

# Social, emotional and behavioural skills curriculum materials

‘As every teacher knows, in order to learn successfully, children must feel happy and secure within the school environment.’

Hellaby, L. *‘Walking the Talk...’* (London, Fulton 2004)



People who are anxious, angry or depressed do not take in information efficiently or deal with it well...'





# What do we want for our children?

We want children who

‘.....learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow’

Adapted from Reva Klein, *Defying Disaffection*.



# What do we want for our children?



# The aim

**A *universal* entitlement for children to take part in whole school, planned work to help them develop the social, emotional and behavioural skills they need in order to succeed**

# Social , emotional and behavioural skills - five key aspects of learning



# How

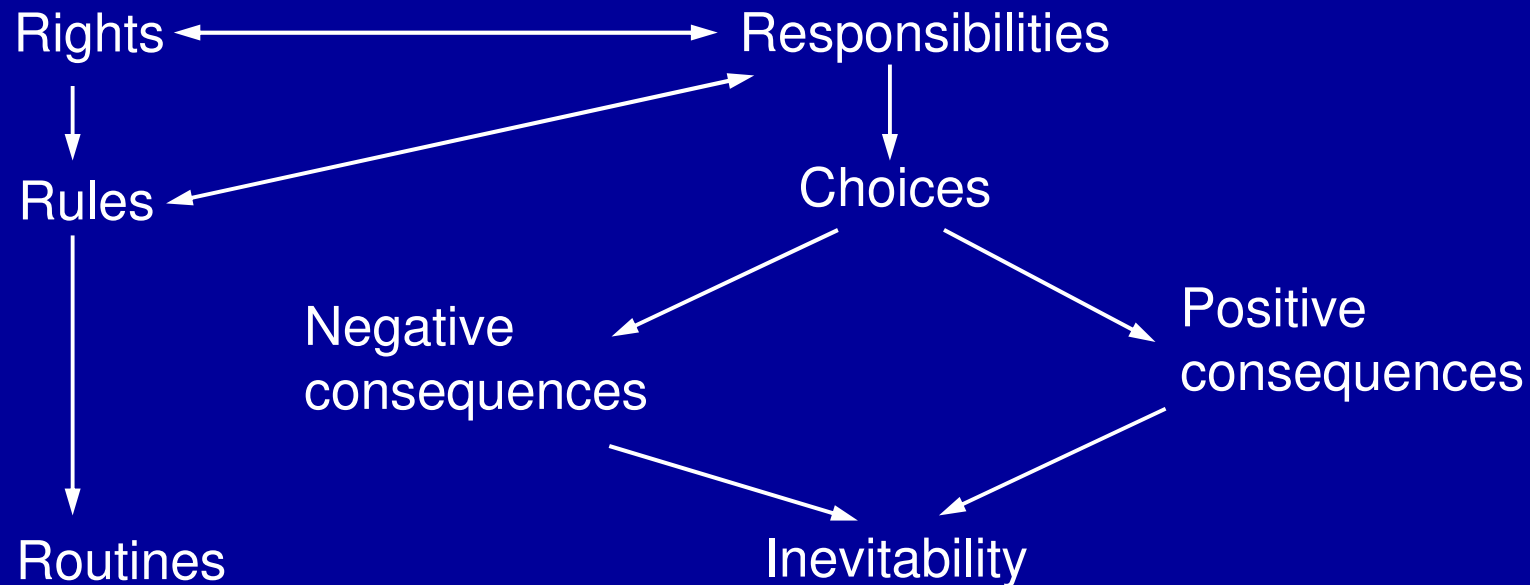
- Assemblies for each theme
- Whole school resources
- Circle games
- Whole class work
- Small group learning – challenges and other activities
- Questions for reflection and enquiry
- Cross-curricular materials



# The 5Rs

# Relationships

The 4Rs



**Relationships:**  
Theme explores feelings within the context of our important relationships.

Changing an unfair situation;

Being pleased for someone's achievements;

Telling the truth, saying sorry or making amends;

Helping someone who is feeling sad or lonely.







**Primary**  
*National Strategy*

*DfES : Improving behaviour and attendance*



Name the feeling?





- What do you think this person is feeling like?
- Have you ever felt like that?
- When have you felt like that?
- If you feel like that what might you do?
- If you are feeling like this how does your body feel like on the inside?
- What do you think a person who felt like that would do?



# Family activity 5

## Getting on and falling out



When are the times that you get along best?

Sometimes falling out is OK but sometimes it makes everyone upset. What can you do at the times you fall out?

# Strengths: Emotions and behaviour

- Introduces a shared language of emotion
- Raises awareness of difficult emotions
- Provides ways and materials to deal with this
- Vehicle to highlight and develop staff emotional literacy
- Proactive rather than reactive approach

# Strengths: Whole school

- Whole school structure to deal with concepts
- Whole school engaged at the same time
- Encourages whole school dialogue about behaviour, attitudes and choices
- Has engaged the children- they talk about it often
- Provided structure and progression in key PSHE skills

# Impact: teachers report that SEAL:

- promoted emotional well-being of pupils (90%)
- improved staff / pupil relationships (62%)
- raised respect for people among pupils (67%)
- increased pupils' ability to control emotions (78%)

# 'SEAL' schools show improvement

