

SEAL and PSHE

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SEAL provides a way of developing the skills that underpin PSHE. SEAL contributes to schools' planning and delivery of PSHE. Social and emotional skills are a key component of PSHE. (DfES, 2007)

The programme was NOT designed explicitly as a component of PSHE but is recognised as a source of information, ideas and enrichment for PSHE. (CfEP, 2011)

SEAL - What?

a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in schools”

DfES, 2007

SEAL – What?

a whole-school approach:

- Curriculum
- Environment (learning, social, physical)
- Community

SEAL – Five domain (Goleman)

- self-awareness
- managing feeling
- motivation
- empathy
- social skills

SEAL - How?

- direct and focused learning opportunities for whole classes (during tutor time, across the curriculum and outside formal lessons) and as part of focus group work;
- using learning and teaching approaches that support pupils to learn social and emotional skills and consolidate those already learnt;
- continuing professional development for the whole staff of a school.

SEAL - Facts

Primary school: introduced nationally in 2005 following a successful, externally evaluated two-year pilot

Secondary school:

- SEBS pilot introduced to 54 schools in five local authorities in the summer term of 2005
- SEAL introduced in 2007

SEAL is currently being implemented in around 90% of primary schools and 70% of secondary schools (DfE, 2010)

SEAL secondary school

It is a loose enabling framework for school improvement rather than a structured package that is applied to school.

It was conceptualised in this manner to avoid the lack of ownership and sustainability that might be associated with the more 'top-down', prescribed approach that is taken in the USA. (DfE, 2010)



NO HOMOGENEITY

SEAL and the community

- Developing a 'SEAL culture' across teams and services through a shared vision, CPD, working processes and common language.
- Social and Emotional skill development clearly reflected in key strategies that run across the LA.

SEAL - National Evaluation (2010)

- SEAL (as implemented by schools in our sample) failed to impact significantly upon pupils' social and emotional skills, general mental health difficulties, pro-social behaviour or behaviour problems.
- Taken as a whole, our data was not congruent with the broader literature on school-based social and emotional learning (SEL) programmes, which suggest that they can lead to significant improvements in a range of outcomes.

Other programmes

UK Resilience Programme (UKRP)

- UK Implementation of the Penn Resiliency Programme
- First implemented in 2007-08 as 18 hours of workshops for Year 7 children in 22 UK secondary schools
- Aim: Improve psychological wellbeing
 - building resilience
 - promoting realistic thinking
 - promoting adaptive coping skills
 - promoting social problem-solving in children

Botvin's Life Skills Training

- **Aim of programme:** Safety Education and Drugs, Alcohol and Tobacco Education.
 - It also addresses school violence and bullying, using a common set of skills and values.
- **Content:**
 - Skills for problem-solving and decision-making, including understanding and resisting media influences, effective communication, managing anxiety and stressful situations, relationship skills and self-assertion.
 - Information about the prevalence and danger of substance abuse and violence.
 - Delivered through group discussions, rehearsals and re-enactments and modelling.
- **Group:**
 - Universal populations, aged 11-15.

Friends for Life

- **Aim of programme:**
 - Emotional Health and Wellbeing
 - FRIENDS for Life helps children and teenagers cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive and emotional skills
- **Content:**
 - designed to be delivered by classroom teachers
 - relationship between thoughts and feelings, coping with worries, relaxation, developing positive self-regard and building positive relationships
- **Group programme:**
 - designed for both universal and targeted populations.
 - two versions: students aged 7-13, students aged 13 to 17

School Health and Alcohol Harm Reduction Project (SHAHRP)

- **Aim:**

- Focus: Drugs, Alcohol and Tobacco Education
- The programme aims to reduce alcohol-related harm.
- It includes health problems, safety and good decision-making.

- **Content:**

- Skills to identify situations in which alcohol-related risks may arise, how to avoid them and how to deal with risky situations.
- Decision-making skills, assertiveness training and alcohol-specific information.

- **Group programme:**

- students between the ages of 12 (before most students have begun to use alcohol) and 16.

Climate schools

- **Aim of programme:**
 - Drugs, Alcohol and Tobacco Education.
 - The programme targets harm-minimisation regarding alcohol and cannabis using a “social influence approach”.
- **Content:**
 - relevant laws, norms, myths and guidance in regards to substance; potential consequences of substance; how to seek help.
 - Students are encouraged to recognise sources of pressure to engage in substance use and strategies for resisting this pressure. This requires that students improve their decision making skills and social skills.
- **Group programme:**
 - A universal programme for students in Year 6-10 (approx. ages 12-15).

MoodGym (totally computer-based)

- **Aim of programme:**
 - Emotional Health and Wellbeing. The project is designed to reduce and prevent anxiety and depression.
- **Content:**
 - Designed to reduce anxiety and depression by increasing emotional awareness and skills to manage emotions effectively.
 - Skills include identifying biased and unhelpful thought patterns and altering them to be more accurate and productive.
 - Exploring the effect of negative and biased thought patterns on emotions.
 - How to effectively handle situations that give rise to negative thoughts and feelings
 - Skills for coping with relationship breakdowns and other problems.
 - The importance of relationships to emotional health
- **Group programme is designed for:**
 - The programme has been used for both targeted and universal populations. It is designed for people aged 12 to 17.

Qualification Credit Framework Additional Information

Office of Qualifications and Examinations Regulation (OFQUAL)

OFQUAL

- sets the standards and rules that awarding organisations need to meet when they design, deliver and award regulated qualifications.
- recognises and monitors organisations that deliver/assess qualifications.

OFQUAL

OFQUAL regulates

- GCSEs
- A Levels
- Vocational Qualifications (QCF)
- National Curriculum Assessments

Awarding organizations

- Edexcel (Pearson Education Limited)
- OCR – Oxford Cambridge and RSA
- AQA
- WJEC - Eduquas

Pearson Education Limited

- It's the UK's largest awarding organisation, formed in 1996
- It owns the Edexcel exam board
- Offer:
 - Academic: Edexcel GCSE, Edexcel GCE (A level) and Edexcel International GCSE (The Edexcel Certificate for UK state schools)
 - Vocational: Edexcel NVQ and BTEC from entry level to Higher National Diplomas

BTEC

- Work-related qualification
 - Awarded by EDEXCEL
 - Leading to University or Employment
- From Entry Level (Foundational) to level 7
 - Introductory (L1), 14yo
 - First (L2), 14-16yo
 - National (L3), 16+
 - Higher National (L3 and L4)

EDEXCEL – Qualifications related to SEL

- Personal and Social Development
 - The units cover areas such as: developing own skills and setting goals; social skills, such as managing relationships and working with others; knowledge for living in the wider community, such as rights and responsibilities, and community action; and life skills, such as healthy living, budgeting, and preparing for work
- WorkSkills suite
 - BTEC Supporting employability and personal effectiveness
 - Team working, effective communication, task and time management, problem-solving, reflection
 - BTEC (L2) Work skills for effective learning and employment
- MySkills learning suit
 - Jamie's Home Cooking Skills
 - Money and finance skills
 - Sustainability skills
 - Safe road skills and attitude
 - BTEC Learning for life: Team, Reflective, Independent and Creative Learning
- Parenting

National Vocational Qualification (NVQ)

- Flexible qualifications delivered in the workplace or settings that replicate the work environment
- Outcome-based with no fixed learning programme
- Based on national occupational standards (NOS)

Apprenticeship

(Specification of Apprenticeship Standards for England - SASE)

- Available for 16+ not in full time education
- Wage
- Combine practical training in a job with study
 - Functional skills (Math, English, ICT) or GCSE
 - Personal Learning and Thinking Skills (PLST)
 - Independent enquiry
 - Creative thinking
 - Reflective learning
 - Team working
 - Self management
 - Effective participation

Method of delivery and assessment

FLEXIBLE