Emotions 4 Learning (E4L) Curriculum Summary

The E4L curriculum is a five-year emotional and social curriculum designed for four to nine-year-old children and developed by staff at St John's College School. The E4L curriculum is about stories, feelings, minds, relationships and communication and it has the teacher pupil relationship at its heart. It is based in up-to date theory and research about how young children's minds develop and how social and emotional learning happens. E4L is taught in KG-F1 in place of PHSEE and contains all relevant aspects of the RSE curriculum for this age group. In Form 2, E4L lessons are part of the My Mind Curriculum.

Since emotional and social learning for young children happens first and foremost within the context of secure attachments with significant adults, the aim of our emotional and social curriculum at St. John's is expressed in attachment terms. The primary aim of the E4L curriculum is to promote secure attachments between children and their teachers and teaching assistants so children learn to manage their emotions and use their minds. Most teachers intuitively know what to do to build positive relationships with children although they may not consciously be aware of exactly what they do to build attachments. The E4L curriculum is specifically designed to encourage staff to become more conscious of what they do when they relate to children so they can intentionally deepen their attachments with children.

All learning involves emotions and takes place in the context of relationships. To become effective learners, children need to be able to manage and understand their emotions. They also need to be able to move in and out of relationships: relationships with their teachers, with each other and with each and every learning task. Some children are able to manage their emotions and move in and out of these multiple relationships more easily than others. Research tells us that the children who can do this are likely to be the most effective learners. At St. John's we want to give every pupil the opportunity to learn as effectively as possible. That is why we have developed the Emotions 4 Learning curriculum.

Our understanding of recent research about how social and emotional learning happens in young children has helped us decide what to teach in our E4L curriculum and how best to deliver this curriculum. The theoretical concepts underlying E4L are taken from the fields of attachment, neuroscience, psychotherapy and mindfulness.

The E4L curriculum is a carefully designed iterative curriculum which teaches social and emotional skills. The E4L lessons are not designed to stand on their own. They are designed to work together with the E4L Core Teachings and the E4L Teaching Approaches. Whereas the Core Teachings and Teaching Approaches foster the development of attachment, emotional regulation and self-organisation through implicit learning, the E4L lessons teach these skills explicitly, in an exploratory, experiential and embodied way. In E4L lessons you teach children to build attachments, develop emotional regulation and self-organisation and you teach metacognition by encouraging them to think consciously about thinking, learning and problem solving. There are six lesson themes which run progressively through each year group teaching E4L skills at and developmentally appropriate level.

Kindergarten

Michaelmas Term	Lent Term	Summer Term
Belonging		
Getting to know my classroom	Safety Circle	Safety Circle
My Day	What to do With a Worry	Listening with Heart
Class Agreement	Listening with Heart	What to do with a Worry
Safety Circle	Different kinds of Compliments	Self-Compliments
What to do with a Worry		
Feeling Monsters		
Important Places		
Introduction to Roleplay		
Listening with Heart		
Compliments		
Self-Compliments		
Feelings		
Inside. Outside Feelings	Comfortable and Uncomfortable	Gratitude
Naming Feelings	Happy and Sad	
Feelings Wheel	Anger	
	Recognising Feelings	
	What to do with a Big Feeling	
	Shy and Lonely	
Problem Solving		
Catcurl	When to use Catcurl	Feelings and Problems
Catcurl Roleplay	What is a Problem?	Solving a Problem
	Problem Solving	Problem Practise
Myself		
It is OK to be Different	I have Changed	Mind and Body
I am Special		Changes
		My Timeline
		My Special Relationships
		My Special Person
		I am Special
		I am Proud
Relationships		
My Family	A Good Friend	By Accident, On Purpose
Different Families	Playing Together	How to Get What I Need
	Bullying	Teasing
	Taking Care of Others	
	Getting On and Falling Out	
	Making Up	
Change		
		My First Year at School
		My New Class

Year 1

Michaelmas Term	Lent Term	Summer Term
Belonging		
My Day	Listening with Heart	Listening with Heart
Class Agreement	Safety Circle	Safety Circle
Safety Circles	Compliments	Self-Compliments
What to do with a Worry		
Feelings Jar		
Listening with Heart		
Compliments		
Feelings		
Feelings	Feeling Angry	Changing Feelings
Comfortable and Uncomfortable feelings	Simultaneous Feelings	Dislike, Hate
Happy Feelings	Scared or Safe	Jealousy
Sad Feelings	Confused or Confident	Quiet
All Feelings are OK	Like it or Love it	
Angry Feelings		
Catcurl		
Problem Solving		
	Problem Solving	Treasure Map
	Whose Problem is it?	Finding Treasure
Myself		
	My Special Relationships	Thought, Feeling, Action
	My Special Times	My Three Selves
	Consent	It's good to be me
	Safe and Unsafe Touch	
Relationships		
When to use Catcurl	Taking Care	Polite and Impolite
Thought, Feeling, Action	Empathy	Being Rude
My Sixth Sense	Egg	Sorting out disagreements
Safe Touch, Unsafe Touch	Bullying	The Apple
My Body	How to be a Good Friend	Teasing
Making Friends	Friendship Roleplay	Saying NO!
Change		
		Missing
		My new class

Year 2

Michaelmas Term	Lent Term	Summer Term
Belonging		
Class Agreement	Compliments	Safety Circle
Safety Circle	Safety Circle	Self-Compliments
What to do with a Worry	Listening with Heart	Listening with Heart
Compliments		What to do with a Worry
Feelings Wall		
Listening with Heart		
Feelings		
Outside Feelings	Comfortable Feelings	Disappointment
Inside Feelings	Uncomfortable Feelings	Gratitude
Comfortable and Uncomfortable Feelings	Changing Feelings	Fair and Unfair
Feelings Intensity	Changing Feelings 2	Jealousy
Feelings Intensity Roleplay		Love
Problem Solving		
Problem Solving	The Thoughts, Feeling, Action Triangle	The Problem
Why Problems Happen	Problem Solving	
Different Sorts of Problems	Make s Plan	
What is My Name?	Calm, Explore, Do	
What sort of person am I?	Problem Solving Story	
Myself		
Myself	What Makes Me Happy?	Story Clouds
How do I feel about Myself?	Body Parts	Describing Me
Secrets and Promises	Using my Sixth Sense	The Iceberg
Relationships		
Fair or Unfair	Stereotypes	Teasing
Sorting Out Disagreements	Collaboration	Bullying
	Build Together	Stand in my Shoes
	Healthy Relationships	Empathy
	My Family	Perspective Talking
Change		
		Remembering
		My New Class

Year 3

Michaelmas Term	Lent Term	Summer Term
Belonging		
Class Agreement	Safety Circle	Safety Circle
Safety Circle	What to do with a worry	Listening with Heart
Listening with Heart	Listening with Heart	Compliments
Compliments	Compliments	
Feelings		
Outside Feelings	Empathy	Disappointment
Inside feelings		
Problem Solving		
	Which Plan?	Problem Solving
	My Problem	
Myself		
Upstairs, Downstairs Brain	Secrets	Pants
Flipping the Lid		Map of My Heart
		Flipping the Lid
		Shifting my Awareness
Relationships		
My Family	Teasing	
Family Relationships	Bullying	
Change		
		My New Class

Year 4

Michaelmas Term	Lent Term	Summer Term
Belonging		
Class Agreement	Safety Circle	Safety Circle
Safety Circle	Paying the Kindness On	Stilling
Tour Guides		
Feelings		
What Fills My Balloon?	Forgiveness and Resentment	Loss
	Wants and Needs	
Myself		
Grounding	Prefrontal Cortex and Hippocampus	My Strengths
	Amygdala	Inner Critic, Inner Guide
	Bringing the Prefrontal Cortex Back Online	My Brain - The Insula
Problem Solving		
	The Size of the Problem	
Relationships		
Role Models	Respect	Friendships
Building Connections 1	Stand up to Bullying	Unkind Words

Building Connections 2		A Recipe for Friendship
Healthy Relationships		
Marriage		
Change		
		My New Class