

Schools Advisory Service

Primary National Strategy

The Social and Emotional Aspects of Learning (SEAL)

Background

This programme is a new strand within the Primary National Strategy, which builds on a successful Primary National Strategy Behaviour and Attendance pilot. This will conclude at the end of this term. Interim evaluation of the pilot from the Institute of Education has noted that there are promising signs that this work will make a major contribution towards improving the working climate in classrooms and children's behaviour.

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*

Summary

The Social and Emotional Aspects of Learning (SEAL) programme offers a whole-school curriculum framework for teaching social, emotional and behavioural skills to all children and is organised into seven themes which can be covered within a school year:

- New beginnings
- Getting on and falling out
- Bullying
- Going for goals!
- Good to be me
- Relationships
- Changes

Each theme is designed for a whole-school approach and includes an overview, assembly and suggested follow-up activities in all the areas of the curriculum. The colour-coded resources are organised at four levels: Foundation Stage, Years 1 and 2, Years 3 and 4 and Years 5 and 6.

Reference materials for both children and teachers accompany each theme. The ideas are revisited annually, so that by Year 6 a children who entered the school at the Foundation Stage will have experienced each theme at the appropriate level each year.

The SEAL resource is intended to build on the effective work that many schools and settings are already doing to develop social, emotional and behavioural skills, and can be used flexibly. Some schools, for example, may choose to address social, emotional and behavioural skills through core and Foundation subjects, others through circle time or the framework of the National Healthy School programme. Links to PSHE/NHS programme and to other whole-school initiatives are suggested throughout the materials.

Proposed implementation in Kent

The allocation of Standards Funding for this project in Kent will allow approximately two schools per cluster to take part in this first phase of the programme, which builds on the Behaviour and Attendance strategy led by Bob Rose.

Standards fund guidance identifies that the funding will:

- Provide schools within the project release time to take part in training and to plan their use of the materials
- Identify leading practice and fund some schools to provide hands-on support to others. (These will be identified as Trail-blazer schools).
- Promote networking so that schools can share good practice and learn from each other.

An officer implementation group has been established which includes representation from Behaviour and Attendance Service, Educational Psychology, Primary Strategy and the PSHE Adviser. The next step is to establish a SEAL Steering Group which will also include Headteacher and LEO representatives. This Steering Group will consider the best way forward to implement the programme through clusters and to agree the criteria for and selection of schools.

Materials will be available through Prologue to all schools during June. The LEA will provide regionally based training to support implementation.

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