

## SEAL Overview KS2

AUTUMN 1 <sup>ST</sup> HALF TERM	AUTUMN 2 <sup>ND</sup> HALF TERM	SPRING 1 <sup>ST</sup> HALF TERM	SPRING 2 <sup>ND</sup> HALF TERM	SUMMER 1 <sup>ST</sup> HALF TERM	SUMMER 2 <sup>ND</sup> HALF TERM
<p style="text-align: center;"><u>New Beginnings</u></p> <p>This theme focuses on developing children’s knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p>The theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all.</p>	<p style="text-align: center;"><u>Getting on/ Falling out</u></p> <p>This theme focuses on developing children’s knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.</p> <p>New beginnings on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p>	<p style="text-align: center;"><u>Bullying</u></p> <p>This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes, through a focus on bullying – what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p> <p>The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.</p>	<p style="text-align: center;"><u>Going for Goals</u></p> <p>This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children’s abilities, qualities and strengths to be valued.</p> <p>The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</p>	<p style="text-align: center;"><u>Good to be me</u></p> <p>This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is ‘Good to be me’.</p> <p>The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p>	<p style="text-align: center;"><u>Relationships Changes</u></p> <p>This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends.</p> <p>The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p> <p>In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one.</p> <p><i>CHANGES</i> -This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children’s ability to understand and</p>

					manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.
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Through the curriculum and in specific SEAL sessions we aim to build resilience to violent extremism by:

- helping pupils to develop knowledge of religion, history, geography, citizenship, English (particularly the critical study of the media) and analyse current issues of concern
- help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues
- provide safe spaces for pupils to discuss openly issues that concern them including exploring their own identities and how these relate to the diversity of the society in which they live
- provide opportunities for pupils to understand, meet and engage with people from different backgrounds in ways which promote the common values while recognising diversity within communities
- Breaking Down barriers within the community and promoting diversity. This can be taught through the curriculum, World War 2 and the Jews, Egypt story, link to SEAL and PSHE, anything to do with anti bullying. Collaborative approach to language/cultural day.