



The SEAL Community Newsletter

No.4, January 2014

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Our top resource reviewed by practitioners: *Getting the Lowdown!* A CD-ROM of resources which tackles anxiety, eating disorders, self-harm, substance misuse, loss and bereavement, anger management and much more...For primary and secondary (English and Welsh Medium)



SEAL and learning – motivation, persistence, resilience

Welcome!

Welcome to the fourth newsletter of the SEAL Community. The theme is the link between SEAL and learning. We also look at SEAL and PSHE.

We have a review of Daniel Goleman's new book 'Focus', which shows how work on emotional awareness and control needs to be complemented by work on cognitive control. A case study from two inspirational schools in Nottingham shows how this works in practice to create effective learners. There's a round-up of resources on the same theme – helping learners get better at goal setting, persistence and resilience.

If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. The theme of the first (Keeping SEAL alive and growing) may be of interest if you have been using SEAL resources for some years and are looking to refresh your approach. The second focuses on diversity – how schools and settings have adapted SEAL so as to meet the needs of different groups of learners (children with SEN, looked after children, boys who don't respond well to too much talking.) The third is all about Ofsted/Estyn.

News Update

Minister confirms importance of social and emotional skills for achievement and success in life

The DfE have published a letter from Lord Nash, Parliamentary under Secretary of State for schools, written in response to criticisms about the government's decision to make PSHE non-statutory. The letter (<http://www.pshe-association.org.uk/uploads/media/17/7886.pdf>) notes the international evidence showing the links between success at school and 'social skills including resilience, emotional intelligence and teamwork'. It goes on to say that successful schools recognise this and 'give PSHE a clear place in the curriculum'.

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Schools must publish details of their provision for PSHE



A new Department for Education timeline of mandatory information for schools has been published which includes a specific requirement for all schools in England (including academies and free schools) to include information about their year-group by year-group PSHE education provision when publishing their curriculum this spring. To support schools in doing

this, the PSHE Association has published its own guidance on drafting and reviewing a school's sex and relationship policy and a suggested programme of study for PSHE. We have mapped this to SEAL for our members - see later in this newsletter.

I'm not happy – survey shows difficulties faced by children and young people

A poll of 2,000 young people by the Young Minds charity (www.youngminds.org.uk/news) has found that children and young people are growing up in a 'toxic climate':

- Over half of children and young people believe they will be a failure if they don't get good grades
- Over half of 11-14 year olds have viewed online pornography with four out of ten of these saying it has affected their relationships with others of their age
- Half of children and young people have been bullied
- Four out of ten 11-14 year olds skip meals to stay thin
- One third of children and young people don't know where to turn to get help when they feel depressed or anxious.

The results of the poll of 2,000 young people were published in January to coincide with the launch of YoungMinds' biggest campaign to date, which calls for a mass movement demanding better mental health for children and young people.

(http://www.youngminds.org.uk/about/our_campaigns/mass_movement_for_change)

BIG Lottery to fund a £75m programme to help pupils cope with the pressures of modern life

The Big Lottery has announced a HeadStart initiative to promote positive mental health in children aged between 10 and 14 (<http://www.biglotteryfund.org.uk/global-content/programmes/england/fulfilling-lives-headstart>).



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The funding will support the creation of cross-sector partnerships aimed at helping young people in twelve local areas, particularly those most at risk.

Support for young people will primarily be delivered through special resilience lessons in schools, although the funding is also intended to enable work through youth clubs and direct contact with families.

The areas that will benefit are Birmingham, Blackpool, Cornwall, Cumbria, Hull, Kent, Knowsley, Lewisham, Middlesbrough, Newham, Southampton, and Wolverhampton.

NHS urges schools and early years settings to focus on social and emotional development

The authoritative UK National Institute for Health and Care Excellence (NICE) has issued guidance for local government on social and emotional wellbeing for children and young people. Drawing on scientific evidence, it stresses the importance of social and emotional wellbeing for long term health, educational attainment and life chances.

It recommends that all local areas should have in place a 'Pathway' from early years through to secondary school, which includes universal (whole-school or setting) approaches to develop social and emotional skills , as well as targeted approaches for those who need additional help.

NICE define social and emotional wellbeing as:

- emotional wellbeing - being happy and confident and not anxious and depressed
- psychological wellbeing- the ability to be autonomous, problem-solve, manage emotions, experience empathy, be resilient and attentive
- social wellbeing - has good relationships with others and does not have behavioural problems, that is they are not disruptive, violent or a bully

NICE argue that commissioners and providers of services to children in all phases of education should develop and agree arrangements to ensure all primary schools adopt a comprehensive organisation-wide whole school approach to promote social and emotional wellbeing. They should



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include social and emotional wellbeing in all relevant local and school policies for attaining improved outcomes for children and young people. Interestingly, NICE also recommend that schools should systematically measure and assess children and young people's social and emotional wellbeing.

You can read the guidance at <http://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-...> See the Pathway at <http://publications.nice.org.uk/social-and-emotional-wellbeing-for-child...>

Delegation from China visits UK to see SEAL in action

A team from the Northampton Centre for Learning Behaviour (NCfLB), including Julie Casey from the SEAL Community, has been working for UNICEF in China for the last year in support of a ministry of education initiative to improve social and emotional learning in schools. Intended to become a national programme, the initial focus of the China SEL programme is on the acute SEL needs of the 25 million children left behind in rural communities by parents who have moved to the cities for work.

In December, some of the Chinese national SEL trainer team came over to the UK to learn more about how SEAL has evolved in our schools in the 8 years since we were at the same developmental stage as the Chinese are now.



The delegation was hosted by the NCfLB and visited schools in Nottingham and Northamptonshire, and met with some of the people who led the development of SEAL here.

During a visit to the British Council and DfE, Charlie Taylor, who heads up the National College for Teaching and Leadership, met the delegation and affirmed his enthusiastic support for SEAL, and there were sessions at the University of Northampton with UK teacher-trainers and with experts on school leadership.

Anyone who would like to know more about the exciting developments in China is welcome to contact NCfLB Directors Chris Gittins at cgittins@btinternet.com or Philip Garner at



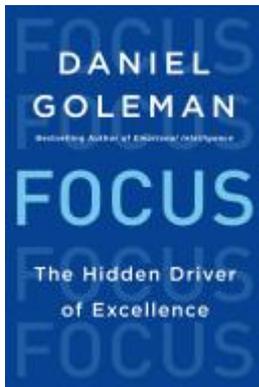
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Philip.Garner@northampton.ac.uk. The Northampton Centre for Learning Behaviour say that they are delighted to have joined the SEAL Community and look forward to working with us on this and future SEL developments for UNICEF and other international organisations

New book by emotional literacy guru Daniel Goleman



There's been quite a bit in the news lately about a new book by Daniel Goleman (of Emotional Intelligence fame). It was that first book of his that inspired much of the development of SEAL. His new book is about 'Focus' – executive control/grit/conscientiousness, or the ability to keep your mind on one thing and resist other temptations.

Goleman summarises longitudinal evidence showing that a child's level of self-control is as powerful a predictor of academic success at school and adult financial success and health as are social class, wealth of family of origin, or IQ.

The book has a chapter on how executive control can be taught in schools. There are examples such as the use of 'breathing buddies', where children use a soft toy placed in their stomachs to practice relaxed breathing, to help them develop a calm focus for learning, and games like Simon Says and traffic light Stop/Think/Go signals to strengthen the cognitive wiring for paying attention and inhibiting impulses

All those engaged in SEAL are doing this kind of work already, of course, especially when they work on the Going for Goals/Keep on Learning themes, where the learning opportunities are about persistence and working towards goals. Our UK SEAL curriculum was one of the first to include this element in the domains of emotional literacy it explored. But Goleman's new book has some interesting new insights. It stresses that there is no point in helping children learn to understand and manage emotions unless we also teach them how to exert cognitive control through attention training. Goleman recommends mindfulness in schools as a way of enabling children to develop this control – 'making the crucial attention muscle stronger'.

The book reminds us of the biological distinction between the brain's older limbic areas and the more recently developed frontal lobes. Noting that the survival demands of our early evolutionary

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environments packed our brains with pre-set ‘bottom up’ programs for seeking what’s pleasurable and avoiding threats , Goleman argues that in today’s very different world we often need to navigate life ‘top-down’ using effortful control to focus at will, ignore distractions and inhibit basic impulses.

There’s an interesting section on empathy which notes that sociopaths register others’ emotions in a different part of their brains than the rest of us do. Instead of registering emotion in their brain’s limbic centres, sociopaths register emotion in the frontal areas, particularly the language centres. They tell themselves about emotions, but do not feel them directly.

Finally, Goleman describes new computer software being developed to train children’s attention through video games, and predicts that one day brain training games will be a standard part of schooling.

Interesting new research

Babies wired for social and emotional skills

Bloom, P. (2013) *Just Babies: The Origins of Good and Evil*. Bodley Head.



New research shows that even before they can speak or walk, babies judge the goodness and badness of others’ actions; act to soothe those in distress; and feel empathy, guilt, pride and righteous anger.

In one experiment, Bloom and his fellow researchers had 6-and-10-month-olds watch as a puppet tried to push a ball up a hill. Then, the babies saw one of two things happen. Either another puppet would come along and help the first puppet push the ball up the hill, or another puppet would appear and push the ball down the hill.

After the babies watched these scenarios, the researchers presented each puppet to the babies. They wanted to see which puppet the babies would reach for. Almost all of the babies, reached for



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the nice helping puppet. The researchers then introduced a third character into the mix—a neutral one who neither helped nor hindered the main puppet. They again let the babies choose which puppet they wanted. The babies preferred the neutral character to the unhelpful character, and the good character to the neutral character. When the same experiment was repeated with babies just three months old, tracking of their eye movements showed that even at this young age they preferred to look at the kind puppet.

Less talk about emotions in high-risk homes

Ellis, B. et al (2013). Emotion Regulation Among Preschoolers on a Continuum of Risk: The Role of Emotion Coaching. *Journal of Child and Family Studies*, DOI: 10.1007/s10826-013-9752-z

This study looked at maternal emotion coaching in relation to children’s emotional regulation and family risk factors such as financial problems and a high degree of stress. Seventy-four preschool children (aged 3-4) and their mothers took part.

Participants completed questionnaires that focused on issues such as family finance, how the family expresses emotion, and children’s ability to express their emotions.

Mothers were also asked to discuss a mildly upsetting memory with their child – a time when a favourite toy broke, or the child couldn’t go somewhere he or she wanted to go – so the researchers could examine how the parents did “emotion coaching.”

The researchers found that in families with lots of risks, mothers provided children with less guidance on how to manage their feelings and children found it harder to control their emotions. Interestingly, however, the relationship between family risk factors and children’s emotional control was modest. This suggests that many children are resilient and develop good emotional regulation despite difficult family circumstances.

Do school-based drug and alcohol education programmes work?

Kerry Martin, K. et al. (2013) *Effectiveness of school-based life-skills and alcohol education programmes: A review of the literature.*

http://www.nfer.ac.uk/nfer/publications/AETT01/AETT01_home.cfm?publicationID=1022&title=Effe



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This NFER review of UK and international academic literature was undertaken on behalf of Alcohol Research UK. It explores the impact of school-based alcohol education/life-skills programmes on young people's knowledge of alcohol, decision-making skills, and alcohol-related behaviour, which programmes offer the greatest value for money, and the processes that facilitate or inhibit the implementation, sustainability and impact of alcohol education/life-skills programmes.

The researchers found that the evidence of the effectiveness of alcohol education and life-skills programmes is mixed. The most substantial evidence was found in relation to pupils' enhanced knowledge and understanding of alcohol-related issues. There was less evidence, however, that programmes were effective in actually changing behaviour – that is, reducing the frequency of alcohol consumption and episodes of drunkenness among school-aged children

Factors that helped to facilitate the success of alcohol and life-skills programs included

- adopting a good balance between knowledge building, skills development, and sensitivity to factors influencing student attitudes and behaviours
- giving careful consideration to pedagogy, so that it is age appropriate, delivered by the right people with the right skills (such as expert professionals and/or specialist school staff) and, where possible, interactive and open
- utilising and drawing on the support of parents/carers as protective agents for young people wherever possible.

Virtual issue child and adolescent mental health in schools

The Association for Child and Adolescent Mental Health has published an online special 'virtual' issue of its Journal of Child Psychology and Psychiatry. Edited by Professor Katherine Weare, the issue brings together some of the most influential articles published on child and adolescent mental health in schools over the last ten years. Some articles provide empirical studies of significant school



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programmes which aim at promoting mental health, others explore the social and cultural contexts that shape mental health in schools including poverty and disadvantage, and some identify the principles that need to drive this work. The articles particularly reflect the emergence of two key issues in recent years, namely the central importance to mental health of a respectful and warm school ethos, and the need for effective implementation, balancing top down programme fidelity with the bottom up engagement of the communities.

The issue can be freely accessed at

http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291475-3588/homepage/camh_in_schools.htm?campaign=ALG-484628

Long term impact of early years transition SEL programme

By Your Hand: An Italian Social and Emotional Learning Program for Preschool Children (unpublished study)

This research evaluated the impact of a SEL programme, 'By Your Hand', for Italian kindergarten children. It aims to enhance social and emotional competence during the transition from kindergarten to primary school. The authors note that this transition represents a critical stage in the social and emotional development of young children. Children who start primary school with higher social and emotional skills are also the most likely to be preferred by peers, to have more friends, to easily establish and maintain new friendships, and to build positive relationships with their teachers, showing a positive school adjustment. In contrast, children who show low levels of socio-emotional competence, are more likely to be at risk for early onset conduct problems.

The By Your Hand programme runs over a three-months-period with a 45 minute session once a week. The sessions initially focus on the recognition of emotional signals and basic in order to enrich the emotional vocabulary of children. Afterwards, strategies for emotional regulation are addressed through role-play activities. The following sessions then aim to promote social skills and cooperative and prosocial behaviour.



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The programme was evaluated comparing an experimental group with a control group within a six months period during the last year of kindergarten and the first year of primary school. Data was collected via direct assessment and from parents' and teachers' questionnaires. The results indicate that the program had a positive impact on the experimental group, mainly in the longer term during primary school. Significant improvements were observed in the emotional and social competence, while there was a decrease in behavioural problems and emotional distress.

For further information contact Dr Valeria Cavioni, PhD, Dept. of Brain and Behavioural Sciences, University of Pavia, Italy. Email: [valeria.cavioni @unipv.it](mailto:valeria.cavioni@unipv.it)

Does creating a safe and supportive classroom environment help teachers teach better?

Curby, T. W., et al. (2013). Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction? *Journal of School Psychology*, 51, 557-569.

doi:10.1016/j.jsp.2013.06.001

This study tested the hypothesis that providing students with high-quality emotional and organizational interactions in the beginning of the year would lead to teachers' greater instructional capacity later in the year.

Teachers were observed on their emotional, organisational and instructional interactions with students and their implementation of practices in a SEL programme called The Responsive Classroom at five time points across the school year.

Results indicated a reciprocal relation between high-quality emotional and instructional interactions such that higher levels of emotional support earlier in the year predicted higher instructional support later in the year and higher levels of instructional support earlier in the year predicted higher subsequent levels of emotional support. Notably, no relations were found between organizational support and instructional support.



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In terms of the intervention, no differences in these patterns were found between Responsive Classroom and control teachers. However, teachers' with higher levels of implementation of Responsive Classroom practices demonstrated significantly higher levels of emotional and organizational supports throughout the year.

These findings affirm the belief that creating a safe and supportive learning environment earlier in the year can promote instructional quality later in the year. Interestingly, this study also suggests that high quality instruction can facilitate more positive and emotionally supportive classroom environments.

Is training enough? SEL training and teachers' interaction with children

Abry, T. et al (2013) The influence of fidelity of implementation on teacher-student interaction quality in the context of a randomized controlled trial of the Responsive Classroom approach. *Journal of School Psychology*, 51, 437- 453.

This study examined the direct and indirect relations between training for teachers of 9 and 11 year olds in the Responsive Classroom SEL programme, teachers' implementation of Responsive Classroom practices, and improvements in teacher-student interaction quality. All teachers were assessed on their implementation of the new practices and the quality of their interactions with students during five observations spaced throughout the school year.

Results indicated that the training had a direct and positive impact on teachers' implementation of new practices, but did not have direct impact on teacher- student interaction quality. What mattered was the **extent** to which teachers put the training into practice, rather than just the experience of training.

This study highlights the potential for SEL programs to improve the quality of teachers' interactions with students but suggests that training alone may be insufficient. Equally important will be promoting teachers' buy-in to any adopted SEL programs, providing teachers with pre- and post-training support, and the ongoing monitoring of teachers' use of adopted program practices as part of programme evaluation.



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Teacher-child relationship affects maths achievement

McCormick, M. (2013) Targeting Teacher-Child Relationships to Improve Math Achievement, *American Educational Research Association: Advances in SEL Research Vol 7, 1*

This article describes research with children aged five to eleven which found that there was a significant effect of teacher-child relationship quality on maths achievement, but not reading achievement, particularly for girls. Where the teacher-child relationship was one of conflict, children achieved less well. The authors suggest that teacher-child relationships are more important for maths because maths and numeracy require complex, higher-order thinking skills, so students need to feel supported and respected in the classroom when taking the academic risks necessary for success in the subject.

Training teachers in mindfulness reduces their stress

Bi, S. et al (2013) Resilient Mindful Learner Intervention in Orange County, California, *American Educational Research Association: Advances in SEL Research Vol 7, 1*

In this pilot study teachers have been trained enhance their own resilience and then to use self-management and mindful attentional strategies within their daily classroom routines. After just five months (16 contact hours), teachers reported significantly higher scores on the Mindful Attention Awareness Scale (measuring the ability to stay focused on what is taking place in the present), lower scores on a measure of perceived stress, and lower scores on a measure of depression.

Sharing practice: case studies from local areas, schools and settings

SEAL and learning at Carlton Central Infant and Junior schools

When the Chinese delegation came to the UK to see SEAL in action, Carlton Central Infant and Junior schools were a recommended visit. The two schools serve an area of high social deprivation, so staff see SEAL as an essential. Their children would simply not be able to learn without constant work on

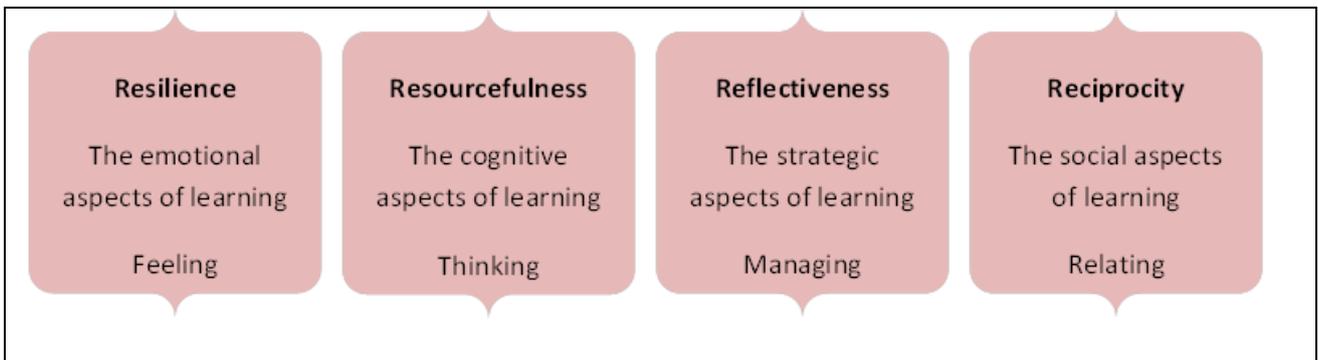


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how to understand and manage their feelings, work together and deal with conflict. Both schools adopt a whole-school approach; staff and children don't see SEAL just as discrete lessons, but in the words of the headteachers, as 'at the core of everything we do.'

Children at the two schools also need a great deal of help to develop as effective learners. At the infant school, SEAL is integrated with the Building Learning Power approach

<http://www.buildinglearningpower.co.uk/> developed by Guy Claxton. Building Learning Power aims to develop children's learning 'muscles':



Resilience includes absorption, being able to manage distractions and persevere when things are difficult, and Reflectiveness the ability to set goals and make plans. Reciprocity links especially to the primary Getting On and Falling Out and secondary Learning to be Together SEAL themes, while Resilience and Reflectiveness link with Going for Goals/Keep on Learning.

Staff use the SEAL Going for Goals resources to help children set themselves stretching targets - essential in a community context where aspirations are low. The aim is to encourage children to believe that they can always go further and be what they want to be. In the junior school, much of the work on goals is done through PE; inspirational role models from the world of sport (last year, Olympic athletes) are regularly invited in to talk to the children.

Family SEAL is also used and promoted to parents as a way of helping their child's learning. They were particularly interested, for example, in the 'how I am clever' Family SEAL session linked to 'Going for Goals', in which they heard about the different ways in which we learn.

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Staff at Carlton Infants have developed super-hero characters for each of the Building Learning Power learning muscles – Captains Resilience, Resourcefulness, and Reflectiveness. Children learn about each character, and staff draw attention to the particular learning muscles they are using in different tasks.

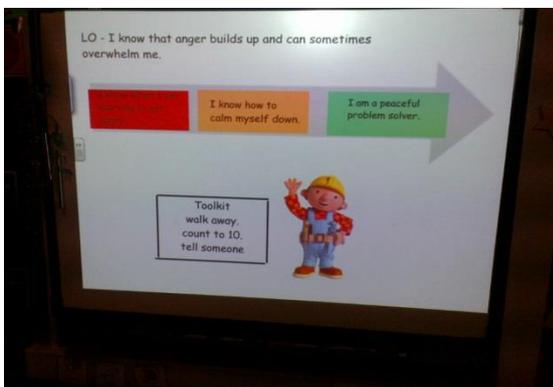


Children also learn to identify whether they are working in their 'comfort zone', 'stretch zone' or 'panic zone'. They have laminated cards on their tables and put a counter on the relevant zone.

Another concept used by all staff is the idea of a learning journey, where success criteria are carefully differentiated to help children understand the whole journey, and where

they are working within that journey.

The Chinese visitors saw the learning journey in action in a Year 1/2 class they visited. The lesson, drawn from the national SEAL resources, was about understanding anger. The overall learning objective was 'I know that anger builds up and can sometime overwhelm me', but the teacher also



displayed differentiated success criteria – 'I know when I am starting to get angry', 'I know how to calm myself down' and 'I am a peaceful problem solver'.

Children talked in pairs about what anger is and their ideas were scribed on the board. Using the Building Learning Power approach ('Reciprocity' and

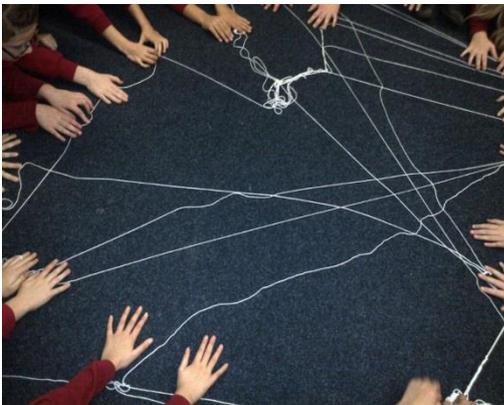
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‘Reflectiveness’) the teacher referred back to their time with a partner – ‘Is it good to talk to someone else? How does it help our learning?’

She then showed the children a balloon and used it as a prop for the picture book story of Angry Arthur, whose anger built up and up until it popped. Ways to calm down were discussed. In mixed ability groups, children wrote on post-its the things that made them angry and stuck them on balloons. In the plenary, everyone referred back to the learning journey to identify where they had got to. Finally, the teacher modelled working through the peaceful problem solving process that is part of SEAL.

To help the visitors from China, the two schools arranged for all classes to take part in a SEAL lesson at the same time. This provided a great opportunity to see the SEAL spiral curriculum in action.

Following the SEAL ‘Getting on and falling out’ theme, all the children were busy developing skills to



help them manage feelings that can get in the way of learning , and work together well in school. While Y1/2 children were working on understanding anger, an older group in the junior school were using a ball of twine to create a spiders’ web of connectedness; a child holding the twine would pass it to someone with whom they shared an interest or similarity, who would then pass it to another and so on. A Year 6 group shared a brilliant

dance they had created about belonging, difference and anti-racism. In another class, children were working in groups to explore ways of dealing with difficulties between people. One group worked with the teacher in a circle time to explore some interpersonal issues affecting the class. Another group developed role play scenarios; a third used a situation and resolution worksheet, and a fourth developed their own conflict scenarios with different options for action.

The opportunity to see work in so many different classes made the children’s learning journey through SEAL highly visible, and reinforced the power of a whole-school approach, when compared to settings where a more piecemeal approach is taken. It also demonstrated the powerful links



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between SEAL and learning, which can be missed if settings focus solely on the PSHE/wellbeing aspects in isolation from their work to raise standards.

Practical tools

SEAL mapped against the new programmes of study from the PSHE Association and the Welsh government PSE Framework for 7 to 19 year olds

Filling the gap left by the English government, the PSHE Association has produced a revised programme of study based on the needs of today's pupils and schools. Their programme of study (www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495) identifies the key concepts and skills that underpin PSHE education. It covers key stages 1 to 4 and is based on three core themes:

- Health and Wellbeing;
- Relationships;
- Living in the Wider World.

We have now mapped the SEAL resources against the PSHE Association programmes of study so that if you decide to adopt them, you will know which elements will be fully covered through the SEAL curriculum resources and which elements you will need to cover using additional resources. You can find the mapping at:

<http://sealcommunity.org/member-resource/seal-mapped-against-pshe-association-programme-study-ks1>

<http://sealcommunity.org/member-resource/seal-mappedf-against-pshe-association-programmes-study-ks2>

<http://sealcommunity.org/member-resource/seal-mappedf-against-pshe-association-programmes-study-ks3>

For colleagues in Wales, there is mapping of SEAL against the Welsh government's PSE Framework for 7 to 19 year olds at <http://sealcommunity.org/member-resource/seal-mapped-again-welsh-pshe-programmes-study>



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SEAL and Ofsted PSHE subject-specific practice descriptors of good and outstanding practice

Ofsted have published descriptors for good and outstanding PSHE practice. We've summarised them for the website (<http://sealcommunity.org/member-resource/how-be-outstanding-your-pshe-provision>) and indicated just some of the ways in which a whole-school approach to SEAL will help schools meet the criteria.

Resource round-up

Check out the new resources on the SEAL Community website for work on motivation – goal setting, persistence, resilience. They link to the SEAL primary **Going for Goals** and secondary **Keep on learning** theme. You will find the resources at <http://sealcommunity.org/member-resources/307>

They include videos, blogs that make good discussion points in class, worksheets, quotes and all-new huge whiteboard resource of great clips/ideas/posters for lessons and assemblies for KS2-4. Check out the twelve item 'grit' self-assessment scale to find out your own ability to focus on goals – and try it in school with upper KS2 and secondary students!

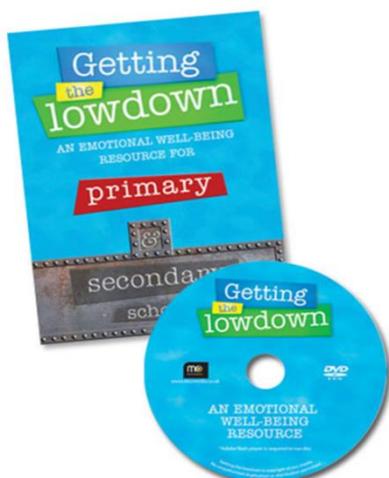
Our Top Resource: reviewed by practitioners ...

Getting the Lowdown: An emotional well-being resource for primary and secondary schools (NHS Wales)

Find at: <http://www.gettingthelowdown.com/>

Cost: £100

Getting the Lowdown' is a teaching resource designed to equip teachers and facilitators with the tools they need to effectively educate and engage young people around issues of **emotional well-being**.





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The resource contains teaching materials for eleven separate topics, using film clips of young people talking, lesson plan ideas, background reading and suggested talking points. Topics covered are:

Key Stage 1 & 2: Friendships and Relationships, Bullying, Anger Management, Loss & Bereavement, Being Active

Key Stage 3 & 4: Stress & Anxiety, Loss & Bereavement, Eating Disorders, Self Harm, Depression, Bullying

Having received a very positive external evaluation by independent health consultants, **'Getting the Lowdown'** is being used by over 30 local authorities across the country to help with the delivery of the National Curriculum, SEAL, Healthy Schools and many more emotional well-being interventions in their schools.



A Wales friendly Resource! A benefit for this reviewer, based in a Welsh authority, is that the resource is available in English and Welsh Medium.

Upcoming newsletters

The next newsletters will be themed around

- SEAL in the early years
- SEAL in KS4

Please contact us, using the 'Contact us' option on the website or email jean.gross@btinternet.com directly if you have interesting practice to share in these areas. Let us know the best phone number and times to contact you. or just email with useful resources you have found, or your top tips. We'd love to write your work up as a case study, too, so do get in touch.

We want to hear from you!