

Living and Learning: Feelings First – social and emotional learning

Date: reviewed on an on-going basis

Provision set out here is based on two sources:

The diagrams below and much of the philosophy around the provision come from [CASEL](#): Collaborative for Academic, Social, and Emotional Learning.

The EEF guidance report [Improving Social and Emotional Learning in Primary Schools](#) draws heavily from CASEL content. The report sets out the importance of social and emotional learning and therefore provides the rationale.

What?

1. Definition of social and emotional learning

CASEL presents social and emotional learning (SEL) as five core competencies:



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Based on this, there are three key learning objectives when we develop social and emotional learning:

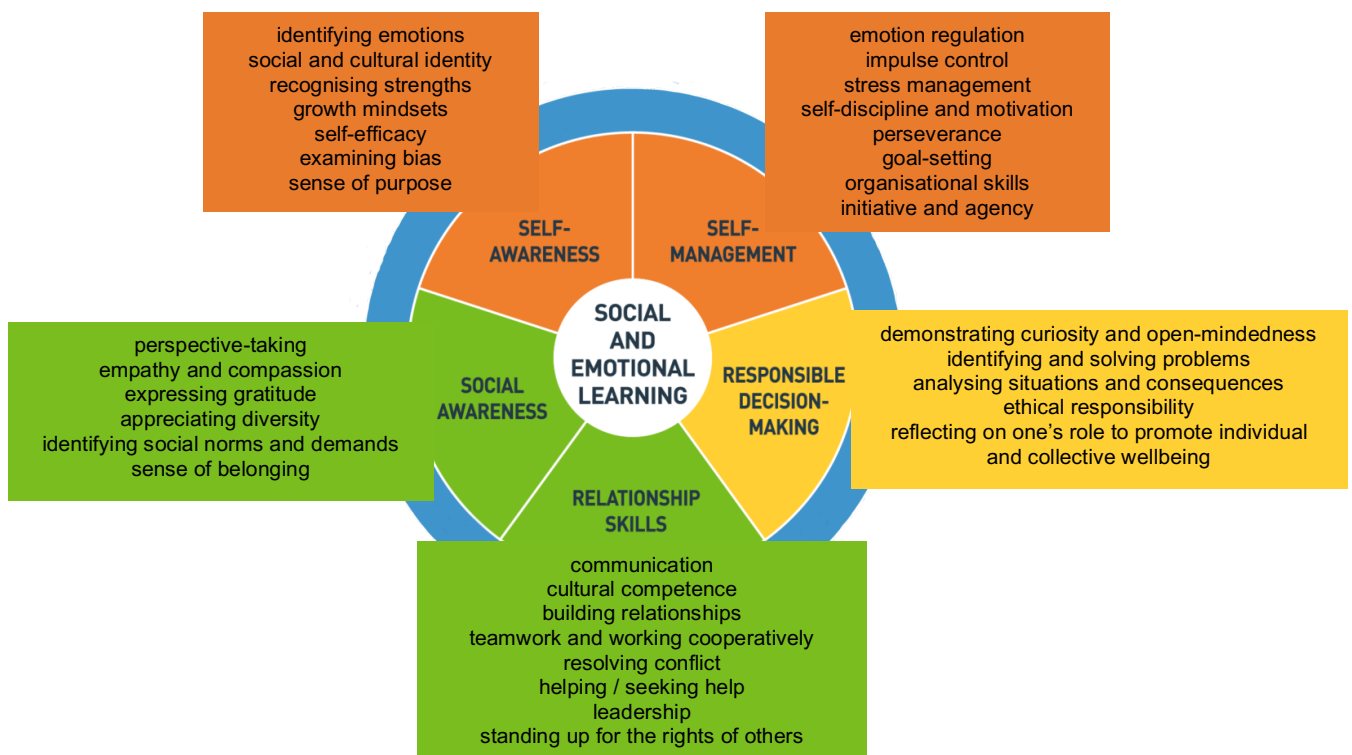
- **LO:** to develop self-awareness and self-management skills
- **LO:** to develop social awareness and relationship skills
- **LO:** to be able to make responsible decisions

The blue ring around these represents a wider context which includes classroom climate and schoolwide culture, practices and policies.

2. Definition of each competency



2. Skills involved in each competency



The EEF presents similar definitions and skills: https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_SEL_Core_Skills.pdf?v=1745953654

How?

1. EEF recommendations

The EEF sets out six areas of recommendations, the first two of which relate to **teaching strategies**:

Teaching strategies

1

Teach SEL skills explicitly



- Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.
- Self-awareness: expand children's emotional vocabulary and support them to express emotions.
- Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.
- Social awareness: use stories to discuss others' emotions and perspectives.
- Relationship skills: role play good communication and listening skills.
- Responsible decision-making: teach and practise problem-solving strategies.

2

Integrate and model SEL skills through everyday teaching



- Model the social and emotional behaviours you want children to adopt.
- Give specific and focused praise when children display SEL skills.
- Do not rely on 'crisis moments' for teaching skills.
- Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL.
- Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.

2. Weekly, discrete sessions: Feelings First

The first EEF recommendation is **teach SEL skills explicitly**. Feelings First sessions are intended to do this.

Feelings First sessions are short: ten minutes. They may be a 'starter' session for our weekly Living and Learning session or may happen at another time of the week, too.

There are three broad elements of each session which may form a 'loose structure'.

Introduce the feeling	What's the word? What's the feelings family? What are related feelings? What's the definition? Show photograph to illustrate Consider some scenarios Consider too much / little of the feeling	Change the order depending on preference or context. For example: You might present a photo and definition on same slide, sometimes revealing the photo first, sometimes the definition. What happens if there's too much 'energy' (intensity), or too little?	Refer to might: <i>how someone might feel</i> Refer to most, many, some: <i>most people find that... some people regulate by...</i>
Effect of the feeling	How does it feel for you? How might it show on me? How might it show on other people? What is the impact of the feeling on others?	Consider body signals, facial expression. Consider the mood that is created.	
Self-management	Does this feeling need to be regulated? How might you regulate the feeling? How might others regulate the feeling? Where can I go for help (standard slide for different phases – see MindMate)	Refer back to the battery. Use expression from Circle Time: Would it help if...?	

There is a sequence of feelings for each session (see Section 3, below). These are followed to ensure a balance of emotions are considered and can be referred to over time to consolidate and develop. However, teachers may adapt to ensure emotions taught are pertinent to their class needs and contexts.

The emotions battery is a simple visual reference that serves as a prompt to consider regulation (green) and dysregulation (red), which may happen if there is 'too much' or 'too little' of an emotion in terms of energy or intensity.

2. Supportive classroom and schoolwide climate

The second EEF recommendation is **integrate and model SEL skills through everyday teaching**. The sub-points serve as important principles for adults in school:

- Model the social and emotional behaviours we want children to adopt.
- Give specific and focused praise when children display SEL skills.
- Do not rely on 'crisis moments' for teaching skills.
- Embed SEL teaching across a range of subject areas: English, History, Drama and PE all provide good opportunities to link to SEL.
- Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.

To support consolidation and references to the emotions, most classrooms feature a display which shows the emotions learnt over the course of the year.

3. Feelings First families

This table presents a plan for which feelings are taught across each phase: **Years 1 and 2**, **Years 3 and 4** and **Years 5 and 6**. The overview is an adapted version of a list of emotions presented by [Picture News: How does it make me feel?](#) We have added some additional feelings (eg indifferent) and noted some which we do not prioritise (eg addled) or regard as 'pure feelings' (eg beaming).

Nursery: 6 feelings in a year (sad, angry, happy, excited, worried, afraid)

Reception: 18 feelings in a year (sad, happy, angry, worried, afraid, excited, thankful, jealous, delighted, interested, confused, shocked, guilty, proud, lonely, embarrassed, tired, hungry)

Years 1 and 2: 16 feelings in each year of a two-year cycle (32 total)

Years 3 and 4: 16 feelings in each year of a two-year cycle (32 total)

Years 5 and 6: 17 feelings plus others (overall 'feelings families')

~~strike through~~: originally listed (Picture News), but not a priority

sad	angry	happy	confused	excited	worried	overwhelmed	afraid	others
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched depressed	aggrieved annoyed discontented disgruntled distressed exasperated frustrated furious indignant offended outraged resentful vexed miffed	beaming buoyant cheerful contented delighted enraptured gleeful glowing joyful proud	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled unsure restless	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy unsettled restless	engulfed inundated overburdened overloaded saturated submerged swamped	alarmed apprehensive daunted fearful frantic horrificed petrified terrified	disappointed confident calm tired exhausted poorly hungry
								indifferent
								ennui bored meh
guilty	jealous	thankful	shocked	disgusted	inspired	embarrassed	interested	lonely
ashamed compunctious contrite culpable penitent responsible rueful regretful remorseful	bitter covetous desirous envious envying resentful wary	appreciative grateful gratified indebted obliged relieved	astonished astounded disconcerted distressed dumbfounded horrificed staggered startled stunned surprised	affronted appalled horrified repelled repulsed revolted sickened	activated encouraged exhilarated galvanised influenced motivated	ashamed awkward chagrined demeaned discomposed humiliated self-conscious uncomfortable uneasy	absorbed captivated curious engaged enthralled fascinated gripped intrigued riveted consumed	left out ignored isolated excluded

4. Feelings First plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					
sad, happy, angry, afraid, excited, worried					
Reception					
sad happy angry	thankful tired hungry	lonely jealous delighted	interested confused embarrassed	shocked guilty proud	worried afraid excited
Years 1,2: Year A and B					
sad happy worried left out frustrated embarrassed	lonely confused thrilled apprehensive calm thankful	guilty horrified disgusted inspired fascinated	contented angry excited afraid disappointed	anxious overwhelmed responsible jealous grateful	gloomy shocked revolted self-conscious interested
Years 3,4: Year A and B					
down annoyed cheerful proud puzzled ignored	appreciative envious agitated regretful encouraged unsure	astonished appalled ashamed absorbed isolated	miserable delighted enthusiastic inundated confident	relieved horrified concerned overloaded furious	stunned repulsed motivated humiliated intrigued
Years 5, 6: Year A and B					
offended resentful influenced excluded remorseful indifferent	aggrieved distressed unsettled awkward consumed indebted	bitter troubled demeaned uncomfortable uneasy	review / consolidate full feelings families:		
			sad happy angry interested confused indifferent	worried afraid shocked jealous guilty disgusted	excited inspired overwhelmed lonely thankful embarrassed

5. Feelings First definitions

Overall	
absorbed	feeling so interested in something that you forget about most other things
aggrieved	feeling resentment, upset and wronged, because you think you have been treated unfairly
agitated	feeling restless and unable to settle down, usually because of some sort of problem
annoyed	feeling slightly angry because something feels irritating or unfair
appalled	feeling very shocked and upset because something seems bad
appreciative	feeling thankful, recognising something kind that someone has done
ashamed	feeling bad about yourself because you've done something wrong
astonished	feeling very surprised or amazed, usually because of something impressive
awkward	feeling uncomfortable or embarrassed in a situation that feels difficult to handle
bitter	feeling angry or resentful for a long time because of disappointment or what feels like unfair treatment
cheerful	feeling happy and positive, even if you're not sure why
concerned	feeling worried about someone or something
confident	feeling sure about someone or something
consumed	feeling so taken over by thoughts or feelings that it is hard to think about anything else
delighted	feeling very pleased and happy
demeaned	feeling humiliated, undermined or made to feel less important or respected
distressed	feeling very upset, anxious, or unhappy
down	feeling low or unhappy, even if you're not sure why
encouraged	feeling more confident because you feel supported or believed in
enthusiastic	feeling excited and eager to take part
envious	feeling unhappy because of someone else's possessions, qualities, or luck that you'd really like yourself
excluded	feeling left out because you're not able to be part of something
furious	feeling extremely angry
horrified	feeling extremely shocked and upset by something awful
humiliated	feeling deeply embarrassed and upset, especially in front of others
ignored	feeling hurt or upset because it feels like others aren't noticing you in some way
indebted	feeling very grateful, maybe feeling a responsibility to return a favour or kindness
indifferent	feeling neutral about something, not having strong feelings about something either way
influenced	being affected in how you think or act by other people or other things
inundated	feeling like there's too much to do or think about, maybe overwhelmed
intrigued	feeling curious and wanting to know more
isolated	feeling alone and cut off from others
miserable	feeling very sad
motivated	feeling ready and eager to do something or work hard towards a goal
offended	feeling upset or hurt because something felt rude or disrespectful, usually towards you
overloaded	feeling stressed because it feels like there's too much to do or think about
proud	feeling pleased with yourself or someone else for doing well
puzzled	feeling confused and thinking hard to understand something
regretful	feeling sorry about something you wish you had said or done, or had not said or done
relieved	feeling better, maybe happier or calmer, because a worry or problem has gone away
remorseful	feeling filled with regret or guilt about something you've done wrong
repulsed	feeling very disgusted, maybe sickened by something, and wanting to move away or stop thinking about it
resentful	feeling angry because you believe something was unfair, usually for a longer period of time
stunned	feeling so surprised that you can't react straight away
troubled	feeling worried or disturbed, often by more than one problem or difficult situation
uncomfortable	feeling physically or emotionally uneasy
uneasy	feeling slightly anxious or worried, often without knowing exactly why
unsettled	feeling uneasy, unsure or less calm because of something
unsure	feeling uncertain because you don't know what to do or think

Years 1,2:		
Autumn 1	sad happy worried left out frustrated embarrassed	feeling unhappy, often when something bad has happened feeling cheerful feeling anxious because you're thinking about something that might not go well feeling lonely or unhappy because you're not included feeling annoyed because something is hard or not working feeling shy or awkward about something
Autumn 2	lonely confused thrilled apprehensive calm thankful	feeling sad because you feel on your own or have no one to be with feeling unsure because you don't understand something feeling very, very happy about something feeling a little scared or worried about what might happen feeling peaceful, relaxed, quiet inside feeling very, very happy about something
Spring 1	guilty horried disgusted inspired fascinated	feeling bad because you've done something wrong feeling very shocked and maybe scared feeling 'yucky', maybe sickened by something feeling really keen, maybe excited, because you want to do something feeling very interested, wanting to know more
Spring 2	contented angry excited afraid disappointed	feeling calm and happy because things are okay feeling mad or cross because something feels wrong feeling full of happy energy because of something good feeling scared that something might hurt you or go wrong feeling sad because something didn't happen the way you hoped or expected
Summer 1	anxious overwhelmed responsible jealous grateful	feeling worried or nervous inside feeling like there is too much to think about or do feeling like it's your job to do something or look after something feeling sort of unhappy because someone has achieved something or got something you want feeling pleased or happy because of something or someone, feeling thankful
Summer 2	gloomy shocked revolted self-conscious interested	feeling sad and low for a while, and maybe not sure why feeling very surprised, maybe upset, by something unexpected feeling very 'yucky', maybe sickened by something, feeling very disgusted thinking, maybe too much, about what other people might be thinking about you feeling curious and maybe wanting to learn more

Years 3,4: Year A and B		
Autumn 1	down annoyed cheerful proud puzzled ignored	feeling low or unhappy, even if you're not sure why feeling slightly angry because something feels irritating or unfair feeling happy and positive, even if you're not sure why feeling pleased with yourself or someone else for doing well feeling confused and thinking hard to understand something feeling hurt or upset because it feels like others aren't noticing you in some way
Autumn 2	appreciative envious agitated regretful encouraged unsure	feeling thankful, recognising something kind that someone has done feeling unhappy because of someone else's possessions, qualities, or luck that you'd really like yourself feeling restless and unable to settle down, usually because of some sort of problem feeling sorry about something you wish you had said or done, or had not said or done feeling more confident because you feel supported or believed in feeling uncertain because you don't know what to do or think
Spring 1	astonished appalled ashamed absorbed isolated	feeling very surprised or amazed, usually because of something impressive feeling very shocked and upset because something seems bad feeling bad about yourself because you've done something wrong feeling so interested in something that you forget about most other things feeling alone and cut off from others
Spring 2	miserable delighted enthusiastic inundated confident	feeling very sad feeling very pleased and happy feeling excited and eager to take part feeling like there's too much to do or think about, maybe overwhelmed feeling sure about someone or something
Summer 1	relieved horrified concerned overloaded furious	feeling better, maybe happier or calmer, because a worry or problem has gone away feeling extremely shocked and upset by something awful feeling worried about someone or something feeling stressed because it feels like there's too much to do or think about feeling extremely angry
Summer 2	stunned repulsed motivated humiliated intrigued	feeling so surprised that you can't react straight away feeling very disgusted, maybe sickened by something, and wanting to move away or stop thinking about it feeling ready and eager to do something or work hard towards a goal feeling deeply embarrassed and upset, especially in front of others feeling very curious and wanting to know more

Years 5, 6: Year A and B		
Autumn 1	offended resentful influenced excluded remorseful indifferent	feeling upset or hurt because something felt rude or disrespectful, usually towards you feeling angry because you believe something was unfair, usually for a longer period of time being affected in how you think or act by other people or other things feeling left out because you're not able to be part of something feeling filled with regret or guilt about something you've done wrong feeling neutral about something, not having strong feelings about something either way
Autumn 2	aggrieved distressed unsettled awkward consumed indebted	feeling resentment, upset and wronged, because you think you have been treated unfairly feeling very upset, anxious, or unhappy feeling uneasy, unsure or less calm because of something feeling uncomfortable or embarrassed in a situation that feels difficult to handle feeling so taken over by thoughts or feelings that it is hard to think about anything else feeling very grateful, maybe feeling a responsibility to return a favour or kindness
Spring 1	bitter troubled demeaned uncomfortable uneasy	feeling angry or resentful for a long time because of disappointment or what feels like unfair treatment feeling worried or disturbed, often by more than one problem or difficult situation feeling humiliated, undermined or made to feel less important or respected feeling physically or emotionally uneasy feeling slightly anxious or worried, often without knowing exactly why
Spring 2	sad happy angry interested confused indifferent	feeling unhappy, often when something bad has happened feeling cheerful feeling mad or cross because something feels wrong feeling curious and maybe wanting to learn more feeling unsure because you don't understand something feeling neutral about something, not having strong feelings about something either way
Summer 1	worried afraid shocked jealous guilty disgusted	feeling anxious because you're thinking about something that might not go well feeling scared that something might hurt you or go wrong feeling very surprised, maybe upset, by something unexpected feeling sort of unhappy because someone has achieved something or got something you want feeling bad because you've done something wrong feeling 'yucky', maybe sickened by something
Summer 2	excited inspired overwhelmed lonely thankful embarrassed	feeling full of happy energy because of something good feeling really keen, maybe excited, because you want to do something feeling like there is too much to think about or do feeling sad because you feel on your own or have no one to be with feeling very, very happy about something feeling shy or awkward about something