



The SEAL Community Newsletter No.20, Summer 2019

Welcome!

Welcome to another newsletter from the SEAL Community. If you missed our earlier newsletters, you'll find them in the Newsletter archive on the SEAL Community members' pages. For example, 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. Also of particular interest may be the second, which focuses on diversity, the fifth which is about early years, the sixth which is about SEAL in secondary schools. In newsletters 16, 17 and 18 we featured some resources for developing self-regulation which have proved very popular. The last newsletter (19) focused on staff wellbeing.

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News update

Staff wellbeing not supported

A comprehensive survey of school staff carried out by the Anna Freud Centre found that

- Less than four in ten respondents (39%) agreed with the statement 'In my school, staff are encouraged to speak openly about their mental wellbeing'
- Almost a quarter did not feel confident that they would be well supported if they approached their manager with concerns about their own mental wellbeing
- Less than a third (31%) of classroom teachers agreed or strongly agreed that SLT takes active steps to support the mental wellbeing of all staff. Headteachers and SLT members saw things differently: 82% of heads and 61% of SLT agreed or strongly agreed with the statement
- Less than a quarter of staff reported that their school had a mental wellbeing policy which covered staff
- Three quarters reported that the mental wellbeing of staff was not monitored in their school

Read more at <https://www.annafreud.org/media/8506/school-staff-wellbeing-report-final-corrected-512.pdf>

Interpersonal and analytical skills are becoming more valuable to employers, research shows



Today's job market requires interpersonal skills, rather than the manual ones more traditionally at the heart of most vocational courses, a major piece of research shows. The report by Andy Dickerson and Damon Morris, at the Centre for Vocational Education Research (CVER) at the London School of Economics says that between 2002 and 2016, the use of manual skills in the workplace

declined across all areas of employment, while the use of analytical and interpersonal skills has increased significantly.

Further analysis showed that the majority of the change in skills utilisation is "within occupations, rather than between occupations" – so the changes are widespread across all sectors, rather than being down to changes in the jobs market.

The authors say: "Over the whole period, the index of analytical skills suggests that utilisation of this skill set grew by 10 per cent over the period. The increase in interpersonal skills was more than double this (+23%), while utilisation of physical skills fell by 14 per cent."

Relationships and health education to become compulsory in England

All children in England will be taught how to look after their mental health and recognise when classmates may be struggling, the education secretary has said.

On the day that the government unveiled new relationships and sex education, Damian Hinds said "universal" health education would "help children learn how to look after themselves, physically and mentally".

The Department for Education has published [guidance](#) for compulsory health education, compulsory relationships education for primary-age pupils and relationships and sex education (RSE) for secondary-age pupils. The three new subjects will be universal from 2020.

Unveiling the new guidance, Mr Hinds said: "Growing up and adolescence are hard enough, but the internet and social media add new pressures that just weren't there even one generation ago." So many things about the way people interact have changed, and this new world, seamless between online and offline, can be difficult to navigate. "Almost twenty years on from the last time guidance on sex education was updated, there is a lot to catch up on.

He went on: "Although sex education is only mandatory to teach at secondary, it must be grounded in a firm understanding and valuing of positive relationships, and respect for others, from primary age.

"In turn positive relationships are connected with good mental health, which itself is linked with physical wellbeing. So it is appropriate to make health education universal alongside relationships and sex education."

"I'm very grateful to the many people who have fed into developing these new programmes, to equip youngsters better to deal with the world of today. It starts as it always did with the importance of friendship, kindness, taking turns; as well as learning about the pitfalls and dangers, including on the internet. It will help children learn how to look after themselves, physically and mentally, and the importance of getting away from the screen and the headphones. And it can help young people be resilient as they chart a course through an ever more complex world."

The Department for Education said it would provide £6m of funding in 2019/20 for a school support package to cover training and resources, to ensure teachers are well-prepared ahead of the subjects becoming mandatory in 2020. The DfE will also provide support to "early-adopter schools" who will start teaching the new content from September 2019.

Education secretary launches his five foundations for character education and an activity passport

Damian Hinds, the education secretary, has set out his “five foundations” for character education – sport, creativity, performing, volunteering and the world of work. He is concerned that too few



disadvantaged children have access to activities that build the “character and resilience” they need to succeed in education, and has pledged to improve the sharing of information between organisations and schools, so pupils, parents and teachers can be signposted to character building activities near them. A renewed focus on character education comes after character awards and grants for

schools developed by former education secretary Nicky Morgan were shelved by her successor Justine Greening in 2017. Hinds has already launched an [activity passport](#) describing essential experiences every child should have before leaving primary school – from climbing trees to flying a kite, learning something new about the local area or putting on a performance.

Resource roundup

New resources for work on change

We’ve uploaded new Rise Above resources for work on coping with change and transition, at <http://sealcommunity.org/resources/resources-lessons-change-and-transition>

For primary there is a lesson about transition to secondary school, with some nice film in which children and young people talk about the changes they have faced, how they coped and how to support others going through change.

For KS3 and 4 the lesson looks at a range of different changes, and unpicks unexpected/expected changes, and changes that are within or out of our control. These are ideas also covered in the SEAL national resources ‘Changes’ theme materials. The additional film for KS3 and 4 is slightly more lecturing but still useful, and there is one other film on young people who swapped homes and families for a while, which could lead to some lively and interesting teaching and learning. Each set of resources includes a PowerPoint, lesson notes and tips on using the material.

There are additional resources on puberty at

https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack?WT.mc_id=PHE_EdComs_PSHEA_Email_RiseAbove_Feb18_puberty

Educating children to be global citizens

It feels like never before have we so much needed to educate our children to be global citizens. There are fabulous lesson plans and PowerPoints here <http://www.sealgd.org.uk/> for both primary and secondary, all linked to SEAL learning outcomes and themes.

Don't forget this wonderful and moving film, either- should be shown to every child and adult in the world <https://vimeo.com/193125533?ref=em-v-share>

The biggest change ... refugees and migrants lesson collection

If you are working on the theme of change this term, why not focus on the experiences of refugees and migrants?

We've uploaded a collection of lesson ideas here <http://sealcommunity.org/member-resource/biggest-change-refugees-and-migrants-lesson-collection>

SEAL mapped against new DfE statutory sex, relationships and health curriculum

DfE statutory guidance for relationships and health education (primary) and sex, relationships and health education (secondary) is due to come into force in September 2020. For English members we have mapped SEAL content against the content specified in the guidance. You can find the mapping here <http://sealcommunity.org/member-resource/seal-mapped-against-new-dfe-statutory-sex-relationships-and-health-curriculum>

As with PSHE in the past, SEAL is the central ring of a metaphorical 'doughnut' which helps children develop the core social and emotional skills that underpin the ability to build strong relationships, make wise decisions, keep themselves safe and be mentally healthy. Around this central ring is another circle full of all the content knowledge required by government curriculum guidance - everything from internet safety to drugs and alcohol education.

The new statutory guidance has a LOT of knowledge content. That may mean there is a risk that schools feel they have to focus on covering it all, at the expense of developing core social and emotional skills. We hope you will remember that there is good scientific evidence that programmes which, like SEAL, focus on core social and emotional skills result in better outcomes than programmes which simply teach knowledge. And that you will continue to place work on the central ring of the doughnut at the heart of what you do.

A quick group wellbeing measure

Wellbeing Measurement for Schools is an approach that supports primary and secondary schools to understand particular strengths and challenges for their pupils, inform the planning of prevention or help, and assess the impact of support year on year. It is based on a validated, freely downloadable online survey that assesses emotional wellbeing, mental health and resilience. It takes pupils 15-20 minutes to complete and can be used across a whole year group or with smaller groups. Schools can sign up to receive a Wellbeing Measurement Report which analyses responses for your school, comparing them with others. The survey responses from other schools are taken from two programmes: HeadStart and Targeted Mental Health in Schools (TaMHS). Based on this comparison, your school year group is given a red, amber or green indicator under a range of headings.

Find out more at <https://www.corc.uk.net/for-schools/>

Assessing wellbeing with the Happiness Line

We came across this Happiness Line Measure (HLM) and really liked it. It's easy to use and provides rich quantitative and qualitative information from three marks made on the same pencil-drawn line. Can be used with individuals or groups/classes.

Quantitative information from the *HLM* includes the child's perceptions of his or her:

- *Happiest* and *Unhappiest* experiences, compared to the happiest and unhappiest children in the peer group.
- *Happiness Range* in comparison to that of the peer group.
- *Current level of happiness* in the context of the range of happiness experienced by the peer group (Current Group-Referenced Happiness) and in relation to his or her personal range of happiness (Current Self-Referenced Happiness).

The tool also makes it possible to explore qualitatively the child's personal constructs around:

- his or her happiness; what makes him or her happy or unhappy and what makes others happy or unhappy in the shared context.
- what it would be like to be happier (hopes) or unhappier (fears) than has been personally experience
- what would have to happen next for him or her to feel happier in the context.

Find the instructions and materials at <http://sealcommunity.org/member-resource/assessing-wellbeing>

Left out – a resource to give to parents



Over the past ten years studies have charted a steady rise in how unhappy children between the ages of 10 and 17 are with their social relationships. A recent Children's Society report found that, from the 15 countries it surveyed, England's youngsters between the ages of 8 and 12 are among the most likely to say that they have been left out by others in their class.

We came across some good ideas from author **Tanith Carey** on how parents can help their children deal with friendship problems. It may be useful to share with your families, in school.

Find the ideas at <http://sealcommunity.org/member-resource/left-out-%E2%80%93-resource-give-parents>

Have you tried the Action for Happiness calendars?

<https://www.actionforhappiness.org/calendars>

These monthly calendars suggest one action a day to take that will help make you (and others)



happier. So far this year there has been **Happy New Year 2019**, **Friendly February 2019** (Daily actions to bring happiness to others and improve relationships), **Mindful March 2019** (Daily actions to help you be more mindful and live in the moment), **Active April** (Daily actions to help you stay active and give your mind & body a boost) and **Meaningful May 2019** (Daily actions to help you discover more meaning and purpose in life).

In some schools staff use the calendars to enhance adults' wellbeing, downloading them to their daily calendar or using the App that's available. They can also with a bit of adaptation easily be used with children.

Random Acts of Kindness also have a nice calendar focused on kindness in the workplace. Each month offers daily ideas for individuals to complete in a few minutes or less. On top of the daily ideas, there is a team-based activity that can be used to celebrate kindness each month as a small group or the whole staff team.

You can also subscribe to the calendar so as to see the daily kindness ideas in your Outlook, Google or iOS calendar.

Here's the link https://www.randomactsofkindness.org/kindness-at-work?utm_source=mailer&utm_medium=email&utm_campaign=newsletter

Updated Kindness Curriculum

We've previously featured and admired the free Kindness Curriculum resources for all age groups. Now there's an update that addresses the adults' own self-care, digital citizenship and how to create a truly equitable classroom.

Find it at https://www.randomactsofkindness.org/for-educators?utm_source=mailer&utm_medium=email&utm_campaign=newsletter

Looking for ideas to support staff well-being?

This useful booklet from the Anna Freud Centre has lots of ideas and case studies. Find it at <http://sealcommunity.org/member-resource/staff-wellbeing>

A good read

If you fancy a good read with lots of practical tips and case studies, try this booklet , which provides a wellbeing framework for schools <http://sealcommunity.org/member-resource/wellbeing-framework-schools>

Sharing practice

We all belong here



John Donne Primary school in Southwark has been praised by Ofsted for the way it equips students with an impressive range of personal qualities.

This tapestry hangs in the headteacher's office for all to see as they walk in. Every child was asked to write their hopes and dreams onto a strip of paper. Every member of staff wrote down the 'gifts' that they will share. All of the strips were then woven together.

Through the tapestry the school is conveying a message that everyone belongs in the school community ; 'you are strongly woven in – you cannot fall out '. The image also shows how we all affect each other', that 'together we can help you to be the best that you can be', and that each person's successes are shared by the whole school community.

Practical tools and tips

Ideas for teaching resilience

Why not ... invite parents to your assemblies about mental health. One school used *the We're Going on a Bear Hunt* story to explore coping strategies and resilience. You can record your assemblies, too, and put them available on the school website, with photographs and a write up, helping parents to reinforce at home what the children have learnt at school.

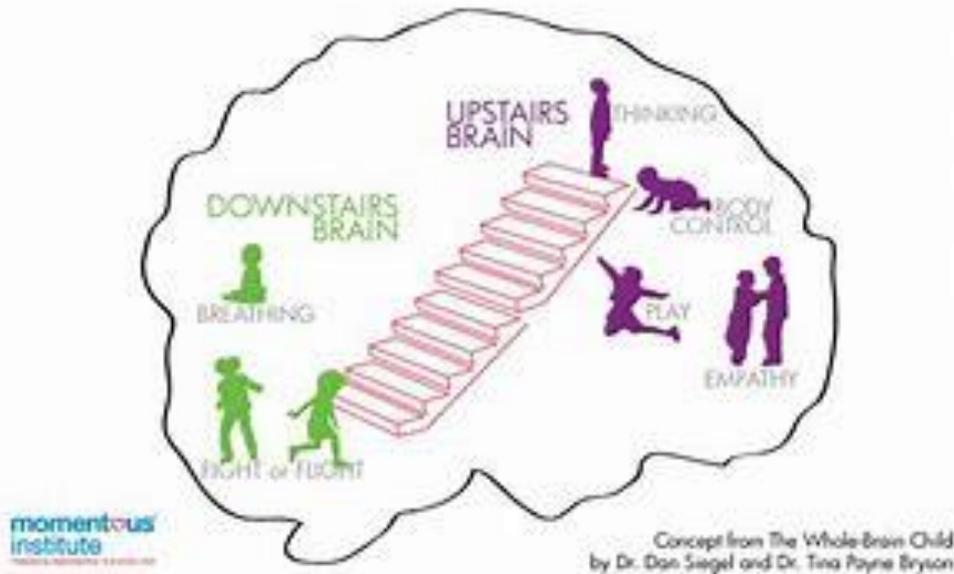
Why not.... have pupils make their own stress toy as a group activity, which then facilitates a discussion about managing stress.

Learning self-control

We liked these ideas for teaching self-regulation – especially the upstairs brain and the downstairs brain!

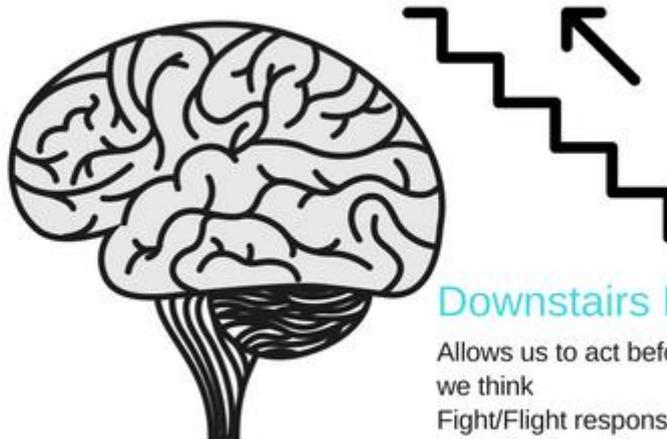
<https://www.heysigmund.com/how-to-teach-kids-about-the-brain-laying-strong-foundations-for-emotional-intelligence-by-dr-hazel-harrison/>

<https://heartmindonline.org/resources/feelings-gauge-how-is-my-body-feeling>



Upstairs Brain

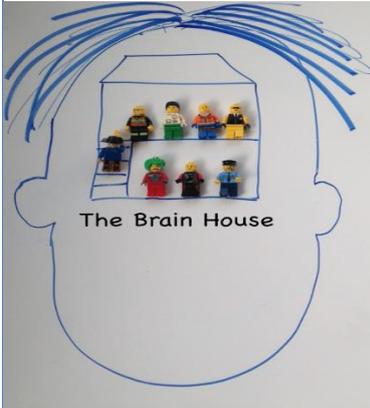
Allows us to think before we act
Decision-making
Control over emotions & body
Focus/concentration
Empathy
Self awareness



Downstairs Brain

Allows us to act before we think
Fight/Flight response
Emotional reactions
Bodily functions

Source: Siegel & Bryson "The Whole Brain Child"



Dr. Dan Siegel and Dr. Tina Payne Bryson have a concept in their book “The Whole-Brain Child” that helps us understand the brain in a simple way. It’s the *upstairs* and *downstairs* brain.

Picture a brain like a house. Downstairs is where important things live. Basic functions like breathing, strong emotions, and innate reactions to danger, like fight, flight or freeze. It’s like the downstairs of a house, which is where we almost always find the basics—kitchen, living room, bathroom.

The upstairs brain is more complex. Thinking, imagining, planning – these things come from the upstairs brain. We use the upstairs brain to think critically, problem solve, and make good decisions.

Interesting new research

Just talk about feelings...

This very interesting US study found significant effects on social and emotional skills of young children – just by talking about feelings.

The study collected data from 100 children aged 2-6. Their teachers/caregiver practitioners were trained to have conversations about emotions, and the events that led to them, in two ways:

- Through circle time and ‘teacher-directed reading time’
- ‘In the moment’- helping children in emotionally aroused states to identify, understand, accurately express and regulate their emotions

In less than a year children who received the approach showed significant improvement in attachment/relationships, initiative, self-regulation, emotion knowledge, and emotion regulation, and related constructs involving empathy, prosocial skills, positive reactions to frustration, and managing negative emotions and aggressive behaviours. The control group was the population on which the tests were standardised.

Their elevated ‘initiative’ scores suggest children receiving the approach were more confident in their ability to use independent thought and action to meet their needs, demonstrating perseverance, a willingness to take risks, persist in the face of frustration and an interest in learning new things.

The findings also suggested that the children showed heightened ability to empathize and take the perspective of others. They were better at discerning, understanding and allowing for differences between their own likes and dislikes and those of others.

Teachers were asked instructed over four to six months to self-report and document how many times per day they employed the ‘in the moment’ technique. On average, teachers self-reported using the technique up to 40 times daily for 1- to 2-year-old classrooms; 30 times daily for 2- to 3-year-old classrooms; 20 times daily for 3- 4.5-year-old classrooms; and 10 times daily for 4.5 to 6 year-old-classrooms.

Housman, D. et al (2018) Building Young Children's Emotional Competence and Self-Regulation from Birth: The *begin to...ECSEL* approach. *International Journal of Emotional Education*, 10, 2 pp 5 - 25

How does UK compare with other countries in social and emotional education?

This study surveyed 750 teachers in Greece, Spain, Sweden and the United Kingdom to investigate how they treat social and emotional education (SEE) within pedagogical practice. Virtually every school in each of the four countries was sent an invitation email to participate, using UCL's Opinio web-based survey software.

Significant cross-cultural differences were found in SEE provision, as well as in teachers' beliefs about the purpose of SEE.

Only 63% of UK teachers in the sample agreed that teachers should be comfortable expressing their emotions in class - a statistically significant difference compared to 83% of Spanish teachers and 73% of Swedish teachers who agreed. A notable cross-cultural difference concerned the expression of negative emotion in the classroom. Only the Spanish teachers were likely to agree that anger, sadness and other negatively-evaluating emotions are emotionally intelligent reactions to a certain state of affairs and belong in the classroom; in other countries teachers tended to believe they should not express negative emotions.

Whereas 72% of UK teachers participating in the study strongly agreed that emotion is fundamental to learning, only 40% strongly agreed that emotional skills are teachable – a lower percentage than in other countries.

According to the teachers in the sample, the most common way SEE was taught in the four countries was that social and emotional aspects of learning were considered across the curriculum rather than being a separate subject or taught as part of another module. The second most common way SEE was taught was as part of another subject such as religious education, health or citizenship studies. The UK was the most likely to teach SEE as its own subject - both primary teachers (29%) and secondary teachers (20%) - said that they had time dedicated to teaching SEE exclusively throughout the school year.

Cross-cultural differences were found in which particular social and emotional skills were more likely to be targeted. Spanish teachers used words related to co-existence, shared feelings, meanings and purpose. In Greece the main purpose of SEE was seen as to develop social skills in order to integrate smoothly into various social groups. The Swedish responses placed particular importance on collaboration and group dynamics in order "to achieve success together." And finally the UK teachers were more likely to emphasise the need for resilience and grit: whilst 20% of UK teachers mentioned this skill, only 4% of teachers in Sweden, 6% in Spain and 7% in Greece did so.

As to the purpose of SEE for students, Greece and Sweden had similar responses regarding the need to create citizens (with 24% and 23% of teachers respectively mentioning this as the purpose of SEE), compared to only 11% of UK teachers and 19% of Spanish teachers. Greek and Spanish teachers commonly added an extra stipulation to this theme: teaching students to be 'active' citizens or as a Spanish teacher described it, "The training of persons in a comprehensive manner, critical citizens, responsible, participatory, ultimately, [people] with values; where emotion is the

engine of growth and learning.” None of the Swedish and UK teachers, however, used the word active in their description of citizens - instead they described the purpose of SEE as helping to create responsible, empathetic, good and happy citizens.

A negative correlation was found regarding teacher satisfaction with SEE provision if senior leadership had introduced SEE without teacher involvement, and a partnership between teachers and senior leadership in introducing SEE was found to have the highest likelihood that teachers were satisfied with the provision.

A minority of teachers in the research studied social and emotional education as part of their teacher training or continuing professional development. Those who had studied SEE included 40% of UK teachers, 38% of Swedish teachers, 34% of Greek teachers and 23% of Spanish teachers. For those who did receive SEE training, what kind of topics and theories regarding social and emotional education influenced their practice the most? The answer - in the majority of cases - was none, or more precisely, that the teachers did not remember: 60% of Greek teachers, 59% of Spanish, 55% of Swedish and 39% of UK teachers answered that they did not remember any specific topic or theory from their SEE training or continuing professional development that inspired them. For those who did remember, some of the most influential topics cross-culturally regarding SEE training were: Bowlby’s attachment theory which was mentioned by 35% of UK teachers.

Edurne Scott Loinaz (2019) Teachers’ perceptions and practice of social and emotional education in Greece, Spain, Sweden and the United Kingdom *International Journal of Emotional Education* Special Issue Volume 11, Number 1, April 2019 pp 31 - 48

Children need nature...

This nation-wide study covering more than 900,000 people shows that children who grew up with the lowest levels of green space had up to 55% higher risk of developing a psychiatric disorder independent from effects of other known risk factors

Engemann, K. et al (2019) Residential green space in childhood is associated with lower risk of psychiatric disorders from adolescence into adulthood *PNAS* March 12, 2019 116 (11) 5188-5193; published ahead of print February 25, 2019 <https://doi.org/10.1073/pnas.1807504116>

Two in five adolescents experience mental health problems

Current mental health provision for children is based on estimates of one in ten children experiencing mental health problems. This study analyses a large-scale community-based dataset of 28,160 adolescents to explore school-based prevalence of mental health problems and characteristics that predict increased odds of experiencing them. Findings indicate the scale of mental health problems in England is much higher than previous estimates, with two in five young people scoring above thresholds for emotional problems, conduct problems or hyperactivity. Gender, deprivation, child in need status, ethnicity and age were all associated with increased odds of experiencing mental health difficulties.

Deighton, J., et al (2019). Prevalence of mental health problems in schools: Poverty and other risk factors among 28 000 adolescents in England. *The British Journal of Psychiatry*, 1-3. doi:10.1192/bjp.2019.19

Screens, teens, and psychological well-being

Research by Oxford University academics has found little evidence of a relationship between screen time and wellbeing in adolescents.

Based on data from more than 17,000 teenagers, the study casts doubt on the widely accepted notion that spending time online, gaming or watching TV, especially before bedtime, can damage young people's mental health.

The research found that adolescents' total screen time per day had little impact on their mental health, both on weekends and weekdays. It also found that the use of digital screens two hours, one hour or 30 minutes before bedtime did not have clear associations with decreases in adolescent wellbeing.

The study encompassed three nationally representative large-scale data sets from Ireland, the United States, and the United Kingdom (and included time-use-diary measures of digital-screen engagement, rather than less reliable self-rating measures).

Orben, A., & Przybylski, A. K. (2019). Screens, Teens, and Psychological Well-Being: Evidence From Three Time-Use-Diary Studies. *Psychological Science*. <https://doi.org/10.1177/0956797619830329>

The effects of cooperative learning on reducing bullying

While many studies show positive effects of cooperative learning on pupil achievement, [a recent study](#) examined the effects of cooperative learning on reducing bullying in teenagers.

Almost 1500 Year 8 pupils in 15 rural schools in the US were randomly assigned to either receive a cooperative learning programme (n=792) or to continue business as usual (n=668). The cooperative learning programme used techniques by Johnson & Johnson, incorporating peer tutoring, collaborative reading, and methods where classmates rely on each other to learn new information while being held individually accountable for what they have learned. The theory behind this study was that in cooperative groups, bullies would not be reinforced by their peers to continue bullying, and socially isolated pupils would have opportunities to interact with others more and make new friends. All participating teachers received a copy of *Cooperation in the Classroom* and received three training days in person, and check-ins by video conference during the course of the 2016–17 school year. Pre-tests and post-tests (online surveys completed by pupils) evaluated pupils' bullying and victimisation, stress levels, emotional problems, relatedness and engagement.

After five-and-a-half months of the cooperative learning programme, results showed significant reductions in bullying (effect size = +0.37), victimisation (+0.69), and stress levels (>+0.99) for pupils who had been shown to be marginalised at pre-test, and reduced emotional problems



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(+0.30) and greater relatedness (+0.43) for all pupils, regardless of their feelings of victimisation/isolation at pre-test.

Van Ryzin, M. J., & Roseth, C. J. (2018). Cooperative learning in middle school: A means to improve peer relations and reduce victimization, bullying, and related outcomes. *Journal of Educational Psychology*, 110(8), 1192-1201. <http://dx.doi.org/10.1037/edu0000265>