

CASTLEDAWSON PRIMARY SCHOOL

POLICY FOR PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING (PDMU)

A Shared Vision for PDMU

This Personal Development and Mutual Understanding (PDMU) policy is intended to promote consistency and high standards within PDMU in Castledawson Primary School. All staff have participated and engaged in a process of whole school training and consultation with the Principal, PDMU coordinator and EA designated officers. This policy has been agreed and adopted by the school's Board of Governors and is available to parents.

At Castledawson we ensure that all pupils have equality of opportunities. We teach PDMU to all children, regardless of their ability seeking where appropriate to recognise the specific needs and sensitivities of individual children. Other policies that may overlap and have links with PDMU include the following:

- Special Educational Needs & Inclusion Policy;
- Pastoral Care Policy;
- Health & Well-Being Policy;
- Healthy Breaks Policy;
- Physical Education Policy;
- Safeguarding/ Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy

Objectives

- To develop learners' self-esteem and a sense of personal responsibility.
- To promote self-respect, respect for others and celebrate diversity.
- To equip learners to live safe, healthy lives.
- To prepare learners for the choices and opportunities of lifelong learning.

- To empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally.
- To foster positive attitudes and behaviour towards the principle of sustainable development and global citizenship.
- To prepare learners for the challenges, choices and responsibility of work and adult life.

FOUNDATION STAGE

BACKGROUND, PURPOSE AND AIMS

At Castledawson, we recognise that children entering primary school come from a range of settings and have experienced a variety of relationships. Most children will have had the opportunity to play and mix with other children of the same age in a pre-school playgroup or nursery while some may have had little social contact other than in the family or with siblings. Dispositions develop from an early age and are affected by feelings. By the time children enter school their dispositions will have been influenced by their pre-school experiences. It is important that children's social and emotional development prior to coming to school is recognised and built on during early years education. Consequently, children will be encouraged to form relationships with adults and other children and to develop their self-esteem and confidence. They will learn to work co-operatively in the classroom and beyond. They will be given opportunities to talk about their feelings and emotions, and begin to understand how their actions can affect the feelings of others. Teachers will foster children's dispositions to learn by providing a varied and enjoyable curriculum that takes account of their interests. In accordance with the philosophy of the NI curriculum, teachers at Castledawson will help children to progress, achieve and become independent learners by

- nurturing their motivation, perseverance, curiosity and creativity;
- encouraging them to problem solve;
- giving them time for reflection and;
- providing opportunities which allow them to experiment, make judgments, choose activities and express ideas.

The Northern Ireland Curriculum states that children need to respect themselves and learn to respect others. At Castledawson, we will help children to become aware of the world beyond their immediate environment and to learn about others from a basis of tolerance, respect and open-mindedness. They will encourage them to understand similarities and respect differences in people in the local and wider community.

APPROACHES AND STRATEGIES TOWARDS IMPEMENTATION AND DELIVERY OF PDMU IN THE FOUNDATION STAGE

In implementing and delivering Personal Development and Mutual Understanding, it is our aim to recognise the needs of each child and provide a variety of activity-based learning experiences in support of these while ensuring that all are valued. Personal Development and Mutual Understanding in the Foundation Stage will be implemented at a level appropriate for children entering school and form the foundation for future learning in Key Stages 1 and 2. Teachers will observe children's development and use this information to plan for future learning experiences. A variety of learning opportunities will be provided during play and through planned activities/topics in all curricular areas. Activities in the Foundation Stage aim to enhance the emotional development of children, their understanding of themselves and their relationships with others. They will build upon the child's own experiences and understanding from home, pre-school and community. Even though children are at an early stage of their development, a few examples of issues at the national/global scale such as support for local and national charities will encourage their awareness and thinking. In the Foundation Stage, children will have been given frequent opportunities to enhance their self-esteem and confidence by making choices and decisions and working cooperatively with others in the classroom. A variety of resources such as books and puppets may be used to help to support children's emotional development, thus allowing children to explore their own and others' feelings in a meaningful way. Topics will be introduced so that all children have the opportunity to participate in group or whole class discussions. Much of the discussion will take place within circle time or after a story, game, video or other stimulus has been provided. Children will be given opportunities to act out situations and so learn how they might respond safely and appropriately to similar circumstances in real life.

STATUTORY MINIMUM REQUIREMENTS FOR FOUNDATION STAGE

The following outlines minimum statutory requirements of the two strands and nine themes for PDMU. (Northern Ireland Curriculum Primary Booklet, Page 40)

Teachers will enable children to develop knowledge, understanding and skills in:

1. PERSONAL UNDERSTANDING AND HEALTH

Pupils will 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.

2. MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils will 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.

In fulfilling the requirements above teachers will provide a balance of experiences across the two strands that are set out in written detail in each year group's schemes.

PROGRESSION TOWARDS KEY STAGE 1

It is our aim through teaching PDMU in the Foundation Stage that as pupils progress and mature, they will become increasingly enabled to:

- Express a sense of self-awareness;

- Show some self-control and express their 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.

PDMU AT KEY STAGES 1 AND 2

BACKGROUND, PURPOSE AND AIMS

Children will continue to have opportunities to enhance and build on Foundation Stage learning throughout Key Stages 1 and 2. As pupils mature and progress through our school, PDMU will focus on encouraging each child to become personally, emotionally, socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. The purpose of PDMU as a separate area of learning within the primary curriculum at Key Stages 1 and 2 is to provide the opportunity for specific attention to be given to emotional development, health and safety, relationships and the development of moral thinking, values and action.

Personal Development and Mutual Understanding also has implications beyond the curriculum for school ethos, the pastoral care system, the school's discipline policy and relationships within the school and beyond. Through provision and delivery of an effective PDMU programme, we aim for pupils to develop:

- self-confidence and self-esteem as individuals and an appreciation of their uniqueness;
- insights into their own emotions, attitudes and moral values and how they are formed;
- understanding of the benefits and importance of a healthy lifestyle;

- insights into society, other cultures and the environment, our interdependence and the need for mutual understanding and respect;
- their ability to use these insights to contribute to relationships, family life, the local and global community and the environment;
- an awareness of the immense value of personal and interpersonal skills in future life and employment contexts.

APPROACHES AND STRATEGIES TOWARDS DELIVERY OF PDMU

As PDMU is about the development of values and attitudes, teachers at Castledawson recognise that it is important that children have an opportunity to develop these naturally as a consequence of investigation and guided critical reflection. Learning approaches are active and children will be encouraged to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned. Teachers have selected issues on an age appropriate basis of children's needs and the challenges and pressures they may face in society. We recognise that some of the issues in PDMU need to be handled sensitively. On such occasions, teachers may consider it appropriate to consult with parents and/or call upon outside agencies and for assistance and support.

STATUTORY MINIMUM REQUIREMENTS FOR KEY STAGES 1 AND 2

The following outlines minimum statutory requirements of the two strands and nine themes for PDMU for Key Stages One and Two. (Northern Ireland Curriculum Primary Booklet, Pages 94 & 96)

KEY STAGE 1 MINIMUM REQUIREMENTS

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

1. PERSONAL UNDERSTANDING AND HEALTH

Pupils will be enabled to explore:

- 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.

2. MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils will be enabled to explore:

- 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.

KEY STAGE 2 MINIMUM REQUIREMENTS

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

1. PERSONAL UNDERSTANDING AND HEALTH

Pupils will be enabled to explore:

- 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.

2. MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils will be enabled to explore:

- 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.

ENSURING PROGRESSION IN LEARNING

Careful and co-ordinated approaches to planning by teachers will help to ensure that children experience continuity and progression throughout the programme. In Personal Development and Mutual Understanding children will be provided with opportunities through Key Stages 1 and 2 to progress in the following ways:

- from learning about themselves as individuals and exploring their own feelings and
- to become more emotionally aware of others, learning more about how they interact with others and impact on their feelings and behaviour;
- from having a positive attitude about themselves and their learning to developing strategies to improve their learning;
- from learning about the different options for a healthy, safe lifestyle and how we grow to respecting their own body and keeping it safe and healthy by making the right choices;
- from becoming aware of the relationships they have with their family, friends and others in school and in the local community to an appreciation and understanding of other cultures in the local and wider community.

RESOURCES

A wide range of age appropriate resources have been identified and are listed throughout the schemes of work developed by each year group. Due cognisance has been given to statutory requirements and advice and resources that are available from DENI, CCEA and EA Curriculum Advisory and Support Service staff. In Castledawosn Primary School we use *Living, Learning Together* Resource Packs as well as relevant materials on *Rights Respecting* Articles and *Growth and Mindset*, *Anti-Bullying*, *Online Safety* materials.

TRAINING

In addition to whole staff school-based in-service training, some members of teaching staff have attended TPL training modules in PDMU and this is disseminated to staff accordingly.

MONITORING, EVALUATION AND REVIEW ARRANGEMENTS

All teaching staff are responsible for the planning, delivery, monitoring, evaluation and review of PDMU within their year groups. A PDMU co-ordinator is in post. The PDMU co-ordinator has responsibility for overseeing this process and will review progress in planning and delivery of PDMU with staff liaising as appropriate with parents, EA and other agencies. The PDMU coordinator will report to the school Principal and Board of Governors and review this policy as required.