

Personal Development & Mutual Understanding Policy



St Mary's P.S. Draperstown

Contents

- Mission Statement
- Policy Statement
- Rationale
- Benefits to:
 1. Children
 2. School
 3. Wider Community
- Aims
- Role of Principal
- Role of Co-ordinator
- Delivery of PD&MU
- Learning approaches
- Active Learning Strategies to support Teaching and Learning
- Links across the Curriculum
- Staff Development
- Monitoring
- Assessment
- Pupil self evaluation
- Equal Opportunities
- Resource list/Useful Websites

Mission Statement

Teachers, parents and governors will work together to develop each child spiritually, morally, intellectually, socially, emotionally and physically within our school ethos so that by realising their potential, they can maximise it and have an appreciation of self-worth and develop positive self esteem.

Policy Statement

In St Mary's Primary School we believe that Personal Development and Mutual Understanding (PD&MU) is an area which will support our school mission statement in developing the personal, emotional, social and physical well-being of each child in our care. This curricular area also compliments our school ethos, which permeates all aspects of school life. As whole staff we will endeavour to focus on the empowerment of the pupils,

"To develop their potential to help them make informed and responsible decisions throughout their lives." (NI Curriculum)

We believe that PD&MU is at the core of the curriculum and that all curricular areas and classroom ethos evolve from this area. PD&MU concentrates on developing their attitudes, their awareness of life skills, fostering good relationships, knowing about appropriate behaviours in and out of school, extending thinking skills and personal capabilities, making each child emotionally aware, embedding values and promoting life skills to take them into their future as adults.

Why teach PD&MU

PD&MU is one of the six areas for learning in the Revised Curriculum from Foundation Stage to Year 7.

PD&MU is divided into 2 main strands which address a range of themes under the following headings:

- Personal Understanding and Health
- Mutual Understanding in the Local and Wider Community

PD&MU has major benefits for the school and local community as it helps:

- Build self esteem
- Develop confidence
- Promote health awareness: healthy eating, exercise, drug and alcohol awareness etc....
- Working in a team and consideration for others feelings and valuing other people, looking at the effects that bullying can have on a person's life
- Fostering social skills and how one should behave in particular situations
- Respect for all people no matter their culture, disability, intelligence level, race etc.....
- Making good and informed choices in life, knowing right from wrong and who to turn to if one needs help, advice or just someone to listen to them

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
- 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:

- All children will feel valued which will lead to a more productive learning environment for all.
- Staff and pupil relationships will be more open and will show more trust
- Standards will be raised as pupils will be more confident and more motivated, showing a desire to learn and to be more ambitious with regards to their futures
- There will be a marked improvement in the health and well-being of the children as they become more knowledgeable and aware of the benefits of leading a healthier lifestyle

Benefits for the community:

The local and wider community will gain young people who:

- Have an awareness of being socially responsible
- Will demonstrate positive behaviours
- Have respect and understanding for others e.g. neighbours, the elderly, the disabled, those with special needs, property owners, local businesses, the church, other cultures etc....
- Are confident and responsible members of the community who will contribute to its improvement and development

Aims of PD&MU

As PD&MU is one of the six areas for learning in the Revised Curriculum for the primary school, 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 PD&MU we intend to:

- Deliver PD&MU through the two interconnected strands and teach and explore all nine statutory statements of minimum requirement from Foundation Stage to Year 7
- Integrate the "Living. Learning. Together Programme" to help support the teaching and learning of PD&MU
- Help the children to learn about themselves, how they fit into society, how they learn and how they deserve to be respected and valued
- To 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 what the task
- To develop the three main curriculum skills, namely: Cross Curricular Skills, 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 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 be 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 in St Mary's Primary School, the Board of Governors, senior managers, teachers, classroom assistants, secretarial staff, caretakers, dinner supervisors, student teachers will be encouraged to promote PD&MU throughout all aspects of daily life within the school.

The area will be led by the co-ordinator who will develop the subject through monitoring of teachers planning, provision of central bank of resources to be used in the delivery of PD&MU lessons and dissemination of relevant information (including staff development opportunities) to all staff.

Planning will be evaluated so that changes can be made to future plans, the policy or schemes of work.

The Role of the Principal

The principal will promote the development of PD&MU in a variety of ways. In consultation with all staff she will decide on how the subject is to be implemented into the daily life of the school and how she sees its development through all areas of the revised curriculum.

The principal will encourage the C.P.D. of all staff and will support and consult with the co-ordinator, acting as a channel between the staff and the Board of Governors.

The Role of the Co-ordinator

The PD&MU co-ordinator will:

- Liaise with the principal and all staff in the drawing up and reviewing of the PD&MU policy
- Oversee the drawing up of a scheme of work to incorporate the nine themes of PD&MU
- Compile a bank of useful and recommended resources for the teacher to use in class to support teaching
- Monitor the year group planning for PD&MU
- Support staff in using PD&MU effectively in their classrooms through all of the above

How will it be delivered?

Personal Development and Mutual Understanding will be delivered primarily through Whole School Themes and Topic work. Planners will reflect the element of PD&MU highlighted in each topic. It will also be developed through the teaching of Religion within the school and will help support all aspects of teaching and learning in St Mary's.

Whole school initiatives such as:

- Positive Playground awards
- Kindness Cup awards
- 'Here to Help' buddy system
- School Council
- Eco Council

will also play a major role in delivering the PD&MU in St Mary's.

Teachers will deliver PD&MU by using the nine themes throughout the school year to develop all areas within the 'Living. Learning. Together' Programme.

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

Teachers will use a variety of teaching styles such as individual, paired and groups activities to help in the delivery of this subject area, looking at effective ways to link PD&MU into the whole curriculum via class discussion, topic work, circle time, co-operative games and an agreed set of class rules/contracts. All teachers will create a learning environment built on trust which will lead towards a positive learning climate.

Learning Approaches to PD&MU

For PD&MU to be effective in our school the teachers will develop and explore through:

- Active and participatory learning methods: pupils will experience learning for themselves, they will have an interest and increased understanding of their learning and the importance of learning.

'The role of the teacher has evolved whereby the teacher is the facilitator who will guide and direct the learning of each child in their care.'

- Follow issue based approaches: 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.
- 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 begin to have an awareness of Human Rights and how this can impact on the school, local and global communities.
- Managing Conflict: pupils will learn to manage their own emotions and that of others, showing sensitivity and a sense of understanding of controversial or sensitive issues.

Active learning Methodologies to support teaching and learning

The teachers will use a wide variety of methods to support PD&MU lessons throughout the course of each year:

- Brainstorming
- Role play
- Visitors to the class
- Drama
- Co-operative games
- Photographs, picture stimuli
- Media and television
- Open ended questioning and statements
- Debates: with agree and disagree continuums
- Circle time: which will be developed as a whole school area
- Story telling
- Collage work
- Freeze frames
- Hot seating
- Questionnaires and surveys

Links across the Curriculum

PD&MU has strong links with the other five areas of learning and can be explored through a range of topics and learning methods.

The Arts:

- Help children to explore ways of expressing themselves through drama, music, art and design.

Language and Literacy:

- Help 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 statistics to inform children of Global issues such as poverty, malnutrition etc.

Physical Education:

- Help children to develop self-esteem, confidence, be aware of health and exercise
- Develop working as a group or team, to develop their awareness of fairness and treating others with respect.

The World Around Us

- Help children to understand other cultures and other places and times. Develop their awareness of their own talents, thoughts and feelings.

Staff Development in PD&MU

As a school we endeavour to continually keep our knowledge up to date, therefore staff will where possible be given opportunities to attend courses and will develop links with field officers and CCEA. The co-ordinator will keep staff informed on new resources and will give support and training where necessary.

Monitoring of PD&MU

1. The co-ordinator will appraise the planners to assess how effective PD&MU has been incorporated in the whole curriculum. An action plan will be developed to form part of the School Development Plan.
2. The co-ordinator will monitor PD&MU in each year group to ascertain if the subject is being developed through the whole curriculum.

Assessment

Assessment of PD&MU will show that each child will progress at a different rate due to the nature of this subject; it should take account of each child's current strengths and development needs. It is important to add that some children may have problems moving from the early stages of development for a variety of personal reasons.

Assessment needs to be concerned with:

- Knowledge, understanding and the child's ability to demonstrate skills which have been learned and practised.

Self-assessment

This is a skill which teachers must teach so that children learn to praise and criticise their own work and that of others.

Children will learn to:

- Review
- Set targets
- Negotiate their own learning
- Record their own achievement
- Children will learn to talk about and reflect upon the lessons, activities and situations in which they were involved. They will learn to ask the following questions to aid self-evaluation, if learning is to develop:
 1. What have I done?
 2. What were the consequences?
 3. How did I feel about it?
 4. What might I do differently in the future?
 5. What did I find easy/difficult/enjoyable/etc....
 6. How might I achieve changes the next time?

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

Recommended Reading and Resources

1. Living Learning Together: Pub: CCEA
2. Primary Values: Pub: CCEA
3. Ideas for Connecting Learning: Pub: CCEA
4. Something To Say: Pub: Save the Children
5. The 'Lift Off' Series of Amnesty International Publications
 - 'The Right Start' Year 1-3
 - 'Lift Off' Year 4-5
 - 'Me, you, everyone' Year 6-7

(A more comprehensive list of central resources has been included with PD&MU Scheme of Work).

Useful 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

www.trocaire.org