

## Social and Emotional Aspects of Learning (SEAL)

Subject Leader: Ms R Lynch

### Curriculum intent

The SEAL curriculum at Kilgarth is a whole school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance at school and the emotional health and wellbeing of all our pupils.

The SEAL curriculum breaks down into five main areas:

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

These are explored through seven themes that are repeated in years 7 to 9. The activities and discussion topics reflect the growing maturity and changing interests of the pupils as they progress through school.

### Implementation-Programme of Study

|        | Autumn   | Spring  | Summer   |
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| Year 7 | <p><b>New beginnings-</b> pupils explore what moving to secondary school means to them and others in their group, the challenges it may bring, what will be the same, what will be different. Throughout this theme feelings will be explored and learn shared models of 'calming down' and 'problem solving'.</p> <p><b>Getting on and falling out-</b> pupils will develop the skills to cooperate and value diversity looking at developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p> | <p><b>Saying no to bullying-</b>pupils look at what is bullying, how it feels, why people bully, how we can prevent and respond to it and how young people can use their social, emotional and behavioural skills to tackle the crucial problem.</p> <p><b>Going for goals-</b>pupils look at motivation and self-awareness. Pupils have the opportunity to reflect on themselves as individuals, particularly their strengths and how they learn most effectively.</p> | <p><b>Good to be me-</b>pupils will focus on their own feelings in the context of themselves as an individual, developing self-awareness and valuing their strengths and areas for development as learners.</p> <p><b>Relationships/ Changes-</b> pupils will explore the different types of relationships that they will experience during their lives and the social norms around these different relationships. Pupils will learn about puberty, sexual consent and the laws regarding sexual activity.</p> |
| Year 8 | <p><b>New beginnings-</b>building on work carried out in year 7 pupils will explore it feels like to not be the youngest in the school any more and how this might affect the way they present themselves. Feelings will be explored and learn shared</p>  | <p><b>Saying no to bullying-</b>pupils revisit year 7 work and review it in the light of the increasing maturity of the pupils and how could a year 8 pupil positively contribute to preventing bullying occurring.</p> <p><b>Going for goals-</b>pupils explorer the underlying</p>  | <p><b>Good to be me-</b>pupils will focus on their feelings, learn techniques to relax and coping with anxiety.</p> <p><b>Relationships/ Changes-</b> pupils will further explore the different types of relationships that they will form during their lifetimes.</p>   |

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|        | <p>models of 'calming down' and 'problem solving'.<br/> <b>Getting on and falling out-</b> pupils will revisit the work from year 7 is and build upon it by looking at how friendships change as people mature. Methods of managing anger and resolving conflict are revisited.</p>   | <p>prerequisites for successful goal-directed learning and behaviour.</p>  | <p>Pupils will learn about sexuality and gender, homophobia, female genital mutilation and the possible consequences of sexual relationships. Also the pupils will study the issues surrounding body image, pornography and sexting.</p>  |
| Year 9 | <p><b>New beginnings-</b>this is a transition year for pupils and they will focus on the feelings engendered by moving from Key Stage 3 to Key Stage 4 and the changing expectations. Feelings will be explored and learn shared models of 'calming down' and 'problem solving'.<br/> <b>Getting on and falling out-</b> pupils will carry out further work on social skills and working well together in a group. More mature ways of managing anger and resolving conflict are discussed.</p> | <p><b>Saying no to bullying-</b>the topic of bullying and its prevention is revisited with an emphasis on reflecting on how younger pupils might feel if they are subjected to it.<br/> <b>Going for goals-</b>pupils will explore the place of making wise and balanced choices in the context of goal setting. Pupils will also practise problem-solving skills.</p> | <p><b>Good to be me-</b>pupils will focus on their feelings learning assertiveness techniques and the difference between being assertive and aggressive.<br/> <b>Relationships/ Changes-</b> pupils will continue to look at the different types of relationships they will form within their lifetimes particularly exploring the impact of puberty on the way they feel and the way their reactions to situations may differ from when they were younger.<br/> Pupils will learn about the different forms of contraception, the symptoms and treatment of sexually transmitted diseases, acceptance of sexual identity and the roles and responsibilities of being a parent.</p> |

**Assessment:** a social skills progress matrix will be maintained and feed into the pupils' Annual Review of their Education and Health Care Plan.

**Impact**

The pupils will have developed the knowledge and skills to live productive lives understanding their emotions and how to manage them. In addition pupils will have the knowledge and skills to build positive relationships in every sphere of their lives.