

The knowledge, skills and understanding developed by the primary SEAL/Global Dimension Resource

draft working document - January 2009

SEAL/Global Dimension Advisory Group
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This working document maps primary SEAL learning outcomes against the 8 key concepts of the global dimension to create a revised set of learning outcomes. These will be trialled during development of teacher resources for the national SEAL / Global Dimension Project 2008-9

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Introduction

In January 2009 the SEAL (Social and Emotional Aspects of Learning) / Global Dimension Advisory Group developed this (draft) set of learning outcomes as part of a national project to develop teacher resources (staff training and curriculum materials) based on primary and secondary SEAL, to support learning in the Global Dimension.

The primary SEAL learning outcomes have been mapped against the 8 key concepts underlying the idea of global dimension as outlined in the Curriculum & Standards document *Developing the global dimension in the school curriculum (DfES 1409-2005DOC-EN) (p12 and p13)*.

Existing primary SEAL learning outcomes all contribute to learning in the global dimension, however, some have been developed and new ones written in order to promote more direct and specific learning.

Text in **blue** shows the adjustments and additions made to existing national primary SEAL knowledge skills and understanding (Appendix 1 of the national primary SEAL Guidance document) in order to create a focus on learning in the Global Dimension.

Text in **green** indicates a specific element within a particular global key concept. For example **VP 3** indicates the third bullet point listed in the key concept *Values and Perceptions*.

The table on page 9 shows the coverage of each element of the 8 key concepts. You will notice that, at this stage of development, some elements are regarded as not appropriate for primary level.

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Self-awareness

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Knowing myself

1. I know when and how I learn most effectively.
2. I understand that I am the person that I am because of many things. These include my background and experiences, language, place, religion, traditions etc. I know that people's identity affects their opinions and perceptions of themselves, others and the world (GC 6 VP 6 D 6)
3. I can take responsibility for my actions and learning and understand that my behaviour is shaped by a set of values personal to me (VP 6)
4. I can challenge and change what I believe and value by myself and with others in the light of my experiences and the beliefs, values and perspectives of others (VP7)
5. I feel good about the things I do well, and accept myself for who and what I am.
6. I can recognise when I find something hard to achieve.
7. I can recognise and explore my own place as part of the natural world.

Understanding my feelings

8. I can identify, recognise and express a range of feelings.
9. I know that feelings, thoughts and behaviour are linked.
10. I can recognise when I am becoming overwhelmed by my feelings.
11. I know that it is OK to have any feeling, but not OK to behave in any way I feel like.

Managing feelings

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour – for example managing anxiety or anger, or demonstrating resilience in the face of difficulty.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Managing how I express my feelings

12. I can stop and think before acting.
13. I can express a range of feelings in ways that do not hurt myself or other people.
14. I understand that the way I express my feelings can change the way other people feel.
15. I can adapt the way I express my feelings to suit particular situations or people.

Managing the way I am feeling

16. I can calm myself down when I choose to.
17. I have a range of strategies for managing my worries and other uncomfortable feelings.
18. I have a range of strategies for managing my anger.
19. I understand that changing the way I think about people and events changes the way I feel about them.
20. I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.
21. I know that I can seek support from other people when I feel angry, worried or sad.
22. I know what makes me feel good, **that this is more than material things**, and I know how to enhance these comfortable feelings. (SD4)

Motivation

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Setting goals and planning to meet them

- 23. I can [imagine or visualise how I would like our world to be and](#) set a challenge or goal, thinking ahead and considering the consequences for [myself, others and the environment and I can follow this through.](#) SD3 SJ4
- 24. I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.

Persistence and resilience

- 25. I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.
- 26. I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.
- 27. I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.

Evaluation and review

- 28. I know how to evaluate my learning and use this to improve future performance.
- 29. [I can critically evaluate information including that presented by the media and other sources and use this to make wise choices about my life and how I relate to the wider world.](#) (GC 1 VP5)

Empathy

Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Understanding the feelings of others

- 30. I can recognise the feelings of others.
- 31. I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances.
- 32. I can understand another person's point of view and understand how they might be feeling.

Valuing and supporting others

- 33. I value **diversity** and respect the thoughts, feelings, beliefs and values of **all** people **and understand that people are who they are because of their background and experiences, language, place, religion, traditions etc. I know that people's identity affects their opinions and perceptions of themselves, others and the world.** HR1 D1 D2 D3 D6 GC6 VP1
- 34. I can be supportive to others and try to help them when they want it.
- 35. I know that my actions affect other people **around the world** and can make them feel better or worse **and that their actions can do the same for me** HR1 HR2 SJ3 SD3 I2 I5

Social skills

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

(Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Belonging to communities

36. I feel that I belong to and am valued in my class, school, community and wider world and that my views and opinions are listened to and valued. GC4
37. I understand and accept rights and responsibilities in my family, school, locally and in the wider world and know how I can take responsibility for making our world a safe and fair place for everyone and can use this understanding to challenge inequality and prejudice. HR 4 SJ5 HR1 HR2 SD5 D7
38. I can balance my rights with those of other people HR3
39. I understand that everyone has the same basic human rights across the world and that children have some special rights. I know that these rights are important and that sometimes these rights have to be fought for. HR1 HR5 HR3 VP2
40. I know when something is fair and unfair in my school, my community and in our world and can act wisely to make things fairer by myself or by belonging to a group. SJ1 SJ6 GC2 GC3
41. I can recognise that some people and organisations have more power than others and that they can use this power positively or negatively. SJ2 i1
42. I know that there are different types of power (eg economic, political, physical, social) SJ2
43. I explore my [inter] connections with people in my family, my community and in other parts of the world, understand that these are complex, and use this knowledge to influence my actions. I3 I4 GC5

Friendships and other relationships

44. I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people.
45. I recognise ‘put-downs’ and know how they affect people, so I try not to use them.
46. I know some forms of prejudice and discrimination including racism, how these affect people, how to avoid them and how to respond to them. CR6 D7

47. I know that bystander is not a neutral position and know some ways to help if I see bullying, racism or other forms of prejudice or discrimination taking place.

48. I can make, sustain and break friendships without hurting others.

Working together

49. I can work well in a group, cooperating with others to achieve a joint outcome.

50. I can tell you what helps a group to work well together.

Resolving conflicts

51. I understand some of the reasons why conflicts occur, and can escalate, that conflict is natural and that the outcome can be creative/positive or destructive/negative to people, places and the environment. CR1 CR5 CR7

52. I can suggest some constructive ways in which conflict might be resolved, and know some skills that I could use for this CR1

53. I can collaborate, negotiate and compromise when resolving conflict CR4 to ensure that everyone feels positive about the outcome. CR6

Standing up for myself

54. I can be assertive when appropriate.

Making wise choices

55. I can carefully consider events, issues and problems including conflict

56. I can recognise and cope with contradictions, uncertainty and change.

57. I can think of a wide range of options; consider multiple perspectives; question and challenge assumptions and show respect and empathy for different viewpoints.

58. *I can choose a solution taking into account advantages and disadvantages for myself and others. GC 1 VP5_SJ3 GC1

59. *I can make wise choices in all aspects of my life, including how I relate to the wider world based on information from the media and other evidence. CR2 CR3 VP7 VP3 VP4 GC1

60. I know that the earth's resources are finite and value the diversity of living things. I use the earth's resources responsibly (eg 5 Rs rethink, reduce, repair, re-use, recycle, and obtaining materials from sustainable resources) SD1 SD7 D4

Coverage of the Global Dimension 8 Key Concepts

**Developing the global dimension in the school curriculum (DfES 1409-2005DOC-EN)
p12 and p13**

Key Concept 1 <i>Sustainable Development</i>	Key Concept 2 <i>Conflict Resolution</i>	Key Concept 3 <i>Social Justice</i>	Key Concept 4 <i>Human Rights</i>	Key Concept 5 <i>Global Citizenship</i>	Key Concept 6 <i>Values and Perceptions</i>	Key Concept 7 <i>Diversity</i>	Key Concept 8 <i>Inter-dependence</i>
SD1	CR1 (x2)	SJ1	HR1 (x4)	GC1 (x3)	VP1	D1 (x2)	I1
SD 2 - applies to secondary only	CR2	SJ2 (x2)	HR2 (x2)	GC2	VP2	D2	I2
SD3 (x2)	CR3	SJ3(x2)	HR3 (x2)	GC3	VP3	D3	I3
SD4	CR4	SJ4	HR4	GC4	VP4	D4	I4
SD5	CR5	SJ5	HR5	GC5	VP5	D5 – this outcome is covered across a range of curriculum areas	I5
SD6 – covered within a number of SEAL LOs	CR6 (x2)	SJ6	HR6 –applies to secondary only	GC6 (x3)	VP6 (x2)	D6 (x2)	
	CR7	SJ7 – applies to secondary only			VP7 (x2)	D7 (x2)	