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Introduction and Background

Research indicates that emotionally literate people perform better in many areas of their lives. Durlak (1995) and Durlak and Wells (1997) found that programmes teaching social and emotional competencies result in a wide range of educational gains including improved school attendance, higher motivation and higher morale. Greenhalgh (1994) found that learning to manage emotions can assist learning while Mayer and Salovey (1997) suggest that emotions help us to prioritise, decide, anticipate and plan. In light of these findings there would seem to be a high price to pay for having children who lack the skills associated with emotional competence. Teachers have a key role to play in facilitating the development of those skills that help children to understand and regulate their emotional lives. This will enable children to focus more effectively in school, allowing them to achieve their academic potential.

The Emotional Curriculum has been designed to provide a developmental structure that relates to the key emotional competencies of:

- recognising and understanding emotions in self (self-awareness)
- recognising and understanding emotions in others
- management and regulation of emotions
- relationships.

'Emo' – our feelings friend, whose name is derived from the word 'emotion', is an imaginary creature. The character of Emo is used throughout Key Stage One to deliver some of the material and as a point of reference for younger children. We recommend that you adopt a puppet that you already have in school and name it Emo. This puppet should be used consistently throughout Key Stage One.

The Emotional Curriculum is based on two underlying assumptions: first that the emotional development of children cannot be taken for granted and second that it should be addressed in a proactive manner, through positive teaching and experiences. It was developed following a successful pilot project undertaken in a Bolton primary school. The aim of this project was to determine whether the specific teaching of emotional competencies made a difference to the children's levels of emotional development. We did this, in the first instance, by training the teachers. They were then encouraged to focus their teaching during Circle Time on the

basic emotions of happy, sad, angry and afraid. Results demonstrated significant gains in those emotional competencies that were focused on. In particular the children's emotional vocabularies were significantly extended. Children were also able to identify and define their emotions more accurately following a period of specific teaching. The development of these skills resulted in the emergence of a shared language between pupils and between staff and pupils. The head teacher commented that this made behaviour management more intelligent throughout the school. School staff were then keen to have a more structured developmental framework within which to work. We have developed the Emotional Curriculum to meet this need.

Recent government publications such as *Curriculum Guidance for the Foundation Stage* (DfES 2000) encompass the key concepts of social and emotional development. These foundations are then developed throughout the primary and secondary school National Curriculum in subjects such as PSHE, RE and Citizenship. More recent publications such as Weare and Gray (2003) and the Primary National Strategy (DfES 2003), *Developing Children's Social, Emotional and Behavioural Skills*, further promote the need for teaching emotional competence within schools.

What is social and emotional competence?

We have drawn from a broad research base in the development of the Emotional Curriculum. Elias et al. (1997) define social and emotional competence as 'the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adapting to the complex demands of growth and development'. The terms emotional intelligence and emotional literacy are also widely used in literature relating to children's emotional development.

Goleman (1995) defined emotional intelligence as 'the ability to understand our emotions and combine them with our rational thoughts, to formulate creative strategies that allow us to achieve our personal best and professional goals'. Goleman also identifies five ingredients to emotional intelligence:

- Self-awareness – knowing one's emotions and recognising feelings as they happen.
- Emotional management – handling feelings, the ability to recover quickly from upsets and distress.
- Self-motivation – the ability to control one's emotions, to self-discipline, delay gratification and stifle impulsiveness in pursuit of your goals.
- Empathy – the ability to listen and understand what other people are communicating, verbally and non-verbally and to sense what others are feeling.
- Managing emotions in others – the ability to connect inter-personally to others with ease and understanding.

Other prominent researchers in this field include similar competencies or elements in their work. Mayer and Salovey (1997) identify four such competencies:

- The ability to perceive accurately, appraise, and express emotion.
- The ability to access and/or generate feelings when they facilitate thought.
- The ability to understand emotion and emotional knowledge.
- The ability to regulate emotions to promote emotional and intellectual growth.

About the Emotional Curriculum

This curriculum is designed to show the progression of emotional and social competencies throughout the primary years. It contains a list of suggested emotions that can be focused on in each year group. There are four strands of increasing complexity which span the seven year groups:

- Recognising and understanding emotions in self (self awareness).
- Recognising and understanding emotions in others.
- Management and regulation of emotions.
- Relationships.

The structure of this curriculum is based on the theories of social and emotional competencies outlined in the introduction and background section. The activities that are described to promote the development of social and emotional competencies take into account a range of learning styles and incorporate various accelerated learning principles. The developmental progression of the curriculum can be seen clearly in the Key Stage One and Key Stage Two tables.

Table outlining the developmental progression of emotional literacy skills across the primary age range: Key Stage One

STRAND						
Year Group	School Policy / Ethos promoting Emotional Literacy					
Year Group	Complexity of emotions	Recognising and understanding emotions in self (Self-awareness)	Understanding and recognising emotions in others	Management / regulation of emotions	Relationships	
Nursery / Reception	Happy, sad	<ul style="list-style-type: none"> Ability to remain open to feelings Ability to recognise own basic emotions 	<ul style="list-style-type: none"> Ability to recognise basic emotions in others 	<ul style="list-style-type: none"> Understand the difference between an emotion and an action 	<ul style="list-style-type: none"> Transition from adult-child relationship to playing alongside peers Developing turn-taking skills 	
Year 1	+ anger, scared, excited	<ul style="list-style-type: none"> Ability to recognise an increased range of emotions in self and talk about own experiences of emotions Recognise own personal triggers to emotions 	<ul style="list-style-type: none"> Ability to recognise cues to others emotions (facial expression/body language) 	<ul style="list-style-type: none"> Recognising the range of possible reactions to a variety of emotions and the subsequent need to manage our emotions. 	<ul style="list-style-type: none"> Developing the ability to share Developing co-operative play skills 	
Year 2	+ nervous, loved, lonely, bored, worried	<ul style="list-style-type: none"> Understanding that all emotions are valid Recognising cues to emotions 	<ul style="list-style-type: none"> Ability to recognise others' triggers to emotions and our role in these 	<ul style="list-style-type: none"> Ability to discriminate between accurate and inaccurate expressions of emotions 	<ul style="list-style-type: none"> Developing an understanding and appreciation of friendships 	

Table outlining the developmental progression of emotional literacy skills across the primary age range: Key Stage Two

STRAND						
Year Group	School Policy / Ethos promoting Emotional Literacy	Complexity of emotions	Recognising and understanding emotions in self (Self-awareness)	Understanding and recognising emotions in others	Management / regulation of emotions	Relationships
Year 3		+ shy, frustrated, relaxed	<ul style="list-style-type: none"> Awareness of opportunity to engage with or detach from feelings Non-verbal expression of emotions 	<ul style="list-style-type: none"> Ability to engage with or detach from others emotions 	<ul style="list-style-type: none"> Appropriate ways of dealing with feeling angry, afraid, worried and lonely 	<ul style="list-style-type: none"> Developing the skills required for successful group work Recognising individual strengths and weaknesses
Year 4		+ selfish, disappointed, jealous, miserable	<ul style="list-style-type: none"> Recognise physiological changes associated with emotions Recognising that feelings can change and why 	<ul style="list-style-type: none"> Ability to recognise effects of own mood / behaviour on emotions of others and vice-versa 	<ul style="list-style-type: none"> Managing a variety of emotional states through the use of relaxation, calming and visual techniques 	<ul style="list-style-type: none"> Developing an awareness of conflict situations and how these can be resolved
Year 5		+ anger, guilt, shame, pride, embarrassment, grief	<ul style="list-style-type: none"> Recognise simultaneous feelings in self Ability to hide feelings from others 	<ul style="list-style-type: none"> To develop an awareness of empathy and the ability to demonstrate it in others' emotions and relating these to events. 	<ul style="list-style-type: none"> Ability to re-frame situations in a more positive way Management of grief in self and others 	<ul style="list-style-type: none"> Developing an understanding of discrimination and equality, focussing on racism and disability
Year 6		Rejection, intimidation, arrogance	<ul style="list-style-type: none"> Ability to recognise likely emotional transitions Taking personal responsibility for own emotions 	<ul style="list-style-type: none"> Ability to recognise simultaneous feelings in others 	<ul style="list-style-type: none"> Appropriate ways of dealing with rejection, guilt, jealousy, disappointment and anger To nurture a desire to use feelings positively 	<ul style="list-style-type: none"> Developing the skills associated with successful negotiation