

## A PROGRESSION OF SKILLS IN SEAL (PRIMARY)

Abbreviated and adapted from: SEAL Individual Assessment Tool available from [www.futurelinkpublishing.co.uk](http://www.futurelinkpublishing.co.uk)

<b>Self-awareness + self-valuing</b>	<b>Foundation stage (red)</b> Foundation Phase Elements 1 and 2 in Wales (blue)	<b>Y1+2 (blue)</b> Foundation Phase Elements 3 and 4 in Wales (blue)	<b>Y3+4 (yellow)</b>	<b>Y5+6 (green)</b>
<b>Feelings of belonging</b>	Knows and plays with most of the people in the class/group.	Can communicate about people who are important to him/her.	Can talk about why it is important for everyone to belong to a group, and how it feels to belong.	Understands the effects of change and loss on feelings of belonging.
<b>Perception of self-efficacy</b>	Can make choices for him/herself.	Understands that he/she has the power to make choices (e.g. about behaviour and friendships).	Understands that he/she can influence outcome by his/her choices.	Understands that he/she can change things (e.g. in school) by challenging them appropriately.
<b>Knowing and valuing self</b>	Can tell you why he/she is special.	Can identify what he/she is good and not so good at.  Can identify his/her strengths as a learner.	Can talk about his/her personality, giving examples (e.g. if he she likes surprises).  Uses his/her strengths as a learner in the classroom.	Knows and accepts his/her strengths and weaknesses and values self.  Knows him/herself as a learner and uses strengths and works on weaknesses.
<b>Recognising, labelling and understanding feelings</b>	Can identify and express basic emotions- happy, sad, angry, worried or scared	Can identify and express a wider range of feelings (for example anxious, proud, jealous, surprised).  Can understand and use words representing different intensities of basic emotions (for example from irritated through cross to angry and furious)	Can identify, express and predict an increasingly complex range of feelings (for example frustrated, hopeful, hopeless, disappointed, guilty).	Can identify, express and predict a broad range of feelings (such as ashamed, embarrassed, ecstatic, agitated, despairing, defensive, nervous).  Understands and can express mixed feelings.

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<b>Managing feelings</b>	<b>Foundation stage (red) Foundation Phase Elements 1 and 2 in Wales (blue)</b>	<b>Y1+2 (blue) Foundation Phase Elements 3 and 4 in Wales (blue)</b>	<b>Y3+4 (yellow)</b>	<b>Y5+6 (green)</b>
<b>Knowledge and understanding that supports feeling management</b>	Understands that all feelings are OK, but not all behaviours are OK.	Recognises the internal and external effects of strong emotions like anger and anxiety, and how they can overwhelm us.	Understands the triggers, and physical effects, of strong emotions like anger and anxiety and why it is important to calm down before being overwhelmed.	Understands anger and anxiety triggers, why they can overwhelm and the consequences of uncontrolled anger or anxiety
<b>Impulse control</b>	Demonstrates some ability to control impulses, e.g. waiting turn.	Can identify when he/she has acted impulsively, and when he/she has thought his/her actions through.	Can control impulses (stop and think before acting) even when angry or stressed.	Can control impulses in a range of situations and make positive choices.
<b>Skills and strategies for managing uncomfortable feelings/ promoting positive feelings</b>	Uses appropriate strategies to manage emotions (such as relaxing him/herself or doing something different) with support.	Uses appropriate strategies to calm down and manage emotions (such as relaxing him/herself/ doing something different/ thinking differently) with or without support.	Uses appropriate strategies to calm down and manage emotions in an increasing range of situations and with increasing independence.	Uses appropriate strategies to calm down, manage a range of emotions and change uncomfortable feelings independently.

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<b>Motivation (and learning behaviours)</b>	<b>Foundation stage (red)</b> Foundation Phase Elements 1 and 2 in Wales (blue)	<b>Y1+2 (blue)</b> Foundation Phase Elements 3 and 4 in Wales (blue)	<b>Y3+4 (yellow)</b>	<b>Y5+6 (green)</b>
<b>Goal-setting and planning/ review</b>	Can set, work towards and achieve a self-selected immediate goal.	Can set, work towards and achieve a self-selected short-term goal, breaking it down into small steps.	Can set, work towards and achieve a self-selected medium-term goal, breaking it down into small steps, identifying and planning for obstacles, setting success criteria and evaluating outcomes and learning.	Can set, work towards and achieve a longer-term goal independently, breaking it down into small steps, identifying and planning for obstacles, setting success criteria and evaluating outcomes and learning.
<b>Learning behaviours and skills: Motivation Focus Persistence Resilience</b>	<p>Understands that you have to work hard to achieve a goal.</p> <p>Can complete a task, focusing attention and concentrating appropriately.</p> <p>Can wait for what he or she wants over a period of several hours</p> <p>Is willing to try again if he/she doesn't succeed.</p>	<p>Can usually resist distractions.</p> <p>Has some strategies for overcoming feelings of boredom and frustration.</p> <p>Can wait for what he or she wants over a period of days</p> <p>Understands the feelings associated with making mistakes or getting stuck</p>	<p>Can concentrate and resist distractions.</p> <p>Manages frustration when tasks are difficult or boring.</p> <p>Is able to wait for what he or she wants, over a period of weeks</p> <p>Can manage the feelings associated with making mistakes or getting stuck</p>	<p>Can concentrate for an extended period of time, resisting distractions.</p> <p>Manages frustration when tasks are difficult or boring</p> <p>Is able to wait for what he or she wants, over a period of several months</p> <p>Uses the feelings associated with making mistakes or getting stuck as a positive spur to further effort</p>

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<b>Empathy</b>	<b>Foundation stage (red)</b> <i>Foundation Phase Elements 1 and 2 in Wales (blue)</i>	<b>Y1+2 (blue)</b> <i>Foundation Phase Elements 3 and 4 in Wales (blue)</i>	<b>Y3+4 (yellow)</b>	<b>Y5+6 (green)</b>
<b>Knowledge (social cognition)</b>	<p>Understands that all people are equally important and deserving of respect.</p> <p>Understands that everybody has the same range of feelings.</p>	<p>Understands that all people are equally important and deserving of respect.</p> <p>Recognises that there can be more than one way to view, or feel about a situation.</p>	<p>Understands that all people are equally important and deserving of respect.</p> <p>Understands that intolerance of difference can lead to bullying and can identify bullying behaviours.</p>	<p>Understands that all people are equally important and deserving of respect.</p> <p>Can explain people's behaviour with reference to what they might be feeling and thinking.</p>
<b>Understanding feelings and point of view of others</b>	<p>Can tell when other people are angry, happy, sad or scared</p>	<p>Can tell if other people are feeling a range of emotions such as anxious, proud, jealous, surprised.</p> <p>Can tell whether the emotion might be more or less intense</p> <p>Can see a situation from somebody else's point of view.</p>	<p>Can tell if others are feeling a range of emotions such as frustrated, hopeful, hopeless, disappointed, guilty.</p> <p>Can see a range of situations from someone else's point of view.</p>	<p>Can recognise a range of feelings in other people, including more subtle ones such as ashamed, embarrassed, defensive, nervous.</p> <p>Understands that others may have mixed feelings.</p> <p>Can see a situation in which they are involved from another person's point of view.</p>
<b>Motivation and skills to help others</b>	<p>Demonstrates spontaneous kindness to others, e.g. children who have been bullied, or feel sad.</p>	<p>Makes people feel welcome and respected in the classroom.</p> <p>Wants to make people feel better if they are sad or scared or have been bullied.</p>	<p>Makes others feel welcomed and respected at school.</p> <p>Uses a range of strategies for helping others.</p>	<p>Makes others feel valued and welcome in a range of contexts.</p> <p>Uses a range of strategies for helping others, and will actively tackle bullying/stereotyping behaviours.</p>

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<b>Social skills</b>	<b>Foundation stage (red)</b> <i>Foundation Phase Elements 1 and 2 in Wales (blue)</i>	<b>Y1+2 (blue)</b> <i>Foundation Phase Elements 3 and 4 in Wales (blue)</i>	<b>Y3+4 (yellow)</b>	<b>Y5+6 (green)</b>
<b>Group-working skills</b>	Can share and work in a group, e.g. taking turns in a game; waiting his/her turn to say something; asking for help when stuck.	Can work well in a group.  Can evaluate how well his/her group have worked together.	Can take on a role in a group and contribute to the overall outcome helping others to reach a goal.  Can evaluate how well a group is working together.	Can work well in a group, e.g. agreeing/disagreeing assertively; listening to, and taking on board, constructive criticism.  Can evaluate how well a group is working together.  Demonstrates qualities of a good group leader.
<b>Rights and personal/social responsibilities</b>	Knows and keeps to routines and rules in the classroom.	Understands, contributes to, and keeps to rules in classroom.	Understands, contributes to, and keeps to rules in classroom, recognising his/her own and others' rights and responsibilities.	Understands, contributes to, and keeps to rules in school, recognising his/her own and others' rights and responsibilities, taking responsibility for his/her own behaviour.
<b>Friendship + relationships</b>	Plays well with other children, sharing toys and taking turns.	Knows what being a friend means.  Can make and keep friends, using skills such as: <ul style="list-style-type: none"> <li>▪ listening</li> <li>▪ giving compliments</li> </ul>	Can make and keep friends, using skills such as <ul style="list-style-type: none"> <li>▪ using friendly behaviours</li> <li>▪ being a good listener</li> <li>▪ giving and receiving compliments</li> </ul>	Can make and keep friends at a variety of degrees of closeness.  Does not see difference as a barrier to friendship.  Is able to forgive others, and/or break up as appropriate.

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<p><b>Assertiveness</b></p>	<p>Is able to say what he/she wants or needs appropriately and without hurting others.</p>	<p>Knows when and how to stand up for him/herself, and does so appropriately.</p>	<p>Uses assertiveness skills appropriately (including body language, tone, appropriate vocabulary).</p>	<p>Uses skills of assertiveness appropriately, e.g.</p> <ul style="list-style-type: none"> <li>▪ disagreeing with someone and accepting disagreement from others without falling out.</li> <li>▪ listening to others' views, but standing up for own view point and making own choice, even if the majority viewpoint is different.</li> </ul>
<p><b>Problem-solving and conflict resolution</b></p>	<p>Can say sorry when he/she has been unkind or done something wrong.</p> <p>Can make up when he/she has fallen out with a friend.</p>	<p>Is able to apologise appropriately.</p> <p>Has strategies for making up with a friend, e.g. 'peaceful problem solving'.</p>	<p>Is able to apologise appropriately and make amends when he/she has done something unkind.</p> <p>Can make up with a friend using e.g. 'peaceful problem solving', showing understanding of the other person's point of view and seeking a 'win-win' solution.</p>	<p>Is able to apologise appropriately.</p> <p>Can make up with peers using e.g. 'peaceful problem solving'.</p> <p>Can support others in solving their conflicts.</p> <p>Knows how to de-escalate a conflict (e.g. using 'I messages'; talking about the behaviour rather than the person).</p>