

SEL Jargon Buster

Glossary of Social & Emotional
Learning vocabulary



B

Breathing techniques

These are different ways of teaching children how to calm down by breathing properly. They allow for more oxygen into their bloodstream and assist the brain in calming down effectively after a stressful event or emotion has occurred. Examples include 'star breathing' and 'figure of 8 breathing.'

C

Comfortable

The word used to describe a pleasant feeling or emotion.

Conflict Resolution

Having the ability to recognise that conflict is part of everyday life. It is the teaching of 'OK conflict' and 'negative conflict' and their differences. Children develop the skills of resolving conflict with others by showing effective listening, asking questions, stating how they feel about the situation 'I feel that...' and following up with a suggestion as to how to resolve it 'I would like it if...'.

Co-regulation

Supporting a child's regulation through your relationship and actions. This looks like an adult speaking to calmly to a child, naming emotions, listening and making a plan with the child.

D

Diversity

The ability to understand that everybody is different and recognising everybody's

uniqueness. It is treating people's cultures, beliefs, values and lifestyles with respect.

E

Emotional Literacy / Vocabulary

The ability to put your feelings/ emotions into words so that those feelings can be shared with others and understood internally. The key to emotional literacy is keeping it simple, 'Say the problem and how you feel'. This assists the individual and those around them.

Empathy

The ability to understand and respect the views of others. It is about developing compassion and kindness through reading and hearing stories about others, questioning how

others may be feeling during situations that are both familiar and unfamiliar to them.

Executive Functions

A group of mental skills that help us to organise and plan and includes self-management. Learning self-regulation can help with executive function.

F

Fair play

Supporting a child's understanding of playing by the rules, taking turns and not teasing or boasting during a game. Fair play aims to encourage the 'golden rule'.

G

Generalisation

Talking about and using SEL skills not only in formal SEL lessons. This looks like using SEL language, talking about feelings and practising self regulation strategies every day.

Goal-orientated

The ability to focus on task or outcome and what needs to be done to successfully complete it or achieve it. It is taught by encouraging children to consider the individual steps required as well as thinking of how it will impact themselves and others.

Golden Rule

Treating others the way you want to be treated.

Growth Mindset

A way of thinking that believes that you can improve skills through practise and trying again if you fail. Ways to encourage a growth mindset are to encourage children to keep going with something they find difficult and to use mistakes or failures as things to learn from.

H

Higher Order Thinking

Thinking skills such as analysis and evaluation. SEL promotes higher order thinking skills through teaching problem solving in a step by step way.

I

Impulse control

Being able to control your behaviours by thinking about consequences. Teaching breathing techniques can help children pause and think about consequences and improve impulse control.

L

Limbic system

The part of the brain that is responsible for our immediate emotional reactions and stress responses such as fight, flight or freeze.

M

Modelling

Adults teaching children SEL skills by using the skills themselves. This is one of the most powerful SEL teaching tools we have. This looks like an adult stopping and breathing

and saying how they feel when they are angry. This is modelling self-regulation.

P

Perspective taking

Thinking about someone else's point of view. An important SEL skill that can be taught through considering other people's feelings and thoughts.

Problem Solving

This is a skill taught through a variety of strategies to assist children in becoming independent problem solvers in a calm and effective way. This looks like being able to identify a problem and consider an effective plan. It is important to give children these skills so they understand that problems are simply part of daily life and they can be responsible for solving these situations.

Practising through role play is essential. This skill takes lots of support, guidance and time to develop.

R

Relationship Skills

Being able to form positive relationships and friendships with others and resolve any natural conflicts that may occur in an effective manner. This is taught through role playing scenarios where we make friends as well as falling out with others, in a safe and supportive setting.

Resilience

Being able to cope with difficult situations. This is taught through learning social and emotional skills. Resilience looks like calming down in a difficult situation, making a plan and moving forward with that plan. It also

looks like knowing when to ask for help to solve a problem.

Responsible Decision Making

Making OK choices that have positive outcomes. This can be taught by helping children to think about all the parts of a problem and using other SEL skills like social awareness and relationship skills.

S

Self-Awareness

Being able to recognise and name your own feelings/emotions. This looks like understanding how you each feel inside and naming the feeling. This can be taught through looking at facial expressions and body language.

Self-Management

Having the skills to manage your own feelings/ emotions in a safe manner. It is having the ability to calm yourself down if you are experiencing an uncomfortable feeling/ emotion and seek the support you need to help you during that time.

Self-Regulation

Knowing how to calm yourself down when you're upset. This is important in being able to reach goals. This can be taught through learning breathing techniques and practising these every day.

Social Awareness

Showing awareness and empathy for others and thinking about how other people feel. This is important to build relationships. This is taught through looking at body language,

thinking about how characters in stories feel and modelling respect for others.

T

Team work

Giving children time to develop key social skills through a variety of games and activities. These social skills include communicating with others, tolerance, compromise and empathy. It also helps them develop trust with others and builds self-confidence.

U

Uncomfortable

The word used to describe an unpleasant feeling or emotion.

V

Values based education

Is teaching pupils the value of themselves, others and the environment. It creates a strong and positive learning environment within the school both on an academic and social level. It encourages a shared vocabulary across the school.

W

Whole school ethos

Is the creation of a positive and supportive school where everybody involved in the school work in partnership to deliver consistent learning and language for all pupils.