

Social and Emotional Aspects of Learning (SEAL)

– A progression of skills



Didcot Partnership of Schools
Charitable Organisation

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What is SEAL?

The Social and Emotional Aspects of Learning (SEAL) was published by the government in 2005 and described as “a framework for explicitly promoting social and emotional skills, with built in progression from each year group within a school”. The resources were organised in themes, and for classes, small groups and family groups. They were initially published for Primary Schools and later Secondary Schools. The resources can be found online at www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184 or <https://webarchive.nationalarchives.gov.uk/ukgwa/20110812101121/http://nsonline.org.uk/node/87009>

What to use this document for...

- The SEAL learning objectives from the Foundation Stage and Key Stage 1 programmes of study have been integrated, showing which learning intentions impact on others. It shows the basic and fundamental skills which are needed in order to be able to work effectively alongside others in a community. (Objectives relating to bullying and Key Stage 2 are not included in this version). Although the learning intentions were initially designed for younger children, they are proving to be a useful tool in helping to identify gaps in students understanding in older learners, particularly where social and emotional difficulties are affecting their approaches to social situations.
- The tool is designed to be used by ELSAs and SENCOs, who have knowledge of the development of emotional literacy, with learners from Key Stage 1 and through secondary school. It should assist them in identifying gaps in their students’ emotional literacy skills and identifying targets to work on.

How to use this document

- ELSAs and SENCOs should work through this progression alongside other adults who know the child, explaining the meaning of the statements where necessary.
- Each area of emotional literacy is has a different colour. Most of the starting points begin with a green ‘self awareness’ objective, before moving onto other areas.

Self Awareness	Self Regulation	Empathy	Motivation	Social Skills
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Method 1 – for younger learners

- There are 4 starting points, marked with Red **STARTING POINT**. NB only two of these are in the top left hand corner. Begin by choosing a starting point and carefully considering whether the child/young person has been observed demonstrating this skill. If they have, date the box, and consider the objectives connected to the dated objective. Complete the process, until you find objectives which your student has not demonstrated, perhaps highlighting these and consider these as targets.
- Repeat the process for the other 3 starting points, before considering which of the highlighted objectives are a priority for your learner.

Method 2 - for more able/older learners

- There is 1 end point, marked with Purple **END POINT**. Begin at end point at the bottom left hand corner and carefully consider whether the child/young person has been observed demonstrating this skill. If they have not, consider the objectives which feed in to that box. Track back until you find objectives which your student has demonstrated. Perhaps highlight and date these.
- Consider which next steps in the progression would be a priority for your learner.