

## **Social and Emotional Learning**

### Teach SEL skills explicitly

Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

### Integrate and model SEL skills through everyday teaching

- Model the social and emotional behaviours you want children to adopt.
- Give specific and focused praise when children display SEL skills.
- Do not rely on 'crisis moments' for teaching skills.
- Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL.
- Use simple ground-rules in group-work and classroom discussion to reinforce SEL skills.

### Use a SAFE curriculum: Sequential, Active, Focused and Explicit

- Ensure your curriculum builds skills sequentially across lessons and year groups. Start early and think long term.
- Balance teacher-led activities with active forms of learning, such as: role-play, discussion and small group work, to practise skills.
- Focus your time: quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.
- Be explicit: clearly identify the skills that are being taught and why they are important.

### Reinforce SEL skills through whole-school ethos and activities

- Establish school-wide norms, expectations and routines that support children's social and emotional development.
- Align your school's behaviour and anti-bullying policies with SEL.
- Seek ideas and support from staff and pupils in how the school environment can be improved.
- Actively engage with parents to reinforce skills in the home environment.

Core skill	Child	Class	Whole School	Book-list	Trust-wide
Self-awareness	<ol style="list-style-type: none"> <li>1. Peg on emotion wheel</li> <li>2. 0-10 emotion barometer.</li> <li>3. Bullet Journal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand children's emotional vocabulary and support them to express emotions.</li> <li>2. Soul bird to understand feelings.</li> <li>3. Using games to develop children's vocabulary e.g. miming activities where children guess a feeling that is being portrayed ('emotional charades').</li> </ol>	<ol style="list-style-type: none"> <li>1. Growth Mindset phrases for parents to use at home. Encouraging them to praise effort over outcome.</li> <li>2. Emotions provocations around the school e.g. mandala provocation. <div data-bbox="1227 555 1384 722" data-label="Image"> </div> </li> <li>3. Mindful caves.</li> <li>4. Yoga/meditation/calm clubs offered as extracurricular clubs</li> </ol>	<p>The Way I Feel by Janan Cain.  We're All Wonders by RJ Palacio.  In My Heart: A Book of Feelings by Jo Witek.  My Many Colored Days by Dr Seuss.  Stuck by Oliver Jeffers.</p>	<ol style="list-style-type: none"> <li>1. SEL Trust group designed to develop a Trust-wide approach</li> <li>2. Whole Trust sign up to the Better Behaviours Project and the need to read Paul Dix's book</li> <li>3. Time is needed to discuss and share ideas on Inset day</li> <li>4. Trust- wide resources shared on Portal</li> <li>5. Appropriate resources highlighted and supplemented from Jigsaw (PSHE lead)</li> </ol>
Self-management	<ol style="list-style-type: none"> <li>1. Worry box.</li> <li>2. Peaceful corner with mindful activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Worry boxes or equivalent installed</li> <li>2. Peaceful places offered if required.</li> <li>3. Meditation and de-escalation strategies explicitly taught.</li> </ol>	<ol style="list-style-type: none"> <li>1. Better behaviour project.</li> <li>2. Providing areas in the playground where children can go to calm down, or spaces where they can use the problem-solving process to resolve conflicts.</li> <li>3. Yoga.</li> </ol>	<p>My Mouth Is a Volcano! by Julia Cook.  Giraffes Can't Dance by Giles Andreae.  Everyone Can Learn to Ride a Bicycle by Chris Raschka.  Beautiful Oops! by Barney Saltzberg.</p>	
Social awareness	<ol style="list-style-type: none"> <li>1. Library of picture books available</li> </ol>	<ol style="list-style-type: none"> <li>1. Use stories to discuss others'</li> </ol>	<ol style="list-style-type: none"> <li>1. Visible involvement in national campaigns such as Anti-Bullying week,</li> </ol>	<p>The Invisible Boy by Trudy Ludwig.</p>	

		<p>emotions and perspectives.</p> <ol style="list-style-type: none"> <li>Circle time given at end of day (can be linked to story) to discuss emotions.</li> <li>Classroom charters written alongside pupils.</li> </ol>	<p>Mental Health Awareness Week</p> <ol style="list-style-type: none"> <li>Gem Power reward system</li> </ol>	<p>The Giving Tree by Shel Silverstein. Not a Box &amp; Not a Stick, both by Antoinette Portis.</p>	
Relationship skills	<ol style="list-style-type: none"> <li>Socially Speaking activities</li> </ol>	<ol style="list-style-type: none"> <li>Role play good communication and listening skills.</li> <li>Classroom charters written alongside pupils.</li> </ol>	<ol style="list-style-type: none"> <li>Better Behaviour Project</li> <li>Socially distanced Shaky hand gang</li> </ol>	<p>Stick and Stone by Beth Ferry. The Invisible String by Patrice Karst. You are Special by Max Lucado.</p>	
Responsible decision making	<ol style="list-style-type: none"> <li>Tailored de-escalation strategies.</li> <li>Teacher/TA time offered for individual chats.</li> </ol>	<ol style="list-style-type: none"> <li>Teach and practise problem-solving strategies.</li> <li>Give pupils responsibilities in the classroom.</li> <li>Use role play such as conscious alley or diamond nine to explore options.</li> </ol>	<ol style="list-style-type: none"> <li>Philosophy 4 Children</li> </ol>	<p>What Do You Do With a Problem? by Kobi Yamada. The Most Magnificent Thing by Ashley Spires. Ish by Peter H. Reynolds.</p>	