-school assembly or class/group gathering, or a mixture of these, is the more appropriate place to introduce themes. The suggested activities should work effectively whatever context is used.

Particular thought will need to be given with the assembly stories to supporting children at the earlier stages of learning English as an additional language, and children with SEN who have difficulties in understanding complex language. Strategies might include the following:

- introducing each story in a small group setting before the assemblies, using the illustrations supplied on the CD-ROM in the pack and giving opportunities for paired talk and peer discussion;
- pre-listening activities such as predicting what the story will be about through exposure to the title, first line of the story or a key illustration. Children can then go on to predict the words they expect to hear in the story or what questions they think the story may answer;
- creating simplified audio stories, illustrated text stories or 'electronic talking' books using children's illustrations or other visual presentations, accompanied by simplified speech or text in English and/or other languages, or in symbols;
- recording the stories in languages used in the school and community;
- active listening exercises during the assembly story, such as having an illustrated list and listening out for these words in the story, or sequencing the supplied illustrations as the story unfolds;
- follow-up work after hearing the stories, including sequencing picture cards of events and making cartoon strips, story maps or time-lines.

How are the links made to other initiatives, areas of learning/subject areas across the curriculum and other aspects of school (or setting) life?

In each theme overview there is a section entitled 'Links and crossovers'. Links are made with related areas in other initiatives, such as the emotional health and well-being strand within the National Healthy School Standard.

Attention is also drawn to themes which link particularly well with established initiatives such as peer mediation (links to Theme 2: *Getting on and falling out*) and buddying schemes/circles of friends (links to Theme 1: *New beginnings*).

Specific links to the knowledge, skills and understanding within the PSHE/Citizenship Framework are made in the introductory section to each colour-coded theme set.

In addition links are made to the Primary National Strategy /QCA Speaking and Listening materials (*Speaking, listening, learning: working with children in Key Stages 1 and 2*, DfES 0623-2003G). These suggest a developmental school-wide framework of objectives in speaking, listening, drama, and group interaction and discussion. Links between the year group theme and the relevant objectives for group interaction and discussion are outlined within the introduction to each colour-coded theme set. They are also reproduced (in 'child-speak') where a group challenge or task sheet is included in the activities, and on checklists for children to use to review how well they have worked together.



At the end of each colour-coded theme set there is an outline list of links with the formal/informal curriculum, indicating ways in which the theme could be developed at each level in different areas of school or setting life. One or more of these ideas has been developed into a lesson plan or detailed teaching sequence for teachers to use if they wish, demonstrating how the SEAL objectives can be met alongside subject demands.

The materials are designed to fit in with widely used subject schemes of work: those that offer the best opportunities for work on social and emotional aspects of learning have been identified and built on in the exemplar lessons so that schools are not asked to introduce 'new' work into the current curriculum.

These lesson plans are examples only: teachers will have many ideas on how to link their teaching to other work they are doing in literacy, mathematics, science, history, geography, art and design, music, design and technology, ICT, PE and RE.

An overview of the themes and structure of the resource



Timings are suggested which tie into the school or setting year (for example, *New beginnings* in September and *Going for goals!* in January). The suggested timings are not fixed and schools and settings may want to work on them at different times, for example to reflect the festivals of different cultures. Using the suggested pattern will, however, enable schools to make maximum use of the curriculum links and exemplar subject lessons/teaching sequences in the materials, where these are linked to a particular term's objectives (for example, NLS and NNS Framework objectives and medium-term plans). Schools and settings also need to be aware that within the suggested sequence of themes later work sometimes builds on key concepts taught earlier in the year. For this reason, if schools and settings reorder the themes in the first year of using them, they will need to be aware of these key concepts (for example, the peaceful problem-solving process), and plan how they will specifically address them in preparation for work on the theme of their choice.

Theme number and time of year	Theme title	Key social and emotional aspects of learning addressed
1. September/October	New beginnings	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills
2. November/December	Getting on and falling out	<ul style="list-style-type: none"> • Managing feelings • Empathy • Social skills
3. One to two weeks in the autumn term (to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> • Empathy • Self-awareness • Social skills
4. January/February	Going for goals!	<ul style="list-style-type: none"> • Motivation • Self-awareness
5. February/March	Good to be me	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
6. March/April	Relationships	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
7. June/July	Changes	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings

The importance of making the SEAL resource part of a whole-school or setting approach

When the SEAL resource was piloted, the external evaluation team found that ‘for the resource to work well, it is important that the whole school community engage with the materials’. For maximum impact, all the classes in the school will be thinking about the same ideas and using a shared language over the same period of time.

The use of the resource needs also to be embedded within a whole school or setting approach and environment that supports emotional health and well-being.

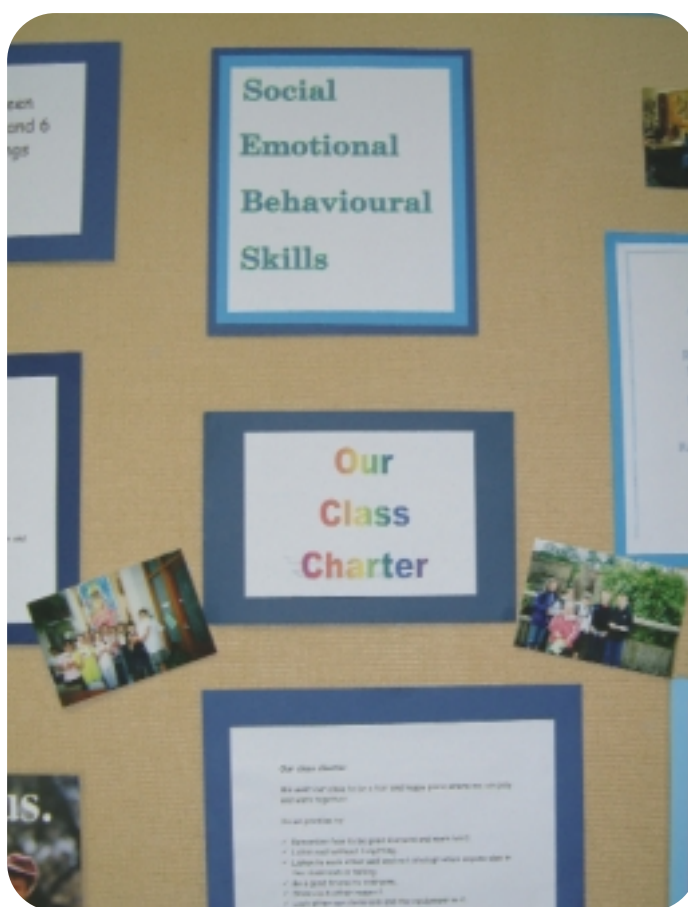
Practitioners are referred to the National Healthy School Standard *Promoting emotional health and well-being briefing* (DfES/DoH, 2004), and the DfES publication *Promoting Children’s Mental Health within Early Years and School Settings* (DfES 1021/2001) for further guidance in this area.

Some of the factors that research has identified as essential to success include:

- senior management commitment to the principles and understanding of the implications;
- school or setting systems which make sure that all individuals feel valued and listened to;
- positive relationships in the school or setting: adult–child, child–child, adult–adult;
- teacher (or practitioner) insight and knowledge into the emotional factors that affect learning;
- clear and consistently implemented policies on behaviour, bullying, race equality and inclusion;
- high professional standards;
- skilful teaching which arouses pupil interest and motivates;
- proactive work with parents;
- the active involvement of children themselves.

Schools and settings planning to use these materials will want to make sure that as far as possible all these conditions are in place.

A useful resource for auditing and developing these conditions is the *School self-evaluation: behaviour and attendance Primary electronic audit* (DfES 0323-2004 CDI AR) which offers tools for exploring the extent to which the current school climate promotes emotional health and well-being, from the perspective of pupils, parents and adults involved with the school. Schools might also like to explore National Healthy School Standard audit tools, as well as those which are commercially available and listed in Appendix 9.



Planning the curriculum: issues to consider

The decision to use the SEAL materials will require a careful process of strategic planning. This should support a review of the school's overall PSHE and Citizenship provision and should therefore involve the PSHE coordinator and healthy school coordinator, and be taken after discussion with governors and with their full support.

Senior managers and the person with everyday responsibility for SEAL will need time for planning the implementation of the resource. Subject leaders should be involved in this process as the resource is curriculum-wide. Feedback should be sought at each stage from other staff, children and parents.



It is likely that there will be overlaps with what is happening already in the school or setting and these need to be identified and the resource dovetailed with what is already in place. Helpful questions to ask yourself are suggested below.

- What are our needs and priorities regarding the development of social, emotional and behavioural skills (taking into consideration the unique character of our school or setting and local geographic area)?
- What is the current state of social, emotional and behavioural skills development and how is it being achieved?
- What is working well for us in this area?
- What are the gaps in current practice?
- How is progress ensured (and assessed) in this area?
- What could be changed/dropped/added in the light of the new resource? In particular:
 - should the resource be used as an organising framework into which other SEAL work can be fitted, or should the resource be nested within the current arrangements for the delivery of this aspect of the curriculum?
 - what staffing and timetabling issues arise?
 - how will the assemblies be slotted into our existing framework for assemblies and acts of collective worship?
 - how can we ensure that our provision meets the needs of all our children?
- If the SEAL activities provided are to be delivered as separate sessions as a follow-up to assembly/Foundation stage group time, where will we locate these sessions? Will it be in existing time for PSHE and Citizenship, for example? Or within circle time? Or at another time?

- How do the suggested curriculum activities fit in with our schemes of work?
- How can we ensure that subject coordinators are involved in planning?
- How can we ensure that children understand the purpose of work to develop their social, emotional and behavioural skills and are involved in planning?
- How will we involve parents/carers in our plans?
- What sources of support will we draw on?
- What initial and ongoing training will be necessary?
- What resources might we need?
- How will we reflect all this in our School Development or Improvement Plan?

Professional development for staff

As with the introduction of any cross-curricular resource, planning may need to include professional development for school staff. The development of children's social, emotional and behavioural skills involves both the formal and informal curriculum, and it is therefore important that aspects of the professional development opportunities include all school or setting personnel (lunchtime supervisors, caretaker, secretarial and administrative staff and any other staff who have direct contact with the children).

The resource includes a number of sets of materials (the Purple sets) for flexible use within school to meet the professional development needs of all school staff. The sets consist of:

- an introductory set in the *New Beginnings* theme about developing social, emotional and behavioural skills as a whole-school approach, and
- a theme-by-theme set of ideas to support staff as they work on that theme with their class groups.

The introductory set of ideas aims to enable all members of staff in school to feel confident, competent and enthusiastic about work on social and emotional aspects of learning. The ideas can be used as part of an in-service day or used within staff meetings.








They cover issues such as the following:

- What are the social and emotional aspects of learning and why should we focus on them?
- What are social, emotional and behavioural skills?
- What are we already doing in school and how will this resource add value to current practice?
- What is the purpose, structure and key content of the resource? How does it involve parents?
- What are the things that everyone in school will be doing?
- How does this work relate to teaching and learning and how will it work in practice in the classroom and outside?

The theme-by-theme Purple sets of ideas and information can also be used by schools in staff meetings, twilight sessions or within INSET days. They provide an opportunity for staff to explore the theme content, understand some underlying concepts and make links between their own experiences and those the children may bring to the work.

Professional development activities should emphasise the essential role of all staff in modelling the social, emotional and behavioural skills that the materials seek to develop in children. A useful training activity is to work in pairs or small groups to generate ideas on the adult behaviours and language that promote children's skills in each of the social and emotional aspects of learning, as in Figure 3 (below).

Figure 3

Social and emotional aspects of learning	Adult behaviour and language that helps to develop children's individual social, emotional and behavioural skills within each aspect
Self-awareness 	
Empathy 	
Managing feelings 	
Motivating ourselves 	
Social skills 	

As staff work with the curriculum materials, they may also identify specific training needs on approaches such as circle time or communities of enquiry, that lend themselves particularly well to work on developing children's social, emotional and behavioural skills.

Gathering resources

Schools might want to identify books from the school library to support each SEAL theme, and keep them in a central place. The CD-ROM in this resource contains a list of useful texts for each theme, and the Southampton library service provides a regularly updated web-based list of texts that link to particular emotions. This can be found on the Internet at www.nelig.com.

In one school which has used the resource as a framework to organise current practice and resources, the PSHE coordinator has placed a large box for each theme in the staffroom. At staff meetings and in the course of their teaching, staff place any book or resource they find relevant to a theme in the box – or if they continue to need the resource they record it as a reference. Contributions are briefly discussed at staff meetings.

Getting started

In addition to the work with all staff on key concepts and whole school or setting context, the management team will need to plan:

- one or more staff meetings prior to the theme 'launch', to ensure consistency and staff knowledge, understanding and confidence through use of Purple set activities;
- a 30-minute assembly (or shorter Foundation stage group time) to launch each theme;
- dedicated sessions to develop social, emotional and behavioural skills in each class for each theme, delivered flexibly in whatever format is decided by the school or setting (this is when the outlined activities can be used). Schools have found it effective to suggest a minimum amount of time to be spent on developing social, emotional and behavioural skills in each class over the half-term (around four hours has proved to be a workable amount of time) and to give teachers flexibility about how, what and when;
- use of the ideas for following up the theme in a number of curriculum areas, and possible use of the exemplar lessons in particular curriculum areas;
- a follow-up assembly to share work undertaken and success in achieving learning outcomes.

Parental involvement

Parents and carers are the key to developing children's social, emotional and behavioural skills. They are the experts on their own child, and their knowledge about their child's developing skills can provide enormously valuable information about what is working and what is needed.

It is essential to involve parents and carers when introducing the approaches described in these materials. They should be consulted on initial planning and asked for their views as the work develops.

One useful approach is to engage groups of children in preparing a presentation of their work to develop social, emotional and behavioural skills for a parents' evening or other meeting. Showing videos of children taking part in these activities is another good 'draw' for such events.

Many schools have launched their work on the curriculum materials with a specially planned workshop for parents/carers that explores the skills children will be developing. Ideas for such a workshop can be found on the CD-ROM in this pack.

In all the Themes in the curriculum materials there are ideas for activities children can do at home with their families, to support their work in school and build on the partnership with parents/carers that has been established.



Parents/carers can contribute to work to develop social, emotional and behavioural skills in classes (for example, where visitors are involved in speaking about their experiences) and be invited to take part in the assemblies that launch and conclude each theme. They will be interested in the whole school or setting focus for noticing and celebrating achievement, and may want to have a similar focus at home. They will also be interested in key concepts, such as the problem-solving strategy that children learn, and need to know the rationale that underpins them.

Newsletters, the annual school profile or governors' report to parents and information in the school's brochure are other vehicles for ongoing communication.

In all of this it is essential to be aware of the diversity in the parent/carer group, and choose approaches which reach out to all parents/carers – those for whom English may be an additional language, those whose experiences of education are very different from what we see as the norm, those whose value sets differ from those of the school. It is necessary to challenge assumptions that some groups will not be interested in what the school has to offer. There may be a need for extra encouragement or support to enable them to be actively involved; family

learning initiatives, for example, can often provide necessary bridges to diverse groups. Demystifying education and explaining, sometimes to targeted groups, how parents/carers can support their children in developing social, emotional and behavioural skills is vital in overcoming fears and other hidden barriers.

Involving children

One of the key outcomes of successful work to develop social, emotional and behavioural skills is independent and autonomous children who are able to take ownership of their learning and behaviour. Achievement of these outcomes will depend on how the school as a whole promotes pupil participation.

When teaching social, emotional and behavioural skills the teacher/practitioner should be constantly asking themselves how they can encourage children to take ownership. Ideas might include:

- involving children fully in the decision to implement the SEAL curricular approach, and making sure they, as well as adults, understand the purpose of the work and the hoped-for outcomes;
- involving them in the identification of criteria that demonstrate success;
- involving them in the evaluation of their learning;
- providing choice as to how activities and tasks are completed and information presented;
- allowing them to determine their own questions for enquiry and debate;
- using behaviour management techniques that encourage children to make a choice about their behaviour;
- providing opportunities for children to determine class and playground rules and routines, and ground rules for the activities to develop their social, emotional and behavioural skills;
- providing opportunities for children to explore how they might establish a classroom environment and ethos that promotes good learning and emotional well-being.

Many schools have school councils that allow children to take part in decision-making within the whole-school context. These are most effective when they are supported by regular class councils or circle time that provide a forum for class and school issues to be discussed.

Teaching social, emotional and behavioural skills

Teaching and learning styles

The learning opportunities suggested in this resource have been devised so that social and emotional learning forms the subject matter of learning intentions set out by the teacher. This is the part of the curriculum where social, emotional and behavioural skills are made explicit ('taught'). These classroom sessions complement the rest of the child's school or setting experiences where social, emotional and behavioural skills are more likely to be implicit – 'caught'.

A range of teaching strategies is used to motivate both those who learn primarily through verbal channels and those whose preferred learning style may be more visual or kinaesthetic. Much of the learning will necessarily take place through experiential activities, as developing social, emotional and behavioural skills involves engaging the heart as well as the head. Many of the suggested learning opportunities are exploratory and open-ended to reflect the nature of much of the subject matter. Children are encouraged to take responsibility for their own learning, and to enquire together to ensure that they reach a deeper and more meaningful understanding of the complex issues involved in developing social, emotional and behavioural skills. They are also encouraged to learn through participating in groups of different sizes, and problem-solving together.



Wherever possible, teachers/practitioners will want to relate the subject matter of the classroom sessions not just to the assembly/Foundation stage group time, but to recent, concrete experience – a playgroup child who fetched an adult when he noticed a new child was distressed, for example, or an incident in the playground or a dispute in class. A personal story or object of interest can also generally be counted upon to promote children's active engagement.

The structure of the teaching sessions

Sessions have deliberately been presented as a series of flexible, related learning opportunities, to allow for a variety of learning and teaching styles.

There are several approaches that lend themselves to promoting SEAL work. One that is familiar to many teachers/practitioners, and may be established within the school or setting already, is circle time. Ideas for circle games and rounds are given for each theme. These are used as warm-ups to create a climate where children feel free to share feelings and experiences. Guidance in implementing circle time can be found in Appendix 5.

After the ideas for circle time come learning opportunities to match the intended learning outcomes of the theme. These include some that would be suitable for a whole-class approach and some which children could engage in independently, in pairs, small groups or individually. Symbols in the materials indicate which of these applies.

whole class  pairs  small groups  individual 

When planning their teaching, teachers will want to draw on ideas for whole class, group or individual work to ensure a balance, just as they would for a literacy or mathematics lesson.

Some examples of how teachers have planned their lessons in this way are given in Figures 4 and 5.

Figure 4

SEAL Planning : Year 5 Getting on and falling out						
Day	Whole-class activities	Group activities with differentiation when necessary	Resources	Plenary	Main learning objectives	Evaluation
12 Nov 40 mins	<ol style="list-style-type: none"> 1. Use circle game 'Thunderstorm' as a warm up 2. Show 7 photos from pack to illustrate different feelings listed on first page of Green set. Invite children to give ideas as to which feelings might be shown – scribe on board. 3. Explain feeling line task – model my own anger line. 10 mins 	<ol style="list-style-type: none"> 1. Divide class into 7 groups – mixed gender. Remind about our cooperative group working rules. 2. Give each group a photo showing the feeling they need to use. Stress that they need to do activity without talking. 3. HK to work with MH group + give them anger photo as MH already done work on this. 5 mins. Check LI and SP understand the task and include in group with children who can express their ideas clearly. 4. Group then compares their lines and elect spokesperson to feed back to class. 10 mins. 5. Feedback to class. 10 mins. 	<ol style="list-style-type: none"> 1. Green set, Theme 2: Year 5 2. 7 photos from pack. 3. Plain paper and coloured crayons. 	<ol style="list-style-type: none"> 1. Talk about differences between lines showing the same feeling. 2. Discuss why some lines were easier for us to guess. 	<p>To improve our ability to label a feeling.</p> <p>To be able to express what different feelings are.</p> <p>To work co-operatively with others.</p>	<ol style="list-style-type: none"> 1. Decided to allow children to use more than one colour on their lines – red and black used on anger lines. 2. Children asked if they could guess feeling shown in each group's lines. Worked well and used in plenary. 3. Make display of lines with sticky-note over other children can guess the feeling drawn. Put on SEAL board.

Figure 5

Ask the children the following questions:

- How can we improve the time we are all moving?
- What did it feel like to help others?
- What did it feel like to be helped?

Rounds

When I help other people I feel ...

When other people help me I feel ...

* My friends are special to me because ...

I think it is unfair when ...

I would like ...

(20 mins)

15 November

1. Do this as Circle.
2. Scribe children's ideas and discuss how these show qualities.
3. Move on to discuss key qualities, below

Learning opportunities: key qualities in a friend

Intended learning outcome

I can tell you lots of ways to give 'friendship tokens' to other people.



In the class group recap on what it takes to be a good friend. You might want to use some of the 'friendship' photocards from the whole-school resource file. What qualities do we look for in our friends, and what do we offer to friends? Remind children of the assembly story and how people in the story gave each other friendship tokens. Are the same things important in a friend now that you are in Year 4 as when you were in Reception – do we use the same sort of friendship tokens?

do in 3's (10 mins)



Ask pairs or individual children to produce a story or comic strip, role-play or talk that illustrates how one of the qualities they have identified has been important to them in the past, or might be in a fictional situation. What is the best friendship token they have ever received or given?



Alternatively ask the children to write a poem or story using one of the qualities as a title.

Plenary Choose 2 groups to perform. Discuss which qualities shown.

Evaluation

one group took bullying theme – we will need more discussion about when to include an adult.

Learning opportunities: understanding anger

Intended learning outcomes

I understand why it is important to calm down before I am overwhelmed by feelings of anger.

I can tell you some ways I can stop myself being overwhelmed by feelings of anger.

I know how it feels to be overwhelmed by feelings of anger.



Remind children of the work they have done previously on anger, using any relevant photocards and if necessary the *Feelings detective* poster from the

Many of the suggested classroom sessions include a group challenge – a timed small-group activity with a defined product or outcome. This is related where possible to learning objectives from the group interaction and discussion strand of the Primary National Strategy/QCA *Speaking, listening and learning* guidance (DfES 0623-2003G).

All the materials include ideas for ongoing activities which run throughout the period of work on a theme, and often beyond, and a set of questions to promote reflection and enquiry.

The questions designed for enquiry and reflection are open-ended: even if the teacher or practitioner has a definite view about what they think the answer might be, they should encourage children to express their own views and provide evidence and examples to support them.

There are different ways to use the questions but to get started the teacher or practitioner might like to run a group enquiry (details of this approach can be found in Appendix 6). In a true group enquiry a child or small group of children choose questions that they would like to discuss: because they may initially find this difficult, the materials provide some questions as starting points. The teacher writes these (or the children's own ideas for questions) on the whiteboard or flipchart and facilitates a discussion that involves the whole group. The teacher helps the children to think more deeply about the issues involved, to check understanding of the vocabulary and to provide examples and evidence for their views.

The 'pair, share, square' approach is also helpful. Following a little individual reflection, children work in pairs to discuss what they think the key issues within the question are and what they think the answer might be. Each group then pairs up with another pair to share their ideas and to discuss the question further, before sharing their favoured view with the whole group.



In the Foundation Stage the questions for reflection and enquiry are designed for use while adults work with the children in the setting. Other questions might be added and they might be pinned on the wall as a prompt.

Particular thought will need to be given to how to include children in the early stages of learning English as an additional language in the questions for reflection and enquiry. The language involved, such as conditionals ('could/would/should') and abstract generalisations, is likely to be particularly

difficult for them. It may be helpful to begin each reflection and enquiry with a reference back to a concrete situation that the learners have already collaboratively experienced.

After the questions for reflection and enquiry there are suggestions for review and pupil evaluation. These could form a plenary, drawing out key learning points, checking understanding and asking the question – have the intended learning outcomes been met? It is also often appropriate to end positively by asking children to make a personal statement about something they will/can do as a result of achieving the intended learning outcome.

At the beginning of any teaching session, it is suggested that teachers/practitioners talk to the children clearly about the intended learning outcomes for the session (what they will learn, expressed in child-friendly language), and together come up with success criteria – how they will know if they have achieved the intended outcome. For example, if the intended learning outcome is to ‘have a number of strategies for making other people feel good’, the class might agree that ‘We will know we have succeeded if we can list three ways in which we can do this’.

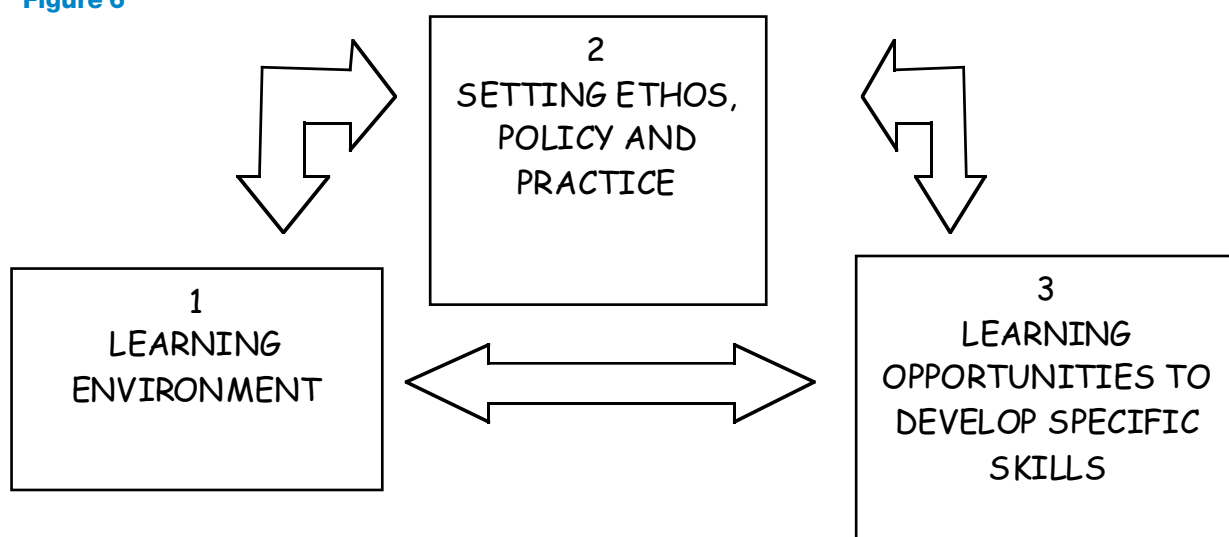
Using the materials in the Foundation Stage

The SEAL curriculum materials are designed to be used across the whole school, including the Foundation Stage, and could also be used in a range of other early years settings. They are intended to support important elements of personal, social and emotional development as described in the *Curriculum guidance for the Foundation Stage*, while also providing for progression and consistency with children’s social and emotional learning in KS1 and 2.

The curriculum materials as a whole recognise that children learn about social, emotional and behavioural skills across the whole school day and that the school or setting’s climate and environment are crucial to effective learning. In the Foundation Stage, this is particularly important. The materials draw therefore on a number of approaches (Figure 6) that are interlinked and support children’s learning and development in a holistic way:

1. Developing the learning environment
2. Developing the ethos and practice to support the social and emotional aspects of learning across all areas of the curriculum
3. Planning learning and teaching opportunities which develop specific skills

Figure 6



The materials are not prescriptive but provide a menu of ideas that might be helpful when promoting the aspects of learning highlighted in a particular theme. In the Foundation Stage materials (the Red sets) the type of learning and teaching is indicated in the following way, to help with the practitioner’s planning.



- Adult-led – where language and ideas are specifically introduced and developed by the practitioner.



- Child-initiated – where learning is child-initiated, supported by adaptations to the learning environment and social interaction which promote particular avenues of exploration and discussion.

Culture, gender and other individual differences

Teachers and practitioners will need to be aware of the influence of culture, gender and other individual differences when working with the activities in this resource.

Culturally, there is enormous variability in expectations, patterns of reinforcement and conventions in relation to social, emotional and behavioural issues on the appropriateness of different behaviours, the encouragement or discouragement of expressing certain emotions, and issues of what constitutes an acceptable ‘personal space’.

As an example, certain cultures regard direct eye-contact between a young person and a more senior member of society as extremely ill-mannered. When discussing facial expressions denoting emotions, teachers/practitioners will need to be sensitive to such issues.

While no teacher/practitioner is likely to be an expert in all the cultural conventions and expectations of all the cultures that may be represented within a community, it is important that such issues are raised and addressed sensitively.

Examples of differing cultural norms that may affect work to develop social, emotional and behavioural skills are not hard to find. In some cultures that place great value on community and the role of a greater good, some of the underlying premises within the *Going for goals!* theme may appear rather individually focused and run counter to what children from these cultures may learn within the family or community.

Another example might be the work within the *Good to be me* theme on the positive feeling ‘proud’, which may conflict with beliefs in some cultures or religions that pride is a sin.



Children need to know that it is safe and appropriate (indeed valuable) to say, 'In my home we do/did it this way...', or 'If I did that, my parents would think...'. Within a safe environment that values and celebrates cultural diversity, it is important that teachers and practitioners find ways of finding out where differences lie, and model interest and respect.

Further guidance on cultural variation in display of and response to emotions can be found in Appendix 7.

One aspect of cultural difference that all children will need to understand is that of 'culture-jumping' between contexts – for example, the playground as opposed to the school or setting or the mosque. The activities to develop social, emotional and behavioural skills will support the teacher/practitioner in ensuring that children understand that some behaviours are appropriate in some contexts, but quite unacceptable in another, and to recognise when this is the case.

Children with special educational needs or disabilities will also have different experiences in relation to social, emotional and behavioural learning. Children with a sensory impairment, for example, will have particular ways of recognising and understanding others' emotions, and this needs to be recognised and valued when discussing facial expressions, body language and voice tones. Children on the autistic spectrum will have particular difficulty with self-awareness, managing feelings and empathy, so that the teachers/practitioners who work with them need to avoid inappropriate expectations. For children with severe or profound and multiple learning difficulties, teachers will need to draw on QCA guidance on planning, teaching and assessing the PSHE curriculum for children with learning difficulties. They will need to derive 'I can' intended learning outcomes that are based on the P scales and link with the intended learning outcome for the class as a whole. They may need to plan ways of providing the child with sensory experiences linked to the whole-class focus – a bag of objects that relate to key events in a story told to the children, for example. To ensure access, teachers and teaching assistants could use symbol software to support assemblies and stories used in class.

With appropriate scaffolding of this kind it is likely that children with a range of SEN will benefit significantly from the explicit teaching of social, emotional and behavioural skills and the opportunities for supported practice and generalisation.

Children who are EAL learners may need visual cues, repeated patterns of language, clearly signposted sections to the progress of the lesson and opportunities and structures to share their existing knowledge and experiences. Situations where they are not able to participate and achieve because success is wholly dependent on fluency in English can be particularly damaging to their confidence, and hence to the development of the social, emotional and behavioural skills that the SEAL materials seek to promote.

Teachers will want to think carefully about identifying the best groupings for EAL learners according to the task and learning outcomes, ensuring, for example, good language role models, good behaviour/interaction role models, and opportunities to speak their home language. Teachers will also want to be aware of the needs of children newly arrived to the country, who may not have experienced some learning styles that are commonplace in our schools, such as learning through play, collaborative learning, trying out ideas and learning through discovery.

Throughout the materials there are examples of how teachers have scaffolded the learning of children with SEN, of those from diverse cultures, and of those who are learning English as an additional language. These are not comprehensive, but are intended to provide a model for teachers' own annotations of planning.



Boys and girls are likely to respond differently to some of the activities, and may find different areas more or less difficult. Teachers/practitioners will need to be sensitive to these potential differences, and to the fact that the expression of emotion, talking about feelings and being seen to be empathetic and caring tend to be seen as feminine traits, with the consequence that boys may actively reject them rather than risk potential ridicule from peers and criticism at home. Teachers and practitioners will need to be aware of these issues during the planning and delivery stages and it would be useful for schools and settings to have developed a consistent response to them. Positive male role-models are a useful source of countering such responses, and examples for situations, stories and role-play should, wherever possible, engage the interest and motivation of boys.

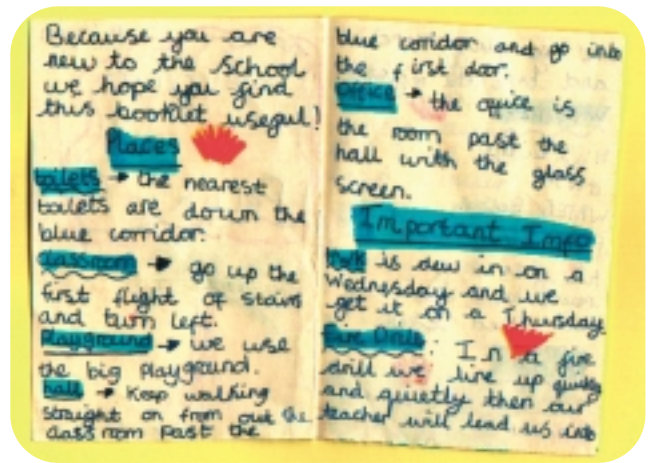
Ensuring inclusion

Teachers/practitioners and managers can ensure that the SEAL resource supports the school or setting in fulfilling aspects of the statutory National Curriculum inclusion statement, and complies with the school or setting's race equality and anti-bullying policies, by:

- explicitly tackling relevant issues through the assemblies, the learning opportunities provided within sessions to develop social, emotional and behavioural skills and related formal or informal curriculum-based work, for example:
 - encouraging children to recognise, understand, celebrate and respect similarities and differences between people;
 - challenging stereotyping, prejudice and bullying in all its forms;
 - using teaching styles within the school or setting that ensure that all children feel safe to contribute and that their contribution is valued;
- ensuring that the needs of all children are planned for when delivering the curriculum and that the curriculum is made accessible for all, for example:
 - using a range of teaching approaches to maximise learning for children with different learning styles;
 - ensuring that subject matter builds on all children's cultural experiences and interests;
 - using materials that show positive images of race, gender, disability and sexual orientation;

- ensuring children with a high degree of mobility, absenteeism or special educational needs (including those who have understanding in advance of their language abilities) are able to access the material;
- building on community languages.

A community where social, emotional and behavioural skills are seen as important and where children practise these skills creates a caring environment based upon empathy and the valuing of individual difference. This is essential if a school or setting is to become an inclusive learning environment where all forms of discrimination are actively combated.



Assessing children's progress

There are no formal arrangements for assessing individual children's progress in developing social, emotional and behavioural skills included with this resource. Within each theme overview, however, there are descriptions for each age group of what children will know, understand and be able to do following the successful completion of work on the theme. For children in the early years these will contribute to assessments of progress towards the personal, social and emotional Early Learning Goals within the Foundation Stage Profile. For children in KS1 and 2, they will contribute to judgements teachers make about children's progress within PSHE and Citizenship, using the end of key stage summative statements available from the QCA website (www.qca.org.uk/pshe).

Teachers are encouraged to share clear intended learning outcomes and devise, with children, success criteria to test if these have been met at the beginning and plenary of each session. The assessment and monitoring of children's learning is therefore continuous and formative. In this way children know that they are making progress in developing important skills. They and others learn to value and celebrate their achievements in this as well as more academic areas of work.

Clearly, where a child is having significant difficulty in making progress in their social and emotional learning, despite an appropriate environment and learning opportunities, the school or setting's usual arrangements for identifying concerns would be used.

Monitoring and evaluating impact

Schools may wish to consider how they will monitor and evaluate the impact of using the curriculum approach suggested in these materials. They may want to use some sort of 'before' and 'after' measures of children's behaviour and learning, or evaluate the impact the work may have had on staff well-being, or classroom and school ethos. A range of tools for such monitoring and evaluation are available, and are listed in Appendix 8.

Generalising the learning

Little of value would be learned if the focus on social and emotional aspects of learning within a school or setting was limited to an occasional assembly/Foundation Stage group time and a couple of follow-up sessions. It is essential that what is learned is not tied to specific situations but is generalised to different contexts. It has been clearly demonstrated that children need to practise newly acquired skills:

Without their concrete realisation in behaviour, competences remain potential rather than actual... Programmes which attempt to build emotional and social competences must include extensive, routinised, regular and predictable work to develop specific skills across the curriculum, and reinforce these skills by pupils' real life experiences across the whole school.

What works in developing children's emotional and social competence and well-being, DfES Research Report 456, page 68



Opportunities within each theme aim to provide the routine, regular and predictable work referred to here. To help children generalise to real-life situations, teachers/practitioners might consider the following:

- post questions arising from the assembly/Foundation Stage group time around the school or setting with opportunities for children/parents/staff to add their thoughts. These could be shared at the final 'revisiting' assembly;
- ensure that all school and setting staff make frequent reference to, for example, the calming-down or problem-solving strategy, encouraging the use of these strategies and praising accordingly;
- as adults, model social, emotional and behavioural skills and the calming-down/problem-solving strategies/feeling identification process, etc. Stating the process out loud can be particularly effective for modelling (again, with due regard to the age of the pupils);
- be on the lookout for examples of when the children use social, emotional and behavioural skills and draw attention to them whenever they are found (as appropriate to the age of the children) – 'Shahnaz is sharing her gel pens with Jason; she knew he was feeling sad';
- use key strategies taught through the resource (for example, problem solving or 'peaceful problem-solving' for resolving conflict) throughout the day for real incidents in the classroom or playground;
- make frequent reference to posters and visual aids displayed around the school;
- display the focus of any whole-school or setting system for noticing and celebrating achievement in the school or setting's reception area, dinner hall, etc.;
- encourage all adults to make reference to social, emotional and behavioural skills throughout the day and encourage children to reflect upon how well they have worked and played together.

Using the materials in the classroom

The materials provided represent a selection of learning opportunities to achieve specific learning outcomes for use in the classroom. They will be used flexibly according to the strategic plan adopted by the school or setting as a whole. They can be used in a 'pick and mix' approach to supplement an existing scheme, as they stand in their entirety, or as a series of starting points to springboard further work in the area.



If the materials are being used as they stand, following the assembly/Foundation Stage group time which launches the theme, the teacher/practitioner will need to refer to:

- the theme overview (which includes expected outcomes for children);
- the relevant activity set (there are four sets in each theme, colour-coded according to the stage or year group of the children) which describe ideas for developing the theme through the curriculum;
- suggestions for follow-up activities;
- the exemplar lesson or lessons that are available in a particular subject area.

Teachers and practitioners will also find it useful to have to hand the following photocopiable resources and posters, from the whole-school resource file:

- *Are we ready for circle time?* – a poster to support the effective use of circle time;
- *Feelings detective* – a poster to display in every classroom. It represents a process which children can use to identify and name a feeling they or others are experiencing;
- *Problem solving* – a poster to display in every classroom, that helps children stop and think about an alternative course of action when there is a problem between people;
- *Peaceful problem solving* – a poster to display in every classroom, that helps children resolve conflict;
- *Ways to calm down* – resource sheet;
- *Emotional barometer* – photocopiable template, designed so that children can express the strength of a particular feeling, and the effect of interactions on their own emotional 'temperature';

- *Feelings fan* – photocopiable template, designed so that children can indicate a feeling they (or characters in the stories and scenarios in the materials) are experiencing;
- *Working together self-review checklists* – to support effective group work.

Children are introduced to these strategies and tools in Themes 1 and 2.

New pupils and staff members will need to be introduced to some or all of these strategies and tools.

Finally, everyone using the SEAL materials will need to be aware of the guidance on teaching potentially sensitive issues in Appendix 3.

Further resources to support work on SEAL can be found on the CD-ROM that accompanies these materials, and on the Primary Strategy website: www.standards.dfes.gov.uk/primary/wholeschool/banda

Appendix 1: The knowledge, skills and understanding developed by the SEAL resource

Self-awareness

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Knowing myself

- I know when and how I learn most effectively.
- I can take responsibility for my actions and learning.
- I feel good about the things I do well, and accept myself for who and what I am.
- I can recognise when I find something hard to achieve.

Understanding my feelings

- I can identify, recognise and express a range of feelings.
- I know that feelings, thoughts and behaviour are linked.
- I can recognise when I am becoming overwhelmed by my feelings.
- I know that it is OK to have any feeling, but not OK to behave in any way I feel like.

Managing feelings

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour – for example managing anxiety or anger, or demonstrating resilience in the face of difficulty.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Managing how I express my feelings

- I can stop and think before acting.
- I can express a range of feelings in ways that do not hurt myself or other people.
- I understand that the way I express my feelings can change the way other people feel.
- I can adapt the way I express my feelings to suit particular situations or people.

Managing the way I am feeling

- I can calm myself down when I choose to.
- I have a range of strategies for managing my worries and other uncomfortable feelings.
- I have a range of strategies for managing my anger.
- I understand that changing the way I think about people and events changes the way I feel about them.
- I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.
- I know that I can seek support from other people when I feel angry, worried or sad.
- I know what makes me feel good and know how to enhance these comfortable feelings.

Motivation



Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

(Excellence and enjoyment: learning and teaching in the primary years – *Learning to learn: progression in key aspects of learning*)

Setting goals and planning to meet them

- I can set a challenge or goal, thinking ahead and considering the consequences for others and myself.
- I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.

Persistence and resilience

- I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.
- I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.
- I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.

Evaluation and review

- I know how to evaluate my learning and use this to improve future performance.

Empathy



Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Understanding the feelings of others

- I can recognise the feelings of others.
- I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances.
- I can understand another person's point of view and understand how they might be feeling.

Valuing and supporting others

- I value and respect the thoughts, feelings, beliefs and values of other people.
- I can be supportive to others and try to help them when they want it.
- I know that my actions affect other people and can make them feel better or worse.



Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Belonging to a community

- I feel that I belong to and am valued in my class, school and community.
- I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone.

Friendships and other relationships

- I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people.
- I recognise ‘put-downs’ and know how they affect people, so I try not to use them.
- I can make, sustain and break friendships without hurting others.

Working together

- I can work well in a group, cooperating with others to achieve a joint outcome.
- I can tell you what helps a group to work well together.

Resolving conflicts

- I can resolve conflicts to ensure that everyone feels positive about the outcome.

Standing up for myself

- I can be assertive when appropriate.

Making wise choices

- I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.
- I can make a wise choice with work or behaviour.

Appendix 2: Principles and features of effective SEAL programmes³

General principles: ensuring the effectiveness of SEAL programmes

- Give work on emotional and social competence and well-being a high priority.
- Link work on behavioural and emotional problems with work on emotional and social competence and well-being.
- Take a holistic approach.
- Ensure coherence, teamwork and a multi-professional approach.
- Involve parents and communities.
- Start early, target early and take a long-term, developmental approach.
- Create and support environments that promote emotional and social competence and well-being.

Specific features of programmes for teaching and learning social, emotional and behavioural skills

Programmes need to:

- provide learning opportunities which make social, emotional and behavioural skills their explicit focus;
- ensure learning opportunities are participative, experiential and empowering;
- use a step-by-step approach with opportunities for revisiting and building upon skills in a developmentally appropriate way;
- help learners generalise to real life;
- use a positive approach;
- use active methods;
- use whole-class meetings and circle time;
- use cooperative groupwork and peer-education;
- ensure congruence with the rest of the school;
- develop themed programmes that link with the generic programme.

³ This research summary comes from *What works in developing children's emotional and social competence and well-being?* DfES Research report 456 (2003) by Katherine Weare and Gay Gray, The Health Education Unit, Research and Graduate School of Education, University of Southampton.

Appendix 3: Guidance on the teaching of potentially sensitive and controversial issues⁴

Handling sensitive and controversial issues

Learning from real-life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and dealing with difficult feelings. Teachers/practitioners need to be prepared however to handle personal issues arising from the work, to deal sensitively with, and follow up appropriately, disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs are also potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

- family lifestyle and values;
- physical and medical issues;
- law and order;
- financial issues;
- unemployment;
- environmental issues;
- bullying;
- bereavement.

However, almost any issue can prove sensitive to specific individuals, whether they are adults or children.

It is important to establish a classroom climate in which children can express a point of view that may differ from those held either by their teachers/practitioners or their peers. The SEAL materials aid children in doing this by enabling children to establish ground rules about how they will behave towards each other in discussion (as well as more generally through the completion of the activities) and through the explicit focusing and celebrating of the differences between individuals. Ground rules will need to include being able to listen to and learn from the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down.

⁴ This guidance is adapted from *Citizenship: a scheme of work for Key Stages 1 and 2* (QCA/02/877).

Teachers/practitioners need to be ready to:

- judge when to allow children to discuss issues confidentially in groups and when to support by listening into those group discussions;
- ensure that children have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values;
- ensure they take due care of the needs of individuals in the class when tackling issues of social, cultural or personal identity (for example, preparing individuals in advance for the content of an assembly/Foundation Stage group time or social, emotional and behavioural skills session or activity if it may be of particular salience for that individual, as may be the case when working on the theme of loss where a child has experienced bereavement).

Ensuring balance

There is a need for balance when discussing sensitive or controversial issues, and teachers/practitioners can seek to avoid bias by using the measures outlined below. However, the need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate: for example, racism, bullying (including homophobic bullying), and cruelty are never acceptable in any form and should be challenged.

Teachers/practitioners should seek to avoid bias by:

- trying not to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information;
- actively encouraging children to offer alternative or contradictory interpretations of information (e.g. of facial expressions, conventions of deference or politeness);
- making clear that they are not the sole authority of matters of fact or opinion;
- helping children to distinguish opinions and value judgements from facts;
- opening up opportunities for all children to contribute their views to a discussion, avoiding any implication by their choice of respondents;
- challenging a consensus of opinion that emerges too easily.

(The Education Act 1996, Sections 406 and 407, offers more information on the statutory requirements that ensure that children are offered a balanced presentation of opposing views on political or controversial issues by their teachers/practitioners).

Confidentiality

Children occasionally make personal disclosures, either in class or to individual teachers/practitioners. For example, they may disclose that they or their friends or relatives are using drugs, that they are engaging in illegal activity or that they have been abused. As there are many circumstances through which teachers/practitioners may come to possess sensitive information about children, a school policy about confidentiality should be developed to provide guidance for all. The following issues should be covered:

- making sure that all staff, pupils and their parents/carers are aware of the policy and how it works in practice;
- encouraging pupils to talk to their parents and carers and giving them support to do so;
- ensuring that pupils know that teachers cannot offer unconditional confidentiality;
- reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- making sure that pupils are aware of confidential sources of support;
- using ground rules in lessons.

Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice which both pupils and parents/carers understand.

It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

Guidance about confidentiality in respect of sex and relationship education can be found at www.dfes.gov.uk/sreguidance.

In lessons, teachers/practitioners should establish from the beginning that there is no pressure to disclose personal experiences if children are not comfortable to do so. Equally, if children wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually at any time to do so.

Appendix 4: Research on the benefits of developing children's social, emotional and behavioural skills: current findings⁵

The key benefits of working on social, emotional and behavioural skills include:

Greater educational and work success

- Research on 'emotional intelligence' has brought a wider view of 'intelligence' to include personal and social issues. Emotional and social competences have been shown to be more influential than cognitive abilities for personal, career and scholastic success, so they need to be central to schools and learning to increase school effectiveness. Working in this area can improve educational and life chances (Goleman, 1996).
- Programmes that teach social and emotional competences have been shown to result in a wide range of educational gains, including improved school attendance, higher motivation, and higher morale (Durlak, 1995; Durlak and Wells, 1997; US Government's General Accounting Office, 1995).
- Work and workplaces increasingly focus on social and emotional competences, with increased emphasis on teamwork, communication, management skills, etc. (Goleman, 1998; Weisinger, 1998).

Improvements in behaviour

- Many reviews of programmes have reported improvements in behaviour. A systematic review of programmes (Wells, 2001) looked at programmes designed to promote mental health in schools which included behaviour problems. It concluded that several US programmes had clear and positive effects on behaviour. The successful programmes taught emotional and social competences and focused on the whole-school environment, not just on behaviour alone.
- A comprehensive review of interventions designed to prevent childhood behaviour problems (Marshall and Watt, 1999: 298) concluded that 11 programmes it reviewed that were intended to teach social competences were effective in decreasing early behaviour problems.

⁵ This research summary comes from *What works in developing children's emotional and social competence and well-being?* DfES Research report 456 (2003) by Katherine Weare and Gay Gray, The Health Education Unit, Research and Graduate School of Education, University of Southampton.

Increased inclusion

- Teaching of social and emotional competences has itself been shown to play an active part in making the inclusion of difficult children easier. For example, two projects which taught 'difficult' pupils the kind of skills they need to fit into classrooms more easily and control their own behaviour, while helping their classmates both tolerate their behaviour more easily and positively support their efforts to become part of the mainstream, were shown to be very effective in helping the difficult pupils stay in the classroom, and without detriment to the learning of other pupils (Rogers, 1994; Epstein and Elias, 1996).

Improved learning

- Some emotions (such as sadness and anger) can block learning, while others (such as a sense of well-being, or feeling safe and valued) promote learning. So learning to manage the emotions can assist learning (Greenhalgh, 1994).
- Emotions are essential for rationality: we need them to think clearly, prioritise and plan, so we need to help people manage their emotions to learn more effectively. There is evidence that cognitive processes need input from the emotions to be effective. People cannot think clearly when dominated by powerful emotions, especially negative ones (Weissberg and Elias, 1993). It would appear from recent research that emotional and social processes are fundamentally inseparable from cognitive processes (Sylvester, 1995; Perry, 1996). Mayer and Salovey (1997) suggest emotions help prioritise, decide, anticipate and plan. We need the value that emotion attaches to outcomes in order to decide between them, otherwise all decisions can seem equally valid (Damasio, 1994).

Greater social cohesion, increase in social capital

- There is an increasing acceptance of emotion as an important part of public and private life, so we all need to become more skilled in this area if we are to be effective in our communities and workplaces (Antidote, 1998).
- Changes in society and expectations mean that increasingly complex challenges increasingly demand emotional and social competence.
- Research is bringing home the wide extent of various types of neglect and abuse. This is being exacerbated by the breakdown of extended family and communities which reduces support for the nuclear family, and the higher rates of divorce and subsequent one-parent families. This has led to a shake-up in the belief that we can leave children's emotional and social development entirely to parents: other agencies have to get involved as well.

Improvements to mental health

- Research is showing that children suffer from a surprisingly high level of mental health problems, many more than had previously been suspected, and that the idea of innocent and untroubled childhood is largely a myth. It is not clear whether there is more mental illness among children or not; some think it is a matter of better detection. There are however some specific real increases, such as suicides in young men and self-harm in young women.
- Longitudinal studies are showing that children with emotional and behavioural problems are prone to mental illness problems in later life, and have increased likelihood of school exclusion, offending, antisocial behaviour, marital breakdown, drug misuse, alcoholism and mental illness in adolescence and adulthood. Conversely, those with high levels of emotional and social competence do better in school, at work, and in their personal life. The development of emotional and social competence and well-being can reduce mental health problems of young people and their teachers, e.g. depression, anxiety, suicide, eating disorders, stress.
- There has been a massive rise in the use and availability of illegal drugs, especially among young people. Young people need help to cope with the emotional problems the drugs can cause, resist peer pressure to take them, and find alternatives to drugs to cope with stress and pressure and to have a good time.

Appendix 5: Circle time

What exactly are circle time sessions?

Circle time sessions provide a potential vehicle for classroom delivery of the SEAL curriculum. They involve all participants sitting in a circle, exchanging ideas and feelings on a range of issues that are important to them, including behavioural and emotional issues. Through a range of activities, they reinforce positive behaviours and promote the development of emotional and social skills. The very act of sitting in a circle emphasises unity and equality, and symbolically promotes the notion of equal responsibility. The teacher adopts a facilitative role in order to encourage participants to feel they too have the authority and control to solve the behaviour, learning or relationship problems that concern them. Effective facilitators will show the following qualities and skills:

- enthusiasm: a positive approach to the children and the activities;
- good eye contact and the ability to show emotional warmth;
- empathetic listening;
- the ability to recap and reflect back what a child has said;
- the ability to keep up a lively pace during the session;
- the ability to use effective encouragement;
- the ability to respond pro-actively to negative behaviour;
- the ability to have fun through building in creative resources to the circle session.

Circle time operates within an agreed framework of guidelines: participants take turns to speak, listen and bring their ideas or concerns to the circle. Individuals are given time both to volunteer their own concerns for group help, and to offer encouragement to others. By dealing with issues affecting the classroom in this way, participants are encouraged to experience themselves as citizens of the classroom. By taking school improvement issues to a school council from the class circle, they are also able to experience being citizens of the school.

General guidelines for setting up circle time sessions

The following guidelines will help practitioners to set up effective circle time sessions.

- Timetable circle time sessions for all groups on a regular basis, with all participants aware of when they are scheduled.
- Plan each session to meet curriculum requirements or in response to a need. It is essential to plan circle time sessions by deciding on the theme and intended learning outcomes for the session, then selecting coordinated activities for each stage of the session.
- Make sure there are comfortable chairs of the same height for all participants. Younger children can sit on carpet tiles, away from distractions.

- Initially limit the time spent on circle times – 15 minutes for younger children, 30 minutes for older children.
- Vary activities and keep a brisk pace.
- Use a 'speaking' object to pass around the circle, allowing each participant the opportunity to put forward their views.
- Establish that all participants have the right to remain silent if they choose, but must say 'pass' on their turn to speak. At the end of the round the person who started will ask those who elected to pass if they now wish to make a contribution.
- The ideal of confidentiality should be promoted, while accepting realistic constraints. It is a good idea to set up Bubble Time (one-to-one listening) and Think Books (non-verbal listening) so that if children have anything they would like to discuss further with you, that they consider too personal or controversial, they have a vehicle for doing so in private.
- Participants may nominate themselves for help with a problem, but no one can choose another person to focus on.
- Evaluate circle time sessions with the children and your support staff regularly.
- Make sure any injustices are followed up. Circle time should not exist in isolation, but provide a vehicle to address problems and find acceptable solutions.
- Always end on a positive note.

Ground rules for circle time sessions

Participants must:

- signal if they wish to speak, or if using a speaking object only speak when they are holding it (the facilitator may interrupt by touching the speaking object);
- speak positively to each other – no put-downs;
- listen when someone else is talking;
- not name anyone in the circle in a negative way. They must say, for example, 'someone is bullying me', 'I don't like it when people ...' rather than use a specific name.

The facilitator must:

- try not to say anything negative. If a child's behaviour is annoying, use proximity praise – praising another child in the circle for showing the desired behaviour;
- try to value all opinions equally.

Structure of circle time sessions

PREFACE – Remind children of the social, emotional and behavioural skills they will be using during circle time: looking, listening, speaking, thinking and concentrating. Draw attention to these throughout circle time using non-verbal praise, verbal praise and stickers.

MEETING UP – Involves games that promote group cohesion, mix up the group, provide a sense of fun and enjoyment, and reinforce social, emotional and behavioural skills, rules and routines.

WARMING UP – Involves a ‘round’ that gives everyone a chance to speak. A speaking object is used to focus on the speaker and a ground rule emphasises that all others must listen. Stem sentences are used to encourage participation. For younger pupils, puppets can be used to good effect.

OPENING UP – This is the heart of circle time and provides a forum in which aspects of the curriculum can be delivered using a range of approaches including for example discussion and debate, literature, drama, puppets.

During this stage pupils can help each other to tackle complex problems – generating alternative solutions and setting individual or class goals and targets.

A problem-solving open forum is scripted in the following way: ‘Is there anyone here who would like help with ...?’ The children reply with ‘I need help because I ...’. Children can say ‘I will help by ...’

School improvement issues can be discussed using a similar script. Ideas generated can be presented to school policy makers perhaps via the school council. They could be recorded, as in the example below.

This week’s circle time was about

These are the ideas we came up with:

.....

This week we are working on

.....

These ideas will go to the school council:

.....

CELEBRATING SUCCESS – Involves participants acknowledging their own and others successes. It is an opportunity to give positive feedback.

CALMING DOWN – The final stage brings a sense of closure, and bridges into the next part of the school day. It provides an opportunity for visualisation and meditation activities and quiet cohesive games.

This structure can be used to provide a coherent delivery of the classroom work described in the SEAL materials.

The whole-school model

Circle time is likely to be most effective when embedded within a whole-school approach, such as the Whole School Quality Circle Time model developed by Jenny Mosley. This describes a democratic and practical school management system which addresses social, emotional and behavioural issues through a systemic approach. Its features reflect closely the philosophy, guidance and practice embodied in the SEAL curriculum resource.

This model helps schools create the ethos advocated in the resource, by supporting them to create an environment in which social, emotional and behavioural skills can be developed.

The model is designed to build a sense of school community. It advocates the setting up of circles for all groups involved in the school, linked to each other by representatives. Such representatives from the individual circles can take school improvement issues to the regular ‘policy maker’ meetings. Thus the whole school becomes a ‘listening school’ in which all can influence the school via a transparent democratic process.

Essential features of the Whole School Quality Circle Time Model include:

- the setting up of listening systems for all pupils and all members of the school community – i.e. one-to-one, group and non-verbal listening;
- a focus on the emotional health and well-being of staff. All staff need to be able to model the personal qualities and behaviours they expect from pupils;
- a very visible moral values system – the Golden Rules – these are ‘being’ rules which apply in all parts of the school. They come from the children’s own ideas, are displayed everywhere and provide a clear statement of the school’s code of practice. Examples might be:

We are gentle

We do not hurt anybody

We are kind

We do not hurt people’s feelings

We work hard

We do not waste our or other people’s time

We look after property

We do not waste or damage things

We listen to people

We do not interrupt

We are honest

We do not cover up the truth

- clear safety routines – ‘doing’ rules;
- a highly motivational system of rewards and sanctions.

All adults and children share the rules, routines, rewards and sanctions. They provide a secure framework for positive behaviour reinforcement. Everyone speaks the same language; everyone can catch pupils behaving well. They can say precisely what pupils are getting right precisely when they get it right. Pupils are then able to recognise, believe, and internalise positive messages about themselves and their peers.

We are grateful to Jenny Mosley for providing this summary.

Appendix 6: Communities of enquiry

An enquiry-based approach to social and emotional aspects of learning

Communities of enquiry are core to an approach known as Philosophy for Children (P4C). Conceived as a 'thinking skills' programme in the USA over thirty years ago, P4C quickly came to be seen as conducive to affective as well as cognitive development. This can be attributed to the dialogical nature of the community of enquiry – the oral sharing of feelings, experiences, perspectives and ideas.

A standard hour-long P4C session starts with a preparatory activity, designed to build a sense of community as well as readiness to enquire. A well-chosen story or picture will then be used to stimulate children's curiosity, followed by a series of steps that encourage enquiry, reasoning and evaluation skills – three of the five basic aspects of learning written into the National Curriculum and the Primary National Strategy's *Excellence and enjoyment: learning and teaching in the primary years* materials.

The other cognitive aspects of learning skills – information-processing and creative thinking – come into play once a starter question is chosen and an 'enquiry' gets going.

The nature of philosophical questions – about meanings, beliefs and values – invites serious reflection and respectful listening, but the trained teacher/facilitator plays a vital role in helping the community build new ways of understanding the world and each other. He or she will aim to keep the enquiry balanced between the 4 C's of P4C: Critical, Creative, Collaborative and Caring thinking.

An example of a community of enquiry

Communities of enquiry vary in organisation but this is one example of an enquiry observed in a mixed Year 3 and 4 class:

A stimulus

The teacher read the story *Lion, Mouse and Human* from the *Good to be me* SEAL theme.

Identifying a question

The children needed only a quick reminder of their first task – to discuss the story in fours and to come up with a question that could be used for the community of enquiry that was to follow. With the help of the teacher the children recorded their questions on the interactive whiteboard.

Once the children's questions were recorded, the class voted on which one they wanted to discuss most. The children voted to choose the question. They chose the question 'Why didn't the monster share in the first place?'

The community of enquiry

A little time was spent thinking about the question and exploring the important parts before the children who had thought of the question shared their ideas and then the other children volunteered to explain whether they agreed or disagreed or wanted to add a new idea.

The enquiry continued for about half an hour. The teacher's role was to ensure that everyone had their say and to question the participants, seeking clarification or encouraging them to extend their thinking. Questions used included the following:

- Why do you think this?
- What evidence do you have?
- What would happen if ...?
- Is this always the case?
- Can you give me an example?

Examples of the children's thinking included:

- The sun must have been powerful because it made the monster share.
- It was sort of the human as well that kind of helped the sun.
- It was the human. It doesn't want to hurt the monster.
- It (the monster) changed on the inside ... when the human helped him to be nice.
- People do behave like that.

Plenary

By the end of the session there were still many children with their hands up waiting to contribute so the class teacher suggested going round the circle to give everyone a chance to express their final thoughts and say what they had learnt from the enquiry. Examples of their contributions were:

- The monster didn't share to start with because she didn't understand how to share.
- I learned that if someone is horrible to you don't be horrible back, just say how it feels and try to be nice to them.
- You must share.
- Quite a lot of stories go from sad to good.
- I learned not to get in fights.

Connection with the five social and emotional aspects of learning

Perhaps it should be no surprise that an approach to learning – and life – rooted in the humanistic discipline of philosophy provides a sound basis for work on social, emotional and behavioural skills. The ancient Greek ideal, *'Know thyself'*, is still very much a working goal of P4C, and sits comfortably within the domain of **self-awareness**.

Observation that children learn to recognise and **manage** their own and others' feelings through philosophical enquiry is now commonplace among P4C teachers. One teacher who has been involved in a two year P4C project, summed up: *'For me, Philosophy for Children has been an amazing way of unlocking individual children's thought processes, emotions and imaginations, and giving me a far greater insight into the way they feel about themselves and their relationships with other people in their lives.'*

Clearly, children develop **empathy** and **social skills** in the community of enquiry. In the above enquiry the children demonstrated excellent listening and a high level of awareness of the needs of others. They demonstrated respect even though they expressed disagreement. This soon spreads beyond the classroom. Another teacher involved in a P4C project reported: *'Within a few months the group's ability to listen and respond appropriately improved almost beyond belief. The children were able to challenge and question each other's ideas in an assertive and non-aggressive way. They showed respect for each other as contributors. There was a more cooperative feel to the class and empathy was regularly displayed both in the classroom and the playground.'*

Finally, P4C has a consistent and positive effect on the **motivation** of most children to collaborate and learn. This may be due to a number of features, not least that children's own questions and contributions are made central to the process. But it is also undoubtedly to do with their changing perceptions of themselves, of their peers and of their teachers. The teachers are seen no longer as the *'sages on the stage, but the guides on the side'*. Their peers are seen as having interestingly different things to say, yet also having fundamental things in common. And their own sense of self as autonomous agents is steadily improved, as they find they are encouraged to **'think for themselves through thinking with others'**.

Whole-school effect

P4C has an effect on the whole school through the changing and positive relationships it fosters. As one headteacher notes, *'Emotional literacy has come a long way through Philosophy for Children because the teachers now know that it's OK to talk with the children.'* It seems such a small thing to improve the quality of dialogue in schools. But actually it is a big challenge, because learning to say better what you mean is a lifetime's project, and listening to others requires a steady effort of interpretation as well as commitment. These are precisely the qualities of speaking and listening that philosophical enquiry bring, and more than a few staff rooms have been transformed by this approach – as well as school councils.

Getting the approach right from the start naturally requires commitment in itself. This is not a commitment to vast resources – only a few extra books might be needed. It is, however, a commitment to whole staff training over a minimum of two days, and ideally for at least two members of staff to proceed to level 2 training, which lasts 4 days. The national validator of such training is the charity, SAPERE, based at Westminster Institute, Oxford Brookes University. Full details can be found on www.sapere.net or by phoning the SAPERE office on 01865 488 340.

We are grateful to Roger Sutcliffe of SAPERE for providing this summary.

Appendix 7: Cultural differences in the experience and expression of emotion

Many researchers have argued that the experience and expression of at least some basic emotions are universal across cultures. However, there is also good evidence that children's and adults' emotional responses to situations often vary across cultures. These differences relate to distinct sets of sociocultural norms and values within the different cultures. A number of key research findings regarding these differences are reviewed below.

1. Do not assume that recognition of emotional expressions will be the same across all cultural groups.

Being able to recognise other people's emotional expressions is an important part of successful social interaction. Ekman's seminal work (e.g. Ekman et al., 1969) showed that facial expressions of six emotions – anger, sadness, happiness, disgust, fear, and surprise – could be reliably identified by people from around the world, including pre-literate societies in New Guinea. However, a number of research investigations have highlighted cultural variation. Izard's (1971) large-scale study showed that while American and European samples recognised the target emotions in 75–83% of the Caucasian American faces, the Japanese samples identified 65%, and Africans identified only 50% of the emotions.

In fact, there is direct evidence suggesting that familiarity with a given culture is related to greater accuracy in recognising emotions expressed by people of that culture. Elfenbein and Ambady (2002) used a range of studies to show that people's emotion recognition is more accurate when the emotional stimuli (e.g. facial photographs) are expressed by members of the same cultural group. Furthermore, their work in 2003 showed that the length of time people from minority ethnic groups have been in the host country is associated positively with recognition of host country faces and negatively with recognition of country-of-origin faces. For example, Chinese students whose families had been in America for two or more generations were better at recognising US faces and poorer at recognising Chinese faces, in comparison with Chinese students whose families had been in America for only a short time. Similarly, Ducci et al. (1982) showed that Ethiopian students who had been exposed to western influences recognised emotion in western faces better than Ethiopians from an isolated rural area, while both groups were poorer than western participants in other studies.

To summarise, greater familiarity with a culture is associated with better recognition of emotions expressed by members of that culture. This has implications for children's interactions with peers and adults from different cultural groups.

2. Be aware that people from different cultures may experience different emotional responses to situations.

Although people of different cultures can sometimes agree on the types of situations that lead to emotions like happiness, sadness and fear, there are also culture-specific links between situations and emotion. This is principally because our emotional reactions depend on highly subjective interpretations of events, which themselves may reflect particular sociocultural norms and circumstances.

Kitayama and Markus (e.g. 1994) have conducted extensive work showing that people in some cultures – most North Americans and central and northern Europeans – view themselves primarily in terms of internal attributes (e.g. personality traits, individual rights, personal values), while people in other cultures – much of Asia, and parts of South America and Africa – view themselves primarily in terms of relationships with others. This fundamental distinction has important implications for how adults and children in different cultures experience and think about emotions. In the latter ‘collectivist’ cultures, emotional responses will depend on what happens to social relationships and group harmony rather than on individual characteristics and rights.

For example, Markus and Kitayama (1991) showed that anger is a much more undesirable emotional experience in collectivist cultures that emphasise social hierarchy and status, because anger disrupts harmonious group relations. Indeed, Americans identify anger as occurring within the context of social relationships far more than do Japanese people (Scherer et al., 1988). In contrast, social emotions like shame have particular significance in collectivist cultures, because they are based on concerns about how you and your family or social group are seen by others.

In fact, probably the largest variations in how cultural groups interpret situations stem from differences in judgements of immorality – which of course have implications for ‘moral emotions’ such as guilt and shame. Miller and Bersoff (1992) showed that Indian children and adults appeared to view breaking social obligations (e.g. failing to deliver wedding rings to a best friend’s wedding) as moral breaches, much more so than Americans. Thus, in conflicts that pitted interpersonal violations (e.g. not turning up at a best friend’s wedding) against ‘justice’ violations (e.g. stealing a train ticket to get to the wedding), Indians chose to fulfil their interpersonal responsibilities 84% of the time, in contrast to 39% for the Americans. Miller and Bersoff conclude, ‘The present results suggests that Indians possess a... moral code in which interpersonal obligations... may be accorded moral precedence over justice obligations’ (p. 551).

Other evidence confirms that cultural groups vary in the types of events that are commonly linked to ‘moral’ emotions such as shame or guilt. In one large-scale study of people from 37 countries (Scherer, 1997), there was a particularly strong tendency within African samples to see negative emotions as arising from events judged as immoral. This may be linked to lower levels of urbanisation and/or education. Haidt et al. (1993) told US and Brazilian adults and children stories about harmless but disgusting or disrespectful actions (e.g. cleaning a bathroom with a national flag). Well-educated people from high socioeconomic status groups in

both cultures tended to view these kinds of actions as matters of personal preference and permissible as long as no one is harmed, while people from low socioeconomic status groups tended to moralise the issues.

To summarise, people from individualist and collectivist cultures may often differ in their emotional responses to situations. In particular, feelings of guilt and shame depend largely on judgements of immorality, which vary greatly between cultural groups.

3. Be aware that cultural groups often have different norms concerning displays of emotions.

An often-cited research finding reported by Friesen (1972) concerns cross-cultural differences in how people control their facial expressions. Japanese and American participants watching stress-inducing (bodily mutilation) films showed similar negative expressions when alone, but the Japanese participants were much more likely to mask their negative emotions with smiles when a scientist was present in the room. In fact, extensive research shows that people from different cultures have different cultural norms regarding what emotional expressions are acceptable.

As noted above, negative emotions like anger may be seen as particularly undesirable in collectivist cultures emphasising group harmony, and there are often strict social rules regarding the display of negative emotions, particularly to adults. In one study comparing Indian and English children's understanding of emotional displays, Indian girls were more likely than English girls to distinguish between real and displayed emotion – especially regarding situations where a child may conceal negative emotion from an adult – and to refer to social rules in their explanations. Joshi and MacLean (1994) relate their findings to differences in the socialisation experiences within different cultures, citing a general tendency for more respect to elders and social obligations in India, and a greater emphasis within India on 'deference and decorum in the socialization of girls than of boys' (p. 1379).

In another study, Japanese and American children responded to a variety of challenging situations (e.g. having your tower of blocks knocked down, being hit, hearing parents argue) and interpersonal dilemmas involving conflict (e.g. two children arguing and shoving each other). Japanese children were less likely than American children to report anger in the challenging situations, and were less likely to generate aggressive and angry behavioural solutions to the conflict situations. There seemed to be a clear tendency for greater regulation of negative emotions among the Japanese sample, and the researchers suggested that the 'Japanese children appear to have strongly internalised sanctions regarding issues of bringing harm to others' (Zahn-Waxler et al., 1996, p. 2473).

There are also important cultural differences in how children are expected to control their displays of positive emotions. We all want children in our schools to 'feel good' about themselves, but some cultural groups have strong modesty norms that inhibit expressions of pride and other positive emotions following a success. Lee et al. (2001) compared Chinese, Taiwanese and Canadian children's judgements about lying and truth-telling regarding one's good and bad deeds. Among the Chinese and Taiwanese children, as they get older, lying about one's own good deeds is seen as increasingly positive, while taking the credit for one's prosocial

actions is seen as increasingly negative. This pattern was not evident among the Canadian children. Lee et al. explain this cultural difference in terms of a greater pressure towards modesty and self-effacement in traditional Chinese culture. Similarly, another study showed that Indian minority children in Canada were more likely than white Canadian children to explain success in terms of luck and failure in terms of ability (Fry and Ghosh, 1980). Finally, it is worth noting that although most primary school children become increasingly aware that 'showing off' can lead to negative social evaluation (Banerjee, 2000), expressions of pride regarding one's academic achievements may be particularly undesirable in the course of peer interactions within some communities.

To summarise, there are important cultural differences in norms for the expression of both negative and positive emotions. People from some cultures are much more likely than others to avoid displays of negative emotions like anger and distress, and to avoid 'immodest' displays of pride following personal success. These differences should be considered when planning activities that involve group discussion of personal feelings.

We are grateful to Dr Robin Banerjee, University of Sussex, for providing this summary.

Appendix 8: Monitoring and evaluating impact

Schools may want to use both quantitative and qualitative tools to evaluate the impact of their work on the social and emotional aspects of learning. Some suggested tools are given below.

Impact measure	Tools
Changes in children's assessed social and emotional aspects of learning	Emotional Literacy: Assessment and Intervention , ed. Adrian Faupel, NFER-Nelson, 2003.
Progress over time in children's PSHE and citizenship achievement, as assessed using end of key stage statements	PSHE and citizenship statements provided by the QCA (www.qca.org.uk/pshe).
Changes in children's behaviour and attendance, and the standards they achieve in their learning	<p>A reduction in numbers of</p> <ul style="list-style-type: none"> • school-defined behaviour 'incidents' • children experiencing more than one fixed term exclusion • lunchtime exclusions • bullying incidents • racist incidents <p>Authorised, unauthorised and total absence</p> <p>Standards achieved in the core subjects</p>
Changes at whole-school level, as perceived by children, parents and carers, and staff	<ul style="list-style-type: none"> • The Primary National Strategy <i>School self-evaluation: behaviour and attendance Primary electronic audit</i>, available on the web at www.standards.dfes.gov.primary/publications/banda/eaudit, and as a CD-ROM (DfES 0323-2004 CDI AR). This tool provides surveys, checklists and observation proformas to evaluate the school's ethos and climate, for example in relation to emotional health and well-being and bullying. It collates and interprets the information that is input, providing useful graphical print-outs. • The National Healthy School Standard encourages schools to audit emotional health and well-being and offers a range of starting points for doing so. The publication <i>Promoting Emotional Health and Well-Being through the National Healthy School Standard</i> (DfES and DoH, 2004) has a comprehensive index of resources including auditing tools.

Appendix 9: Useful organisations, resources and sources of support

We are grateful to *Antidote* for their help in preparing this directory .

Professional development and audit materials for schools from the Primary National Strategy

Excellence and Enjoyment: learning and teaching in the primary years (DfES 0518-2004 G)

CPD materials for schools that include video and case study examples of schools' work on the social and emotional aspects of learning

School self-evaluation: behaviour and attendance Primary electronic audit (DfES 0323-2004 CDI AR)

Offers schools tools to help them self-evaluate, identify good practice and areas requiring support, then develop an action plan. Includes tools to audit emotional health and well-being and bullying through surveys for children, parents/carers and staff.

Materials for school-based CPD, available from www.standards.dfes.gov.uk/primary

A series of professional development modules which include *Relationships*, *The importance of emotions in the classroom*, *Understanding behaviour*, *Classroom communication*, *Working with individuals*, *Working with parents and carers*

Organisations which provide SEAL-relevant training and consultancy

Antidote

3rd Floor, Cityside House
40 Adler Street
Aldgate East, London
E1 1EE
T: 010 7247 3355
F: 020 7247 7992
E: emotional.literacy@antidote.org.uk
W: www.antidote.org.uk

Antidote offers training and consultancy on strategies for embedding emotional literacy across every layer of the school so as to enhance learning, behaviour and well-being. Services include the on-line School Emotional Environment for Learning Survey (SEELS). The organisation's work is based on a three-year research project involving primaries and secondaries in the London Borough of Newham.

The Discovery Project

Atma House
16 Villiers Road,
Southsea, Hants.
PO5 2HQ
T: 02392 386663
E: david@discovery-project.com
W: www.discovery-project.com

Discovery offers a series of programmes designed to provide practical tools for enhancing emotional literacy in the staff-room. These are based on three years of work with schools on the Paulsgrove Estate in Portsmouth.

Ei (UK) Limited

4 Doolittle Mill
Amphill
Bedfordshire
MK45 2ND
T: 01525 840090
F: 01525 840092
E: info@eiworld.org
W: www.eiworld.org

Ei (UK) provides coaching, training, teacher EQ assessment, child EQ assessment and research in the field of emotional intelligence. Their mission is to bring an understanding of emotional intelligence into home and work communities.

Family Links

Peterley House
Peterley Road
Horspath Industrial Estate
Cowley
Oxford
OX4 2TZ
Tel. 01865 401800
Fax. 01865 401820
E: info@familylinks.org.uk
W: www.familylinks.org.uk

Family Links' *Nurturing Programme* provides a whole-school approach that includes all children and school staff. There is a matching programme on offer to all parents. The underlying philosophy is that one needs to be emotionally literate and healthy in order to reach one's full potential socially, academically and in relationships.

National Children's Bureau

8 Wakley Street
 London
 EC1V 7QE
 T: 020 7843 6000
 F: 020 7278 9512
 W: www.ncb.org.uk

Provides a range of training that is relevant to teachers and managers seeking to create an emotional environment that promotes SEAL.

National Pyramid Trust

84 Uxbridge Road
 London
 W13 8RA
 T: 020 8579 5108
 F: 020 8579 5108
 E: enquiries@nptrust.org.uk
 W: www.nptrust.org.uk

NPT is developing an accredited CACHE level 3 Certificate in Promoting Children's Social and Emotional Development, which will be available through FE colleges.

Osiris Educational

63 Stixwould Road
 Woodhall Spa
 Lincoln
 LN10 6QG
 T: 01526 353678
 F: 01526 353063
 E: osiris@osiriseducational.co.uk
 W: www.osiriseducational.co.uk

Osiris offers training courses and consultancy relating to the application of emotional intelligence in schools. These are aimed at leaders, policy-makers and classroom practitioners.

Pacific Institute

Kensington Church Street
 London
 W8 7LP
 T: 020 7727 9837
 F: 020 7792 0468
 E: enquiries@www.pacificinstitute.co.uk
 W: www.pacificinstitute.co.uk

The Pacific Institute runs programmes aimed at enabling individuals to achieve their potential by teaching them to understand what drives them and what holds them back. Its Investment in Excellence Programme (IiE) has been used by several local education authorities.

Richmond upon Thames College

Egerton Road
Twickenham,
Middlesex
TW2 7SJ
T: 020 8607 8305/8314
F: 020 8744 9738
E: courses@richmond-utcoll.ac.uk
W: www.richmond-utcoll.ac.uk

School of Emotional Literacy

Buckholdt House
The Street
Frampton-on- Severn
Gloucestershire
GL2 7ED
T: 01452 741 106
F: 01452 741 520
E: info@schoolofemotional-literacy.com
W: www.schoolofemotional-literacy.com

Sowelu Associates

1 Gould Road
Salcombe
Devon
TQ8 8DU
T: 01548 843 992
F: 01548 843 992
E: julia@soweluassociates.co.uk
lynne@soweluassociates.co.uk
W: www.soweluassociates.co.uk
W: www.enable-online.com

University of Southampton

Health Education Unit
Research and Graduate School of Education
Southampton
SO17 1BJ
E: a.faupel@southampton.gov.uk
W: skw@soton.ac.uk

The College provides a series of courses around emotional literacy that are aimed at anyone who would like to learn more about how the concept can be applied in their work. The leadership courses are designed for anyone involved in facilitating process groups for adults or young people.

The school provides consultancy and training for a certificate in emotional literacy development that equips professionals to pass on to children and young people the lifeskills, attitudes, habits and values associated with emotional literacy. There is a strong emphasis on participants developing their own emotional literacy. The school also offers CPD workshops, a certificate for parents and orientation training for managers. Audit and self-assessment tools for assessing emotional literacy at the level of the pupil, adult, class and whole organisation are also available.

Julia Bird and Lynne Gerlach of Sowelu integrate brain research, child development, psychology, learning theory and school effectiveness experience to offer consultancy and training on all aspects of emotional development, emotional resilience and the development of emotionally competent schools. This includes the ENABLE approach.

The School offers a Masters level course for teachers interested in developing emotional literacy in their schools. This is jointly tutored by Adrian Faupel, editor of *Emotional Literacy: Assessment and Intervention*, and Katherine Weare, author of *Developing the Emotionally Literate School*.

Organisations promoting or offering training in circle time

Jenny Mosley Consultancies/ Positive Press Ltd

28a Gloucester Road
Trowbridge
Wiltshire BA14 0AA
T: 01225 719204
F: 01225 755631
E: circletime@jennymosley.demon.co.uk
W: www.circle-time.co.uk

The Whole School Quality Circle Time Model introduces the school community to a range of approaches designed to encourage emotional and physical safety, consistency, motivation, positive relationships and openness. It works through a forum which has, at its heart, a commitment to building children's self-worth and helping them to care more about the feelings of those around them.

Lucky Duck Publishing Sage Publications and Paul Chapman Publishing

Solar House,
Station Road,
Kingswood
Bristol
BS15 4PH
T: 0117 947 5150
F: 0117 947 5152
E: publishing@luckyduck.co.uk
W: www.luckyduck.co.uk

Lucky Duck provides training on circle time, emphasising that it is not a behaviour management intervention but rather a way of teaching morality, tolerance, values and ethics. Lucky Duck also see circle time as the foundation for many other taught skills: peer mediation, problem solving, anger management and conflict resolution.

The Circle Works

6 Temple Yard
Temple Street
Bethnal Green
London
E2 6QD
T: 020 7729 9671
E: geoffrey@thecircleworks.org.uk

The Circle Works has developed its own approach to the classroom circle based on several years of reflective practice alongside teachers and their classes. The organisation offers children and adults opportunities for reflective dialogue – the sharing of experience, the exchange of views, the exploration of similarity and difference, and the imagining of new possibilities – and seeks to understand the nature of the space that helps such dialogue to happen.

Organisations promoting, or offering training in, peer support, mediation and restorative justice

Catalyst Conflict and Change

4 Severn Quay
Bewdley
Worcestershire
DY12 2DQ
T: 01299 400771
E: enquiries@catalystconflictandchange.org
W: www.catalystconflictandchange.org

Catalyst specialises in peer mediation techniques to educate young people from 3–16 in effective communication, co-operation and self-esteem building skills.

Childline in Partnership with Schools (CHIPS)

ChildLine
45 Folgate Street
London
E1 6GL
T: 020 7650 3230
F: 020 7650 3201
E: hqchips@childline.org.uk
W: www.childline.org.uk

CHIPS provides schools with information about issues that affect young people; resources such as leaflets and factsheets, as well as workshops on bullying and how to set up peer support schemes. The organisation also trains students to be peer supporters.

Conflict and Change

2a Streatfield Avenue
East Ham
London
E6 2LA
T: 020 8552 2050
F: 020 8470 5505
E: info@conflictandchange.co.uk
W: www.conflictandchange.co.uk

C&C has pioneered mediation and conflict resolution in the UK, initially through work in local communities, more recently in schools as well. The organisation helps schools to develop a clear and consistent approach to the difficulties experienced by staff and students as part of a behaviour policy. This includes the development of anti-bullying strategies and a supportive pastoral system.

Leap Confronting Conflict

8 Lennox Road
Finsbury Park
London
N4 3NW
T: 020 7272 5630
F: 020 7272 8405
E: info@leaplinx.com
W: www.leaplinx.com

Leap provides opportunities for young people to explore creative approaches to conflicts in their lives, finding causes and new solutions for themselves. Projects include: Quarrel Shop; Young Mediators' Network; Gangs and Territorialism; Leadership with Young Offenders; and Conflict in Schools. Leap also run training courses for adults who work with young people and produce a number of publications and resources.

Mediation UK

Alexander House
Telephone Avenue
Bristol
BS1 4BS
T: 0117 904 6661
F: 0117 904 3331
E: enquiry@mediationuk.org.uk
W: www.mediationuk.org.uk

The Peer Support Forum

National Children's Bureau
8 Wakley Street
London
EC1V 7QE
T: 020 7843 6000
F: 020 7278 9512
E: peersupportforum@ncb.org.uk
W: www.ncb.org.uk/psf

Peer Support Works

11 Brunswick Terrace
Stafford
ST16 1BB
T: 01785 613585/07967 332741
F: 0870 13326238
E: info@peersupportworks.com
W: www.peersupportworks.com

Transforming Conflict

Mortimer Hill
Mortimer
Berks
RG7 3PW
T: 0118 933 1520
F: 0118-933 2733
E: Belinda@transformingconflict.com
W: www.transformingconflict.com

Mediation UK is a national voluntary organisation dedicated to developing constructive means of resolving conflicts in communities. School trainers around the country work with primary schools to train adults and pupils in how to sort out disputes in the quickest, most creative way.

The aim of the PSF is to promote peer support as a process of enhancing and developing the social and emotional well-being of children and young people in schools and other settings. Its objectives are to:

1. form a national network of practitioners in the field of peer support;
2. share and encourage good practice;
3. promote the importance of peer support among funding agencies, government and wider communities;
4. identify channels of accreditation for training of students and adults.

Provides peer-support and other customised services for schools and other educational institutions, where people of all ages are trained in anti-bullying, peer support, mediation, assertiveness and other issues.

Transforming Conflict offers training and consultancy to those wanting to develop restorative practices in educational settings. Restorative justice is a process that shifts the focus from managing behaviour to focusing on the building, nurturing and repairing of relationships, and on the responsibility that everyone plays in this task.

UK Observatory for the Promotion of Non-Violence

Duke of Kent Building
University of Surrey
Guildford
Surrey
GU2 7TE

T: 01483 689726

E: Helen@ukobservatory.com

W: www.ukobservatory.com

Offers access to a unique collection of experts in research, practice and training from a range of disciplines who are committed to addressing the issues of aggression, bullying, anti-social behaviour and violence amongst children and young people. Children and young people are centrally involved in its activities.

Organisations that provide training in community of enquiry

Centre for Thinking Skills

Brunel University
300 St. Margaret's Road
Twickenham TW1 1PT

T: 020 8891 0121

F: 020 8891 8270

E: robert.fisher@brunel.ac.uk

W: www.teachingthinking.net

The Centre offers talks, workshops, seminars, presentations and resources, for teachers and others concerned with improving the thinking, learning and creativity of children. The organisation aims to enable people to use stories for thinking and Philosophy with Children (PWC) to improve teaching, thinking and learning in school, home and the community. There is a good list of 'thinking skills' publications available on the website.

childrethinking.co.uk

Chapel Break First School
Thurlby Rd
Chapel Break
Norwich
NR5 9LU

T: 01603 749 550

E: info@childrethinking.co.uk

W: www.childrethinking.co.uk

Childrethinking was set up by practising teachers to co-ordinate a range of courses in the area of Philosophy with Children (PWC). It also provides mentoring and support for teachers as well as students.

Dialogue WORKS

The Old School Business Centre
Newport
Pembrokeshire
Wales
SA42 0TS

T: 01239 820440

E: enquiries@dialogueworks.co.uk

W: www.dialogueworks.co.uk

Dialogue Works brings together leading trainers in critical thinking and creative dialogue to run conferences and trainings for teachers or students. Their consultants include leading Philosophy for Children (P4C) practitioners across all key stages. They also offer 'Thinking Days' in which they work with whole school or whole classes.

SAPERE (*Society for the Advancement of Philosophical Enquiry and Reflection in Education*)

Westminster Institute of Education,
Oxford Brookes University
Harcourt Hill Campus,
Oxford
OX2 9AT
T: 01865 488340
E: admin@sapere.net
W: www.sapere.net

SAPERE trains and supports teachers in developing ‘communities of philosophical enquiry’, seeing this as a way to enrich the lives of young people by enabling them to explore their diverse perspectives, values and philosophies in a caring and collaborative manner.

Programmes that develop children’s social, emotional and behavioural skills

The Behaviour Curriculum

T: 01228 606824
E: annmarie.bunting@cumbriacc.gov.uk
W: www.cumbriacc.gov.uk

The Behaviour Curriculum is a manual to help primary schools develop effective approaches to promoting social competence and emotional resilience. It provides a range of staff development activities as well as some guidance and background reading.

Dina Dinosaur’s Social Skills and Problem Solving : The Incredible Years

Carolyn Webster-Stratton, MSN, MPH, PhD
1411 Eighth Avenue West, Seattle Area:
206 -285-7565 (toll free: 888-506-3562)
[www. Incredibleyears.com](http://www.Incredibleyears.com)

A structured scheme for small group and whole class activities in the classroom which focuses on ‘Planning, Presenting, Practising and Promoting’.

The Nurturing Programme

See **Family Links** under *Organisations which provide SEAL-related training or consultancy*

A ten-week course offering a whole-school approach that promotes well-being in staff and pupils, a PSHE programme based on circle time, and a programme for parents.

PATHS (Promoting Alternative Thinking Strategies)

See **Center for the Study and Prevention of Violence** under *Websites for US organisations*

A programme to help children in primary schools up to year 5 in developing improved recognition of emotions, capacity for self-control and conflict resolution skills.

Second Step

See **Committee for Children** under *Websites for US organisations*

A curriculum designed to teach empathy, impulse control and anger management to primary and early secondary pupils.

Zippy's Friends**Partnership with Children**

26-27 Market Place

Kingston upon Thames

Surrey

KT1 1JH

T: 020 8974 6004

F: 020 8974 6600

E: info@partnershipforchildren.org.ukW: www.partnershipforchildren.org.uk

A school-based programme for six-year-olds, it teaches children how to cope with everyday difficulties, to identify and talk about their feelings and to explore ways of dealing with them. It also encourages them to help each other deal with problems.

Children's BBC have produced a series of six 10-minute programmes for KS2 children titled *Emotional literacy – social, emotional and behavioural skills*. The programmes are accompanied by teachers' notes and follow-up ideas. The series has been developed to be consistent with and link directly to the DfES SEAL curriculum resource. The six programmes focus on:

Coping with anger

Managing conflict

Working together skills

The ups and downs of friendship and the importance of belonging (a drama: '2 Tough Crew')

Stereotyping and expectations (a drama: 'Good to be bad, Hard to be good')

Being left out (a drama: 'Fool and the Gang')

To order these materials telephone 0870 830 8000, write to BBC Children's Learning, P.O. Box 234, Wetherby, West Yorkshire LS23 7EU or order online at www.bbc.schoolshop.com.

Organisations that promote social, emotional and behavioural skills through drama and play

Equal Voice (Pop-up Theatre)

27a Brewery Road

London

N7 9PU

T: 020 7609 3339

F: 020 7609 2284

E: admin@equalvoice.netW: www.equalvoice.netW: www.pop-up.net

Pop-Up Theatre's *Equal Voice* programme is a collection of drama techniques that teachers can use to address situations of conflict. Its aim is to improve children's ability to be emotionally articulate, by giving them a voice and encouraging them to take responsibility for their own behaviour. Equal Voice offers packages on challenging behaviour, supporting pupils at risk, peer mediation and transition support.

Indigo Brave

Sycamore Millenium Centre
31 Hungerhill Road
Nottingham
T: 0115 9112171
E: indigobrave@breathemail.net
W: www.indigobrave.com

Indigo Brave works through drama, circle activities, discussion, self-esteem exercises and metaphor to create a learning environment that is supportive and non-shaming.

Lapidus

BM Lapidus,
London
WC1N 3XX
E: info@lapidus.org.uk
W: www.lapidus.org.uk

Lapidus is a membership organisation which promotes the use of the literary arts for personal development. It works in partnership with health authorities, libraries, formal and informal education as well as voluntary services.

Learning Through Action

Fair Cross
Stratfield Saye
Nr. Reading RG7 2BT
T: 0870 770 7985
F: 0870 770 7987
E: centre@learning-through-action.org.uk
W: www.learning-through-action.org.uk

LTA uses structured role play and associated techniques to work with schools on challenging preconceptions, stimulating thinking and promoting a new approach to personal decision-making. In this way, it aims to help overcome the causes of alienation and under-performance.

Theatr Fforwm Cymru

Goodwick Community Centre
New Hill
Goodwick
Pemb
SA64 ODR
T: 01348 873805
F: 01348 873805
E: info@theatrfforwmcymru.org.uk
W: www.theatrfforwmcymru.org.uk

Theatr Fforwm uses a mixture of forum theatre, circle-time, open-space technology, active listening skills and other related techniques to help school and community groups understand their relationships to themselves, others and the wider world.

Up Front Theatre

2a Bishopdale Road
Lancaster
Lancashire
LA1 5NF
T: 01524 849756
E: ceri&chris@upfronttheatre.freeserve.co.uk

Up Front Theatre provides theatre arts and education through performances, participatory workshops and projects, and training using theatre, performance and media arts.

Organisations interested in the link between social, emotional and behavioural skills and learning

Campaign for Learning

19 Buckingham Street
London WC2N 6EF
T: 020 7930 1111
F: 020 7930 1551
E: info@campaign-for-learning.org.uk
W: www.campaign-for-learning.org.uk

The Campaign works to create an appetite for learning in every individual, and to foster a learning society. Their vision is of an inclusive society in which learning is valued, understood, enjoyed, wanted and widely available to everyone. The Campaign co-ordinates research and information resources for the promotion of learning, and seeks to become a centre of influence by creating innovative opportunities for learning.

Re: membering Education

66 Beaconsfield Villas
Brighton
BN1 6HE
T: 01273 239311
F: 01273 239311
E: remember@mcm.com
W: www.remember.mcm.com

Re: membering Education believes that at the heart of education is how we help young people make connections between their own experience and the curriculum. The organisation offers strategic advice and guidance in the shaping, implementation and review of policy.

SEAL – Society for Effective Affective Learning

37 Park Hall Road
East Finchley
London
N2 9PT
T: 020 8365 3869
F: 020 8444 0339
E: seal@seal.org.uk
W: www.seal.org.uk

SEAL's mission is to promote learning approaches which embrace body, emotions, mind and spirit so as to enable people to develop their full potential. Activities include: international conferences, information and materials, journals and newsletters, workshops and seminars.

Specialist distributors of SEAL-relevant books and resources

BS Bookstall Forum

4a Ashbourne Road
Derby
DE22 3AA
T: 01332 368039
F: 01332 368079
E: enq@bookstallforum.co.uk
W: www.bookstallforum.co.uk

Bookstall Forum is a specialist mail order supplier of books on Community of Enquiry, PSHE, child protection, social work, counselling and therapy, and working with children and young people. They can supply books from the UK, USA and Australia.

Development Education Resources

c/o MMU
801 Wilmslow Road
Didsbury
Manchester
M20 2QR
T: 0161 445 2495
F: 0161 445 2360
E: depman@gn.apc.org
W: www.dep.org.uk/resources

DER stocks a wide range of resources which can be used to introduce the global dimension to many areas of the curriculum including, race, disability, bullying, self-esteem, citizenship, thinking skills, early years and emotional literacy.

Incentive Plus

PO Box 5220
Great Horwood
Milton Keynes
MK17 0YN
T: 01908 526120
F: 01908 526130
E: info@incentiveplus.co.uk
W: www.incentiveplus.co.uk

Incentive Plus provides resources and materials for those educating for responsible participation in society. It provides materials to tackle disaffection, promote self-esteem, develop emotional literacy and address behaviour issues.

Smallwood Publishing Ltd

The Old Bakery
 Charlton House
 Dour Street
 Dover
 Kent CT16 1ED
 T: 01304 226900 (orders)
 T: 01304 226800 (info)
 F: 01304 226700
 E: info@smallwood.co.uk
 W: www.smallwood.co.uk

Smallwood is a publisher and mail order supplier of innovative resources for mental health professionals and educators. Its subsidiary, *Being Yourself*, offers materials for direct work with children, including books, therapeutic games and therapists' puppets.

The Festival Shop

56 Poplar Rd
 Kings Heath
 Birmingham B14 7AG
 T: 0121 444 0444
 F: 0121 441 5404

The Festival Shop is a small Birmingham-based company who offer a range of multifaith and multicultural material with a strong focus on citizenship and social and emotional learning.

Words of Discovery

Unit 33, Vulcan House
 Vulcan Road
 Leicester
 LE2 1SB
 T: 0116 262 2244
 F: 0116 262 2244
 E: info@wordsofdiscovery.com
 W: www.wordsofdiscovery.com

Words of Discovery aims to provide the best possible collection of books from around the world to promote positive parenting, children's beliefs, values, self-esteem, creativity, communication, personal and social awareness.

Four Nation Websites**DfES**

www.standards.dfes.gov.uk/primary/wholeschool/banda
 W: www.dfes.gov.uk/ibis

Guidance on how to use the SEAL resource with stories of good practice and supporting resources.

Educationalists

W: www.educationalists.co.uk

This online resource provides articles, case studies, reports, features, conferences and seminars to support school-based, further, higher and lifelong learning across the UK.

The National Emotional Literacy Interest GroupW: www.nelig.com

Launched in 2000 as a website through which initiatives and good practice in emotional literacy – across the UK and beyond – could be encouraged, evaluated and disseminated.

TeachernetW: www.teachernet.gov.uk/pshe

Set up for teachers of Personal, Social and Health Education (PSHE) and Citizenship, the site supports all aspects of PSHE, including emotional health and well-being.

Transforming ConflictW: www.transformconflict.org/

An informative website which provides:

- materials and approaches to citizenship and human rights education
- support for partnership work with other schools in a cross-community, cross-border and transnational context

Websites of US organisations**CASEL (The Collaborative for Academic, Social and Emotional Learning)**W: www.casel.org

CASEL collaborates with an international network of leading researchers and practitioners in the fields of social and emotional learning, prevention, positive youth development, character education and school reform. CASEL's mission is to establish social and emotional learning (SEL) as an integral part of education from pre-school through high school.

Centre for Social and Emotional Education (CSEE)W: www.csee.net

CSEE provides parents, educators, and mental health professionals with resources, tools and educational offerings that promote social and emotional skills and knowledge in children and adolescents.

The Center for Nonviolent Communication (CNVC)W: www.cnvc.org

The CNVC is a global organization that helps people connect compassionately with themselves and one another through Nonviolent Communication (NVC), a process based on listening and empathy. The CNVC offers information on training and NVC related publications and audio-visual resources.

Center for the Study and Prevention of Violence

W: www.colorado.edu/cspv/index.html

This organisation aims to provide informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence. They have compiled *Blueprints for Violence Prevention*: a selection of programmes designed to combat violent behaviour, such as the PATHS (Promoting Alternative Thinking Strategies) Curriculum, which is specifically designed for use in schools.

Committee for Children

W: www.cfchildren.org

Committee for Children aims to promote greater understanding of the link between academic achievement and social and emotional competency. Their programmes focus on the essential competencies of empathy, impulse control, anger management, problem solving, personal safety and emergent literacy. They also conduct evaluation research, produce articles and reviews of children's literature, provide assessment tools for schools and agencies, and offer training and ongoing support to educators and parents.

Emotional Literacy Advocates

W: www.nwlink.com/~emolit/

A non-profit community service that promotes better communication by building awareness of the relationship between language and emotions through the arts.

Emotional Literacy Education and Self-Knowledge

W: www.emotionalliteracyeducation.com

A general site on all aspects of emotional literacy, self-education and how to make the world a better place.

The Incredible Years

E: Lisa@incredibleyears.com

W: www.incredibleyears.com

The Incredible Years offer research-based programmes for reducing children's aggression and behaviour problems and increasing social competence at home and at school. Programmes aimed at children, parents and teachers consist of a comprehensive set of curricula designed to promote social competence and prevent, reduce, and treat aggression and related conduct problems in young children (ages 4 to 8 years).

International Council for Self EsteemW: www.self-esteem-international.org

The purpose of the Council is to promote public and personal awareness of the benefits of a healthy sense of self-esteem and personal responsibility and to establish conditions within families, schools, businesses and governments that foster these qualities. The Council also conducts conferences and training programmes throughout the world.

Kids EQ: The Children's Emotional Literacy ProjectW: www.kidseq.com

The Children's Emotional Literacy Project is dedicated to fostering an atmosphere of safety and trust for our children. It was set up by the Foundation for the Education of Emotional Literacy (FEEL) to educate professionals and lay people about the nature of feelings as a source of human energy, information and influence.

School Emotional Health Education ProjectW: www.emotionalhonesty.com

Ronald Brill published *Emotional Honesty & Self-Acceptance: Education Strategies for Preventing Violence in 2000*, and has gone on to develop *Lizards: The Feeling Game* to help students prevent harmful acts. 'Games like this,' he says, 'help students accept both themselves and their feelings, since they de-stigmatise feeling hurt' as a result of loss, rejection, betrayal and humiliation.

Claude SteinerE: csteiner@claudesteiner.comW: www.claudesteiner.com

Provides information on the importance of emotions and the effect they have in our lives and in our personal power.

Copies of this document may be available from:

DfES Publications

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
e-mail: dfes@prolog.uk.com

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