

NEW SUBJECT ON EMOTIONAL INTELLIGENCE

It is with great pleasure that we inform you of the incorporation of the new Emotional Intelligence subject into the **school curriculum of our S3 and S4 students**.

Many of you will wonder what this new subject will bring to your children for us to considered it essential in this last stage of their compulsory education. And there are many answers that have encouraged us to include it as an indispensable teaching for the optimum personal development of our students.

So, what do we mean when we refer to Emotional Intelligence for your children?

We have known for several years about the existence of Emotional Intelligence beyond Cognitive or Academic Intelligence. We know that the current educational system is rigid and does not allow room for new adaptations that demand being essential as a fundamental support in the personal development of our children, as the basis or strength where their future is built.

From the commitment that English School assumes in the **holistic educational process** with its students, and the proximity that allows us a **reduced structure of students**, we have been able to consider a resizing of the subjects to include weekly education in Emotional Intelligence.

This resizing, far from being imparted as a theoretical knowledge, will be based on the own experiences of students who right from the beginning participate in the development of their own **dynamic learning and contextualized in their own experiences**, which will be the basis of the implementation of the programme. And, of course, the impact on the rest of the subjects will be transversal and positive.

Emotional Intelligence programmes have been implemented in several schools to ensure that **the results are measurable** in terms of:

- Increase in academic performance
- Reduction of anxiety levels
- Less consumption of legal and illegal drugs
- Reduction of aggressive and violent behaviour
- Increased empathy

School failure, conflicts, anxiety, depression, violence, risky behaviour, etc. are **directly associated with emotional wellbeing** and are easily measurable indicators. Emotional Education has a direct impact on this wellbeing and is highly effective in terms of:

- **Social competences:** empathy, awareness, collaboration, relational capacity, social responsibility.
- **Personal competences:** higher academic performance, self-control, enthusiasm, perseverance, motivation capacity.
- **Professional skills:** critical thinking, teamwork, social and collective intelligence, creativity, innovation.

Many companies of the future demand **professionals who do not adapt to change, but 'live' the change.**

This new subject should contribute as a balm in personal growth from the management of emotions that will have a direct incidence in all areas of their lives. Knowing that this type of intelligence can be cultivated, developed and measured, as we have the professionals trained to do so.

In short, this curricular teaching should be an enthusiastic learning towards:

- Self-knowledge and how we channel our own emotions that define our personality.
- Development of self-confidence and self-esteem, basic to healthy and respectful growth with oneself, others and one's environment (human, social, environmental).
- Overcome the fear of criticism or failure to be more creative and innovative.
- The ability to understand and enjoy others and generate an optimal 'team work'.
- Knowledge of others that enables us to approach similarities and differences and helps in the constructive resolution of conflicts.
- Take advantage of and channel such important emotions as frustration or fear, which are part of personal success and resilience or ability to meet challenges in any area of life.

As a conclusion, **we have considered that educating in knowledge means also educating emotions. An intelligent relationship between the two is decisive** to face our personal and professional life with wellbeing, enthusiasm and courage.