



PROGRESSIVE ENGLISH SCHOOL (L.L.C.)

(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)

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Social Emotional Learning (SEL) Policy

Progressive English School, Sharjah



Reviewed and Updated on: March 2024



Social Emotional Learning (SEL) Policy: Progressive English School, Sharjah

The Social Emotional Learning (SEL) Policy at Progressive English School, Sharjah (PESS) is designed to support the holistic development of students by fostering emotional intelligence, social competence, and mental well-being. The policy aligns with the UAE's vision of developing well rounded individuals who excel academically and contribute positively to society. By focusing on SEL, we aim to create a school culture where students are equipped with the necessary skills to manage emotions, establish positive relationships, and make responsible decisions.

Purpose and Vision

Purpose: The purpose of this policy is to systematically integrate SEL into the educational framework at PESS, ensuring that all students are given the tools they need for personal growth, social interaction, and emotional well-being.

Vision: At PESS, we envision an environment where students not only excel academically but also demonstrate emotional resilience, empathy, and effective communication skills. Through SEL, we aim to create compassionate and well-balanced individuals who will thrive within and beyond the school environment.

Core Components of SEL

Social Emotional Learning focuses on five key competencies, which will be embedded in the daily routines and curriculum of PESS:

1. **Self-Awareness:** The ability to recognize and understand one's emotions, strengths, and weaknesses.
2. **Self-Management:** The ability to regulate emotions, set and achieve goals, and handle stress effectively.
3. **Social-Awareness:** The ability to understand and empathize with others, respect diversity, and appreciate different perspectives.
4. **Relationship Skills:** The ability to build and maintain healthy and positive relationships through effective communication, teamwork, and conflict resolution.
5. **Responsible Decision Making:** The ability to make ethical and constructive choices, considering the consequences of actions for self and others.



Implementation of SEL at PESS

- SEL in the Class

SEL principles will a period and lessons across the school, ensuring that students can practice SEL skills in various contexts.

Teachers will incorporate specific SEL strategies in classroom activities, such as cooperative learning, role playing, and reflective discussions.

- SEL Activities and Programs

Dedicated SEL Classes: Each student will participate in class to develop the competencies listed above.

Mindfulness and Well-being Practices: Mindfulness exercises will be introduced to help students manage stress, increase self -awareness, and improve focus and attention.

Peer Led Initiatives: Older students will be encouraged to take on roles such as peer mentors or ambassadors to support younger students in developing SEL skills.

- School Wide SEL Culture

The school will create a nurturing and supportive environment where students feel safe to express their emotions and seek help when needed.

Staff will model SEL competencies in their interactions with students and colleagues, promoting a positive school culture.

Roles and Responsibilities

A. School Leadership

Ensure that SEL is embedded in the school's culture and strategic goals.

Allocate resources for professional development and SEL programs.

Monitor and assess the implementation and effectiveness of SEL initiatives.

B. Teachers and Staff

Integrate SEL strategies into daily teaching practices.



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Participate in professional development opportunities related to SEL.

Support students' social and emotional needs by providing guidance and being responsive to emotional challenges.

C. Students

Engage actively in SEL lessons and activities.

Practice SEL skills in real life situations and interactions with peers and adults.

Participate in school wide initiatives designed to promote social emotional growth.

D. Parents and Guardians

Support SEL learning at home by modeling positive emotional behaviors and engaging in discussions about feelings, relationships, and decision making.

Participate in school events, workshops, or sessions that promote SEL awareness.

Support Systems

A. School Counseling Services

PESS will provide professional counseling services to support students who need additional help with emotional and psychological challenges. This includes individual or group counseling sessions.

B. Mental Health Support

In line with the UAE's emphasis on mental health, PESS will provide students with access to resources and tools for improving mental well being, including workshops on stress management, coping mechanisms, and emotional resilience.

C. Parent Workshops

Parents will be invited to attend workshops and information sessions about SEL, where they can learn how to support their children's emotional and social development at home.



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Assessment and Monitoring

A. Progress Monitoring

Students' social emotional development will be monitored through regular assessments, such as self- reflection surveys, teacher observations, and peer feedback.

B. Data Collection

Surveys will be conducted periodically to assess the effectiveness of SEL initiatives and gather feedback from students, staff, and parents.

C. Reporting

The school will provide regular reports to parents regarding their child's progress in SEL, including strengths and areas for improvement.

Alignment with UAE Educational Goals

This policy is in alignment with the UAE's National Agenda for Education, which stresses the importance of developing emotional intelligence, personal responsibility, and positive citizenship. SEL supports the UAE's broader goals of creating resilient, well rounded individuals who contribute to the nation's social cohesion, tolerance, and overall well-being.

Review and Evaluation

The SEL Policy will be reviewed annually by the school leadership to evaluate its effectiveness and make adjustments where necessary. Feedback from students, parents, and staff will be gathered to ensure that the policy remains relevant and impactful.