Dunclug Primary School

**Personal Development
& Mutual Understanding
Policy**

Rationale

PDMU is one of 6 Areas of learning within the Northern Ireland Curriculum focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community.

PDMU supports the Northern Ireland's Curriculum's Aim:

'To empower young people to achieve their potential and to make informed and responsible choices and decisions throughout their lives.'

It also supports the Northern Ireland Curriculum's Objectives:

To help young people develop as "Individuals" by -

- developing self-confidence, self-esteem and self-discipline;
- understanding their own and others' feelings and emotions;
- developing the ability to talk about how they feel;
- developing their motivation to learn and their individual creative potential;
- listening to and interacting positively with others;
- exploring and understanding how others live.

To help young people to develop as "Contributors to Society" by -

- becoming aware of some of their rights and responsibilities and some of the issues and problems in society.
- contributing to creating a better world for those around them
- developing an awareness and respect for the different lifestyles of others
- reflecting on similarities and differences in families and people
- understanding some of their own and others cultural traditions

Policy Statement

At Dunclug Primary School we believe that Personal Development and Mutual Understanding (PDMU) is an area which will support our school ethos in developing the personal, emotional, social and physical well-being of each child in our care and which will unlock and develop their potential to help them make informed and responsible decisions throughout their lives.

We believe that PDMU is at the core of the curriculum and that all curricular areas and classroom ethos evolve from this area. PDMU concentrates on developing each child from Primary 1 to Primary 7; developing their attitudes, fostering good relationships, and learning about appropriate behaviours in and out of school. In addition PDMU focuses on broadening thinking skills and personal capabilities, making them emotionally aware and engraining values and promoting life skills to take them into their future as adults.

Why teach PDMU?

PDMU is one of the six areas for learning for Foundation Stage to Key Stage 2. It is divided into 2 main strands and teachers use these strands to deliver the nine statutory Statements of Minimum Requirement. The Statements of Requirement are divided into themes.

	Strands	**Nine Themes**
Strand I	**Personal Understanding and Health** Addresses personal and emotional issues as well as health, well-being and safety matters	• self-awareness • feelings and emotions • learning to learn • health and safety
Strand 2	**Mutual Understanding in the Local and Wider Community** Examines issues relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world	• relationships • rules, rights and responsibilities • managing conflict • similarities and differences • learning to live as members of the community

Benefits for the local community

It has major benefits for the local community as it helps towards making individuals who:
- have a sense of personal and social responsibility;
- demonstrate positive and healthy behaviours;
- show a concern for others;
- are open to new ideas;
- have integrity and moral courage;
- show respect;
- are confident, responsible and contributing members of the community.

Benefits for all the children

All children will develop:

- Self-confidence and self-esteem
- Insight into managing their own emotions and attitudes
- Moral thinking and decision-making
- Awareness of the benefits of a healthy lifestyle
- Skills for keeping safe and avoiding danger
- Knowledge of who can and will help if one feels worried or frightened
- An understanding of how they learn
- The ability to work with others
- A knowledge and respect for other cultures and beliefs
- An awareness of interpersonal skills
- The knowledge of how society is diverse and how this can raise challenges in life
- An awareness of how they will have an active role in the society of the future.

Benefits for the school

The school will develop a supportive learning environment that is:

- challenging and engaging;
- relevant and enjoyable;
- active and hands-on;
- skills integrated; and enquiry-based.

This will, in turn, create:
- a more open relationship between staff and children
- raised standards of achievement by children who feel more secure, motivated and confident and who are independent learners;
- an improvement in the health and well-being of children in our care;
- an inclusive environment where all are valued and have a voice.

Aims of PDMU
As PDMU is one of the six areas of learning for primary schools, we must also remember that it will permeate through the whole curriculum and therefore will have a positive impact on the learning and teaching within our school.

Through PDMU we intend to:

- Deliver PDMU through the two interconnected strands and teach and explore all nine statutory statements of minimum requirement, from the beginning of Foundation Stage to the end of Key Stage 2.

- Integrate the Living Learning Together Programme to help support the teaching and learning of PDMU.

- Help the children to learn about themselves, how they fit into society, how they learn and how they deserve to be respected and valued.

- Develop children's self-esteem, self-confidence and self-worth.

- Give the children the tools to help them manage their feelings and emotions.

- Encourage our children to be motivated and ambitious young people with a desire to succeed, no matter the task.

- Develop other skills, namely those of the Cross Curricular Skills and Personal Capabilities and Thinking Skills.

- Ensure that all children are aware of the dangers in our society e.g. drugs, alcohol, bullying, abuse etc.

- Promote good relationships with family, friends and future colleagues.

- Promote working as an individual, in pairs and in groups, to encourage the children to develop their own ability to express themselves in a variety of different ways.

- Encourage children to follow a healthy lifestyle and to keep safe.

- Understand why rules are needed, how to act responsibly and how to deal with conflict effectively.

- Develop an awareness of peoples' similarities and differences, being respectful of peoples' beliefs and cultures and being aware of the diversity in our society.

- Encourage the children to become moral and just citizens, taking responsibility for their own actions and how ones' actions can impact on society.

- Make young people more tolerant and patient of other people.

Who should be involved?

All staff, teaching and non-teaching in Dunclug Primary School, will be encouraged to promote PDMU throughout all aspects of school life. The area will be lead by the coordinator who will develop the subject by guiding, supporting and monitoring teachers' planning. The coordinator will continue to update and train staff on PDMU as it progresses in our school. Planning will be evaluated so that changes can be made to future plans and policy should the need arise.

School Environment

In Dunclug Primary School, we recognise that trust between children and all staff is fundamental to the success of Personal Development and Mutual Understanding. Children work better with people who care about them and who they trust.

All staff will foster an environment in which children feel:

- fairly treated;
- safe both physically and emotionally;
- close to others;
- andpart of the school

All staff will convey care and support to children by:

- listening to them;
- validating their feelings;
- demonstrating kindness; and
- showing them compassion and respect.

Classroom Charter/Class Plan for Learning

At the beginning of each school year, teachers negotiate the contents of a classroom charter/class plan for learning with children in their class. A classroom charter/class plan for learning is an agreement about the ways in which the PDMU classroom will operate. It clarifies expectations of behaviour both inside and outside of the classroom and is coupled with appropriate consequences. This creates a positive learning environment, which allows children to express their views honestly and openly without fear of reprisal or judgement from others.

The Role of the Board of Governors:
- To be aware of the statutory requirements in relation to PDMU.
- To ensure the school has a PDMU policy reflecting DE policy.
- Hold the Principal accountable for the implementation of the PDMU policy and its principles.
- Ensure the school ethos upholds the principles of PDMU.
- Ensure PDMU, as one of the six Areas of Learning, is incorporated into the School Development Plan.

The Role of the Principal:
- To promote the development of PDMU throughout the school.
- To encourage the continued training of all staff and to work alongside the coordinator, acting as a channel between the staff and the Board of Governors.
- To monitor and review the subject's progression.

The Role of the Coordinator:
- Liaise with all stakeholders in the drawing up and reviewing of the PDMU policy.
- Oversee the planning across the curriculum to incorporate the nine themes of PDMU.
- Compile a bank of usable and recommended resources for teachers to use in class to support teaching.
- Ensure RSE is incorporated into the PDMU scheme.
- Monitor the year group planning for PDMU.
- Support staff to use PDMU effectively in their classrooms.

How will it be delivered?

A number of strategies will be used.
These include -

- Personal Development and Mutual Understanding will be delivered as an individual subject area with time set aside on each class' weekly timetable.
- It will also be developed through all other areas of the Curriculum, and will help support all aspects of teaching and learning.
- Teachers will deliver PDMU by using the nine strands throughout the school year to develop all areas within the Living Learning Together Programme.
- As a whole staff we will adapt these lessons for each year group and their own class, through year group planning and in discussion with the PDMU coordinator.

Pupils will acquire skills and knowledge of the following nine statutory statements within the two strands:

1. Self-awareness
2. Feelings and Emotions
3. Learning to Learn
4. Health, Growth and Change. 4a.Safety
5. Relationships
6. Rules, Rights and Responsibilities
7. Managing Conflict
8. Similarities and Differences
9. Learning to live as members of the community

These areas will be built up in a spiral manner, as they will be revisited in each key stage. The children's skills will develop and progress through each year band. Teachers will use a variety of teaching styles such as individual, paired and group activities to help in the delivery of this subject area, looking at effective ways to link PDMU into the whole curriculum, via class discussion, topic work, circle time, cooperative games, and an agreed set of class rules etc. All teachers will create a learning environment built on trust, which will lead towards a positive learning climate.

Teachers will use a wide variety of methods to support PDMU lessons throughout the course of each year:

Learning Aim	Methodology
Generate a number of ideas quickly.	• Brainstorm
Consider a specific situation.	• Role Play • Visitor Technique
Learn to negotiate, listen and support each other.	• Drama
Promote Cooperation.	• Co-operative games
Question information presented.	• Use photographs/pictures as a stimulus • Use media /television advertisements
Gather own thoughts and take a viewpoint	• Open-ended statements
Express own opinions, promote critical thinking, and respect the views of others.	• Agree or disagree choice-making
Promote communication and critical thinking	• Circle Time • Story-telling
Represent ideas or concepts	• Collage work
Explore issues of bias and stereotyping	• Freeze Frames
Gather information, record findings and interpret data.	• Hot seating • Questionnaires and surveys.

For PDMU to be effective in our school the teachers will develop and explore through:

Active and participatory learning methods:

When children are given opportunities to become actively engaged in their learning at different levels they:

- experience and discover learning for themselves;
- construct new meanings and acquire new understanding;
- take increasing responsibility for their learning;
- become more critical and discerning; and
- are able to transfer the learning to different situations.

Enquiry-based

Enquiry-based learning approaches allow children to develop a greater understanding of the complexity of certain issues, to express their own and others' opinions, and to make choices about their own learning.

- pupils will explore a greater understanding of the complex nature of certain issues, which are relevant, local, global and current in the lives of the pupils.

Values Based

- Explore pupils' and society's attitudes and beliefs: pupils will begin to take responsibility for their own values and actions, having an awareness of what is right and wrong and be aware of Human Rights and how this can impact on the school, local and global communities.

Emotional dimension

- Managing Conflict: pupils will learn to manage their own emotions and that of others, showing sensitivity to the emotions of others and to show understanding of controversial or sensitive issues.

Links across the Curriculum

PDMU has strong links with the other five areas of learning and can be explored through a range of topics and learning methods:

The Arts:

- Helps children to explore ways of expressing themselves through Drama, Music, Art and Design.

Language and Literacy:

- Helps children to develop vocabulary to discuss emotions and feelings through talking and listening, reading, independent writing, drama and role-play situations.

Mathematics and Numeracy:

- Use of statistics and information gathered by children using surveys and questionnaires.

Physical Education:

- Helps children to develop self-esteem, confidence and to be aware of health and exercise.
- Encourages working as a group or team, develops awareness of fairness and the need to treat others with respect.

The World Around Us:

- Helps children to understand other cultures and other places and times. Develops an awareness of their own talents, thoughts and feelings.

UICT

- Children will be made aware, of strategies to use, in order to stay safe online.

Dunclug Primary School is involved in Internet Safety Week every year. Every class takes part in awareness lessons and activities to reinforce the importance of keeping safe online. This year we have introduced *Digital Leaders* at Dunclug Primary School, which empowers pupils to educate their peers about UICT and in particular, online safety.

Anti-Bullying week is also celebrated each year. The whole school is involved in assemblies, lessons and activities to raise awareness of anti-bullying issues.

Staff Development in PDMU:

As a school we endeavour to keep our subject knowledge up to date. Where possible, staff will be given opportunities to attend relevant courses. The coordinator will keep staff informed of new resources and will give support and training where necessary. PDMU will feature on the School Development Plan and SDDs will include PDMU support and training.

Monitoring of PDMU:

- The coordinator will appraise the planners to assess how effective PDMU has been incorporated into the whole curriculum.

- An action plan will be produced and evaluated yearly to show the development of PDMU in our school.

- The coordinator will monitor PDMU in each year group to ascertain if the subject is being developed through the whole curriculum, and to give support, advice and praise to teachers.

Assessment, Recording and Reporting:
- Assessment and recording will take account of the current strengths and development needs of the children. Using observational, written and verbal responses from our children we will be able to comment, in our annual report to parents, on the development of children in the context of the following:
- Self-awareness
- Self-esteem
- Independence
- Social Development
- Interpersonal skills and relationships

Equal Opportunities:

As teachers we must give children the opportunities to work with a wide range of people: the opposite sex, different race or culture or pupils in a different ability level. Working in a variety of situations will develop the children's tolerance, respect and understanding of others. The school has been involved with Shared Education, working closely with St. John's Primary School, Carnlough.

All children have the right to learn and develop as individuals at school, as a staff we strive to make our pupil's confident and responsible young people of the future.

Related School Policies

In addition to curricular links this policy is set against the broader context of pastoral care and should be read in conjunction with the following school policies:
- Child Protection Policy
- Relationships and Sexuality Education
- Positive Behaviour Policy
- Addressing Bullying Policy
- Drugs Policy
- Teaching and Learning Policy
- Use of Reasonable Force Policy

Relevant Websites:
www.schoolcouncils.org
www.circle-time.co.uk
www.unicef.org.uk
www.niccy.org
www.bhf.org.uk
www.careinthesun.org
www.ulstercancer.org
www.wiredforhealth.gov.uk
www.nicurriculum.org.uk

Links with the community and outside agencies
Local Churches
St Vincent de Paul
School Counsellor – Headlands Counselling
School Nurse
Optician
Dentist
EA wellbeing services
Fire Brigade
PSNI
Ambulance Service
Local Nurseries
Local Secondary Schools
Ballymena Primary Schools Cluster Group
School Counsellor
LTSS
Educational Psychologist
Social Services
Early Intervention Support Service
CAMHS
Barnardos
Love for Life organisation

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

FOUNDATION STAGE

The minimum content for Personal Development and Mutual Understanding is set out below. Teachers should enable children to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

Pupils should be enabled to explore:

- themselves and their personal attributes;
- their own and others' feelings and emotions;
- their dispositions and attitudes to learning;
- the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils should be enabled to explore:

- their relationships with family and friends;
- their responsibilities for self and others;
- how to respond appropriately in conflict situations;
- similarities and differences between groups of people;
- learning to live as a member of a community.

Progression

As pupils progress through the Foundation Stage they should be enabled to:

- express a senses of self awareness;
- show some self control and express their own feelings and emotions appropriately;
- show a positive attitude to learning;
- adopt healthy and hygienic routines and understand how to keep safe;
- form good relationships with adults and other pupils;
- show independence and know when to seek help;
- show respect when working and playing together and recognise the need for rules;
- recognise similarities and differences in families and the wider community;
- be familiar with the interdependent nature of the class/school community.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

KEY STAGE 1

The minimum content for Personal Development and Mutual Understanding is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

- their self esteem and self confidence;
- their own and others' feelings and emotions and how their actions affect others;
- positive attitudes to learning and achievement;
- strategies and skills for keeping themselves healthy and safe.

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

- initiating and developing mutually satisfying relationships;
- responsibility and respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people;
- developing themselves as members of a community.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

KEY STAGE 2

The minimum content for Personal Development and Mutual Understanding is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

- their self esteem, self confidence and how they develop as individuals;
- their management of a range of feelings and emotions and the feelings and emotions of others;
- effective learning strategies;
- how to sustain their health, growth and well being and coping safely and efficiently with their environment.

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

- initiating, developing and sustaining mutually satisfying relationships;
- human rights and social responsibility;
- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity;
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Thinking Skills & Personal Capabilities mapped to PDMU themes – Foundation Stage

Managing Information	Theme
Work with a focus, ask and respond to questions to clarify the task.	
Select, with help, information from materials and resources provided and suggest ways to obtain information.	4 4a
Follow directions in relation to a task.	4a
Begin to plan.	8 9
Identify and use simple methods to record information.	4 8
Thinking, Problem-Solving and Decision-Making	**Theme**
Show their ability to memorise by recalling and restructuring experiences and stories.	5 8
Make close observations and provide descriptions of what they notice.	1 2 4 4a 4b 8
Show the ability to sequence and order events and information, and to see wholes and parts.	
Identify and name objects and events as same/different, sort and put objects into groups.	
Make simple predictions and see possibilities.	2 4 7
Give opinions and reasons.	2 4a 4b 6 9 9
Ask different types of questions.	9
Being Creative	**Theme**
Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli.	4 4a 5 9
Talk about their memories and experiences.	1 2 4 4a 5 8
Play for pleasure and as a form of creative expression.	4a 8
Show excitement, enjoyment and surprise in learning.	
Be willing to take on new challenges.	
Experiment with ideas through writing, drawing, mark making, model making.	2

Thinking Skills & Personal Capabilities mapped to PDMU themes – Foundation Stage

Working with Others	Theme
Be willing to join in.	3 5 9
Learn to work and play cooperatively.	3 6 9
Develop routines of listening, turn-taking, sharing, cooperating, and reaching agreement.	1 3 5 6 8
Be able to learn from demonstration and modelling.	3 4
Be aware of how their actions can affect others.	2 6
Learn to behave and to use words to suit different purposes.	5 6 9
Develop confidence at being with adults and other pupils in a variety of contexts.	2 5 8 9

Self-Management	Theme
Talk about what they are doing and what they have learned.	3
Develop the ability to focus, sustain attention and persist with tasks.	1 3
Develop awareness of emotions about learning, their likes and dislikes.	3 4 5 6 7
Be able to make choices and decisions.	2 5
Ask an adult or friend for help.	

Thinking Skills & Personal Capabilities mapped to PDMU themes - Key Stage 1

Managing Information	Theme
Ask more focused questions about the task; clarify purpose and what needs to be done.	3 4 8 9
Recognise where similar tasks have been done in the past.	3
Use their own and others' ideas to identify, locate and select various sources of information.	4 4a 8
Set goals for their work, break tasks into smaller parts and plans the next steps.	3
Record information in a variety of formats.	4 6
Begin to identify audience and purpose when communicating.	5 6
Thinking, Problem-Solving and Decision-Making	**Theme**
Show their understanding by organising and summarising.	6 9
Sequence, order and rank along different dimensions.	9
Identify similarities and differences by making simple comparisons and connections.	8
Begin to test predictions and to look for evidence.	
Make decisions and generate options.	4 5 6
Suggest possible solutions to problems.	2 3 4a 5 6 8 9
Be systematic and work through the stages in a task.	6
Explain their methods and opinions, and the reasons for choices and actions.	4 6 8 9
Recognise the differences between why, what, where, when, and how questions.	4a
Being Creative	**Theme**
Show curiosity when approaching new tasks and challenges.	6 8
Have experiences with all the senses.	2 4a
Listen to and share ideas and experiences.	1 2 3 4 5 6 8 9
Generate as many ideas and options as possible, building and combining ideas.	1 2 4 4a 5 6 7 9
Take time to use imagination for enjoyment.	6
Enjoy the unexpected, unusual and surprising.	3
Experiment and investigate real life issues.	2 4 4a 5 6

Thinking Skills & Personal Capabilities mapped to PDMU themes - Key Stage 1

Working with Others	Theme
Develop further the habits of collaborative learning.	4a 8
Become more adept at turn-taking, sharing and cooperating when working in a group or team.	8
Decide what needs to be done in a group and take responsibility for aspects of the work.	5 6 9
Show the ability to learn from shared and modelled activities.	1278
Adapt behaviour and language to suit different situations.	2 7 8 9
Show fairness to others.	2 5 6 8 9
Recognise and respect other people's feelings and ideas.	1 2 4 4a 5 6 8 9 9
Self-Management	**Theme**
Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved.	3 4a
Check their work routinely for accuracy and precision.	
Persist with tasks until an appropriate endpoint, with teacher prompting.	5
Seek help from other people.	2 4a 5 8
Work towards personal targets identified by teacher.	
Develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.	1 2 3 5 7

Thinking Skills & Personal Capabilities mapped to PDMU themes - Key Stage 2

Managing Information	Theme

Be able to ask deeper and wider questions to clarify the task, to plan and to set goals.	1 2 4 7
Begin to challenge conventions and assumptions.	5 6 8 9
Be able to classify, compare and evaluate information, and to select the most appropriate methods for the particular task.	4 5 6 9
Develop methods for collating and recording information and monitoring progress on a task.	1 4 9
Have a sense of audience and purpose.	4 9

Thinking, Problem-Solving and Decision-Making	Theme
Show the ability to use memory strategies to deepen understanding and comprehension.	4a
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting.	9
Make and test predictions, examine evidence and make links between possible causes and effects.	2 4 4a 6 7 9
Discriminate between fact and opinion and question the reliability of evidence.	256899
Explain and justify methods, opinions and conclusions.	6
Understand more than one point of view.	2 5 6 8 9
Examine options and weigh up pros and cons.	2 5 6 8 9
Try alternative problem-solving solutions and approaches.	4a 5 8
Use different types of questions systematically and with purpose.	4a 8 9

Being Creative	Theme
Pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method.	6 8
See opportunities in mistakes and failures.	1 2 3
Use all the senses to stimulate and contribute to ideas.	8
Experiment with different modes of thinking (e.g., visualisation).	2 3
Learn from and build on own and others' ideas and experiences.	2 3 4 5 6 8
Value other people's ideas.	1 2 3 5 6 8
Experiment with objects and ideas in a playful way.	3 8
Make ideas real by experimenting with different designs, actions and outcomes.	3 4 8
Begin to develop their own value judgements about the merits of their work.	3

Thinking Skills & Personal Capabilities mapped to PDMU themes - Key Stage 2

Working with Others	Theme
Become more independent in their social and interpersonal skills.	2 4 4a 5 8
Show that they can work in different roles in a group and take responsibility for appropriate tasks.	3 4 4a 8 9
Be willing to help others with their learning.	1 8
Understand and learn to respond to feedback.	8
Work with their peers to reach agreements and begin to manage disagreements.	2 5 6 7 8
Self-Management	**Theme**
Evaluate what they have learned and compare their approaches with others.	3 4
Make links between their learning in different contexts.	3 4 4a 6
Become self-directed by working on their own or with a group.	5 6
Learn ways to manage their own time.	3
Seek help from a variety of sources.	4 4a 5 8
Work towards personal targets identified by themselves, or jointly with the teacher.	3 4
Be more confident in their knowledge of personal strengths and weaknesses.	1 2 3 4 5