



## The SEAL Consultancy

Support in developing the social and emotional aspects of learning  
for Children's Services, schools and early years' settings

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# The Social and Emotional Aspects of Learning (SEAL) in Wales

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## 'Getting Started': A resource pack for Secondary Schools in Wales implementing SEAL

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NB. PowerPoint™ Presentations and Handouts are provided separately to this booklet.

**Appendices: Please note that Appendix 1, 2 and 3 are provided separately, under the titles listed.**

1. **Links to the Personal and social education framework for 7-19 year olds in Wales (KS3)**
2. **Links to Healthy Schools work (Mental and emotional health and well-being)**
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# 1. About SEAL

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## 1.1 What is SEAL?

The Social and Emotional Aspects of Learning (SEAL) initiative was piloted by the DCSF (then DfES) in twenty-five English local authorities from September 2004. In June 2005 the materials were made available to all primary schools in England and funding given to local authorities to provide training and support to primary schools to implement and embed SEAL (from 3-11yrs). The initiative (including a range of web-based materials) has since been rolled out to secondary schools. In March 2011, the Welsh Assembly Government made the materials available to Welsh schools, adapted for the Welsh context and in the medium of English and Welsh.

The SEAL initiative aims to support children aged from 3-16 years to develop the personal and social skills of:

- self-awareness
- managing their feelings
- motivation
- empathy
- social skills.

These interpersonal and intrapersonal skills have been shown to improve learning and promote emotional health and wellbeing, alongside a range of other benefits to pupils, families and schools.

SEAL aims to provide an entitlement curriculum to develop social and emotional skills within a structured and progressive framework, offering class-based quality first-teaching to all children from 3-16yrs ('Wave 1' provision – see Fig.1 below). The approach does, however, recognise that schools will need to provide a continuum of provision to meet the needs of all learners in this area. In addition to providing curriculum resources for class-based work, schools have access to sets of materials designed to be used within a small group context, for children who may have additional needs in one or more area of the social and emotional aspects of learning. Small-group work is located at 'Wave 2' of the continuum of provision (see Fig.1). 'Wave 3' support is envisaged as the individual, intensive support that will continue to be necessary for the minority of children with long-term, complex needs within the area of social and emotional functioning. These are children at the highest level of need, who will usually have a statement of education need (or equivalent) and the involvement of a number of professions – social services, educational psychologists, CAMHS etc. The aim is for provision at Wave 3 to build upon the SEAL work undertaken by the child within the school context.

While the explicit curriculum in SEAL is a necessary aspect of effective provision for developing children’s personal and social skills, research shows that by itself it is not sufficient. There exists a robust body of evidence<sup>1</sup> demonstrating the need for frequent reinforcement to embed new social and emotional learning and to ensure that children regularly apply the skills in real life situations. In addition to providing materials for an explicit spiral curriculum for all children (in which the Learning Outcomes of SEAL form the focus of the taught session), the SEAL initiative includes materials to train all staff in the school community to model and ‘scaffold’ these skills, so that they permeate the environment and the school day, as well as ideas for fostering and reinforcing SEAL skills across the curriculum

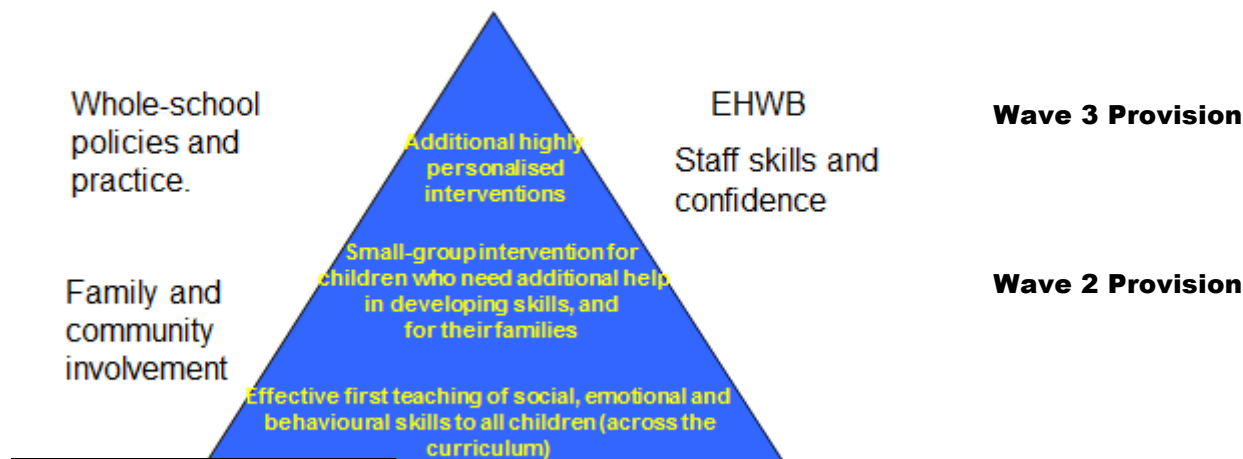
Of course, the vast majority of schools have for many years been involved with projects, initiatives and approaches which aim to create an ethos and environment in which children’s emotional health and wellbeing is promoted, and through which the development of their social and emotional skills is facilitated. These include:

- School councils
- Buddying and peer mediation schemes
- Playground initiatives such as ‘buddy stops’ and social games promotion
- Restorative justice approaches
- ‘quiet spaces’ in schools
- Worry boxes
- Anti-bullying initiatives
- Rights respecting schools
- Critical skills training for staff
- Values Education
- Philosophy for Children (P4C)

Schools report that SEAL builds on these initiatives, and provides a framework within which to organise them into a cohesive whole. In addition SEAL supports schools’ work in the area of Healthy Schools, contributes to the PSE curriculum and reinforces the key skills agenda.

**Fig.1: The three ‘Waves’ of the explicit SEAL curriculum within the whole-school environment**

## **SEAL: A continuum of provision within a positive environment**



<sup>1</sup> See K. Weare for an overview of international evidence: ‘Developing the Emotionally Literate School’, 2010, Sage Publishing

## **Wave 1 Provision**

### **1.2 How does SEAL work in secondary schools?**

In Secondary schools the suggested model of using SEAL in school is to foster the Secondary SEAL learning outcomes (appended) through an explicit curriculum, reinforcing them through throughout all curricular areas and across the school day.

Curriculum materials for each Year Group are provided (for KS3) to support the explicit curriculum, divided into 3 themes (+ additional material for anti-bullying work).

In addition to these curriculum based resources, there are a number of 'whole-school' materials such as posters, photographs and protocols (e.g. for conflict management and problem-solving) which are designed to offer a set of shared concepts and vocabulary to be used by the whole school community.

It is recommended that each term the following process is followed:

- The theme and curriculum materials are introduced in a staff meeting
- A key stage/year group assembly takes place to launch the theme
- Curriculum work takes place in every tutor group, using the curriculum booklets to achieve the learning outcomes for the theme
- At the end of the term a follow-up assembly+ celebration of the application of the focus SEAL skills takes place
- A staff meeting review takes place.

While the theme is ongoing, the focus skills (the learning outcomes for the theme) will be reinforced, modelled, noticed and celebrated by all staff (including lunch-time assistants etc.) both across the curriculum and during unstructured times.

### **1.3 The Rationale – what benefits does SEAL offer?**

Research<sup>2</sup> over the past 2 decades on developing the social and emotional aspects of learning, including systematic reviews of programmes, using the most rigorous and exacting criteria, are repeatedly demonstrating that the best social and emotional learning programmes are effective and impact positively on the following:

- Academic learning (achievement and attainment)
- Behaviour and attendance
- Reductions in bullying, violence and juvenile crime, in schools and the community
- Improved mental health, such as reduced stress, anxiety and depression in pupils and staff

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<sup>2</sup> See for example: Izard 2001; Fleming et al 2005; Carneiro 2006; Wang et al 1997; Zins et al 2004

- Health outcomes – reductions in teenage pregnancies and drug abuse
- Improved staff retention and morale.

Recent international reviews of work in schools (primary and secondary) commissioned by National Institute for Health and Clinical Excellence (NICE) (Adi et al, 2007; Shucksmith et al, 2007) show excellent outcomes for such work.

Aspects of the SEAL programme have been evaluated by the Institute for Education<sup>3</sup> (Primary), Manchester University (Secondary – as yet unpublished), and the DCSF (2008)<sup>4</sup>.

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<sup>3</sup> 'Evaluation of the Primary Behaviour and Attendance Pilot', Hallam et al, 2006

<sup>4</sup> Evaluation of primary school group work <http://www.dcsf.gov.uk/rsgateway/DB/RRP/u015120/index.shtml>

## 2. Accessing the SEAL resources

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### Accessing Resources: SEAL (SECONDARY )

**THEME RESOURCES (English Medium, Amended for Welsh Context)** Please note that at the time of printing this document, not all the resources necessary are available on the WAG/WG website. The local authority will endeavour to ensure that you have all the documents necessary to implement secondary SEAL.

*(Nb. For Welsh Medium resources, select 'Cymraeg' at top right hand corner of window) and the same menu of downloads will appear in Welsh)*

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/pseaseal/?lang=en>

- [Schools](#)
  - [Curriculum and Assessment](#)
    - [PSE and SEAL](#)
      - SECONDARY Resources

### Document Download



[Social and emotional aspects of learning – Cymru: Guidance](#) (nb. This is the PRIMARY Guidance)



[Year 7 Theme 1: A place to learn, resource sheets](#) (nb. Only the resource sheets are currently on the web – not the learning opportunities they go with. This is the same for each theme)



[Year 7 Theme 2: Learning to be together, resource sheets](#)



[Year 7 Theme 3: Keep on learning, resource sheets](#)



[Year 7 Theme 4: Learning about me, resource sheets](#)



[Year 8 Theme 1: Resource sheets](#)



[Year 8 Theme 2: Resource sheets](#)



[Year 8 Theme 3: Resource sheets](#)



[Year 9 Theme 1: Resource sheets](#)



[Year 9 Theme 2: Resource sheets](#)



[Year 9 Theme 3: Resource sheets](#)

## 3.Action planning: A sample action plan

Aim/ Success criteria	Task	Lead Respons-ibility	Timeline	Resources	Monitoring/ evaluation	Links with other plans
SLT and governors have opportunity to make decisions with informed awareness  Leadership and governors take SEAL forward	1. Discuss pilot plans with SLT/governors					
Staff buy-in (the majority support plans)	2. Initial awareness of SEAL INSET					
SEAL coordinator is appointed and has clear description of role, resources and non-contact time to fulfil	3. Appoint SEAL coordinator					
There is a clear and cohesive mapping which outlines how SEAL links to what the school does.  Areas of duplication and gaps are identified.	4. Provision mapping outlining what do we already do in school and links to SEAL					
Medium and short-term planning feature SEAL	5. Agree curriculum time allocation and planning protocols					
Parents are aware of SEAL	6. Initial letter to parents (primary) outlining pilot					
The resources to implement the theme are available for the staff meeting.	7. Preparation of materials for staff					
Staff have the confidence and expertise to implement the theme.  SEAL work is planned in.	8. Introduction and planning for pilot theme staff/ team meeting. Resources to be given to staff					



Assembly takes place (led by head) and all staff attend.	9.	Initial assembly for pilot theme					
Curriculum work takes place in all classes	10.	Curriculum work undertaken from Theme booklet in all tutor-group/classes					
	11.	Classroom posters displayed as appropriate					
	10.	Follow-up assembly (sharing work from theme)					
Plans are revised in the light of staff feedback	12.	Staff/ team review meeting					
Staff meetings and assemblies take place	12	Schedule staff meetings, and assemblies for next theme					

# 3. Introducing SEAL to staff (Sample agendas for staff awareness sessions)

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Please note that all PowerPoint™ presentations and hand-outs used on the introductory day 1 are available to use for a whole school staff awareness session. Materials and activities can be mixed and matched to suit a staff meeting or inset day. Suggested agendas for both are described below:

## **Y7 team meeting (1 ½ hour duration)**

1. Check-in activity (from Presentation 1)
2. Introduction to the Learning Outcomes to SEAL (see Appendix 4)
3. Activity – ‘What have these skills got to do with learning?’ (From Presentation 1)
4. An introduction to the pilot theme, ‘A Place to Learn’ or ‘Grange-Enders’ (From Presentation 3):
5. Time for staff to look at the relevant curriculum booklets/ Grange-Enders Resources and identify positives, concerns and questions.
6. Agreement as to how to proceed with the pilot theme: assembly; curriculum work; follow-up assembly and staff feedback.

## **Inset (whole day or half-day duration)**

1. Starter activity (Check-in)
2. Presentation 1: What is SEAL and why do we need it? (From Presentation 1)
3. Presentation 2: How do we learn social and emotional skills and what works in teaching them? (From Presentation 2)
4. Presentation 3: Exploring the explicit curriculum resources/ Grange-Enders (From Presentation 3)
5. Agreement as to how to proceed with the pilot theme: assembly; curriculum work; follow-up assembly and staff feedback.
6. Action planning by staff – selecting activities to try etc.
7. Closing activity

## **Top Tips:**

It is suggested that staff are encouraged to ‘dip in’ to the theme materials, agreeing to try out three or four activities over the course of the theme, and to feedback on these at a staff meeting at the end of the theme. This will enable staff to become familiar with the materials and methods of delivery.

# Appendix 4: The Secondary SEAL Learning Outcomes

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## SEAL Learning outcomes

*What young people will know, understand and be able to do at the end of KS4.*

**SELF AWARENESS:** Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, we can learn more effectively and engage in positive interactions with other others.

### *Knowing myself*

1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
2. I can identify my strengths and feel positive about them.
3. I can identify my current limitations and try to overcome them.
4. I recognise when I should feel pleased with and proud of myself and am able to accept praise from others.
5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.
6. I can reflect on my actions and identify lessons to be learned from them.
7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons others may find difficult to understand.

### *Understanding my feelings*

8. I know and accept what I am feeling, and can label my feelings.
9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.
10. I can be assertive when appropriate.
11. I can recognise conflicting emotions and manage them in ways that are appropriate.
12. I can use my knowledge and experience of how I think, feel and respond, to choose my own behaviour, plan my learning, and build positive relationships with others.

**MANAGING FEELINGS:** Managing how we express emotions, coping with and changing difficult and uncomfortable feelings and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.

### *Managing my expression of emotions*

13. I can express my emotions clearly and openly to others and in ways appropriate to situations.

14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.

15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.

*Changing uncomfortable feelings and increasing pleasant feelings*

16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) in ways that are not damaging to myself and others.

17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.

18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

**MOTIVATION:** Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximise our ability to achieve our potential.

*Working towards goals*

19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.

20. I can break a long-term plan into small, achievable steps.

21. I can anticipate and plan to work around or overcome potential obstacles.

22. I can monitor and evaluate my own performance.

23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).

24. I know how to bring about change in myself and others.

*Persistence, resilience and optimism*

25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.

26. I can identify barriers to achieving a goal and identify how I am going to overcome them.

27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.

*Evaluation and review*

28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviours.

29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive way.

30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.

**EMPATHY:** Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.

*Understanding the thoughts and feelings of others*

31. I can work out how people are feeling through their words, body language, gestures, and tone.

32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.

33. I can see the world from other people's points of view, taking into account their intentions, preferences, and beliefs and can feel with and for them.

*Valuing and supporting others*

34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.

35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences.

36. I understand the impact of bullying, prejudice and discrimination on all those involved (including people who bully, people who are bullied and people who witness bullying, and others such as friends, family and the wider community) and can use appropriate strategies to support them.

37. I can support others who are experiencing personal problems.

38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.

**SOCIAL SKILLS:** Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

*Building and maintaining relationships*

39. I can communicate effectively with others, listening to what others say, as well as expressing my own thoughts and feelings.

40. I can take others' thoughts and feelings into account in how I manage my relationships.

41. I can assess risks and consider the issues involved before making decisions about my personal relationships.

42. I can make, sustain and break friends without hurting others.

*Belonging to groups*

43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.

44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, class, school, family and community.

45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.

46. I can give and receive feedback and use it to improve mine and other people's achievements.

*Solving problems, including interpersonal ones*

47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution.

48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me to choose my behaviour and make decisions.

49. I have strategies for repairing damaged relationships.

50. I can be assertive when appropriate.



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