

LINGHAM PRIMARY

POLICY FOR SOCIAL AND EMOTIONAL LEARNING

OVERVIEW

In school we will help all children to develop the social and emotional skills that underpin effective learning, positive behaviour and relationships, good attendance and emotional health and well-being. It contributes to all ECM outcomes, assists pupils to be responsible citizens and it contributes to aspects of the PSHE framework. We want our pupils to have good social and emotional skills in order for them to make friendships, to deal with conflict, to manage their feelings, to be calm and optimistic, to deal with setbacks, to respect the rights of others, to value diversity, to work in teams and to solve problems.

There are five social and emotional aspects to learning which are self-awareness, managing feelings, motivation, empathy and social skills. Our aim is to implement SEAL across the school by embedding it into the curriculum as well as including themes relating to SEAL as part of class and year band assemblies.

OBJECTIVES.

1. To develop children's social and emotional skills.
2. To build and develop positive relationships between pupils, peers and staff.
3. To promote positive behaviour across the school with a consistent behaviour management policy
4. To help all children develop an understanding of how their actions can impact upon others.
5. To promote an environment of mutual respect and tolerance.
6. To develop children's knowledge, skills and understanding of social and emotional education.

STRATEGIES.

1. We will begin the teaching of social and emotional education in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by building relationships.
2. As the children move into Key Stage 1 they will build on their earlier work using the Agreed Syllabus as the guidelines for teaching and learning.
3. Strong links will be made with the teaching of English. Stories, plays and poems will be shared with the children. Children will be encouraged to use drama and role play to aid their learning and promote speaking and listening skills.
4. Social and Emotional education will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older the children will explore different themes and think about how they can manage their own feelings and respond appropriately to conflict situations.
6. Art, design technology, drama will be closely linked with social and emotional education as children use these subjects to communicate what they have learnt.
7. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of their own feelings and responses, children will be encouraged to develop their feelings and 'empathy and understanding for others.
9. Through their understanding of social and emotional education learners will be helped to develop an understanding of the British society in which they live.
10. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of social and emotional education.

OUTCOMES

Social and emotional education will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Families and the local community will be encouraged to join in the teaching and learning of social and emotional education.

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