

## **Policy Statement**

**At Holy Trinity 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.**

**As a whole staff we will endeavour to focus on the empowerment of the pupils,**

**“To unlock and develop their potential to help them make informed and responsible decisions throughout their lives.”**

**We believe that PD&MU is at the core of the curriculum and that all subjects and classroom ethos evolve from this area.**

**PD&MU concentrates on developing each child from foundation stage to year 7, giving them the knowledge, developing their attitudes, their awareness of life skills, fostering good relationships, knowing about appropriate behaviours in and out of school, broadening one’s thinking skills and personal capabilities, making each child emotionally aware, engraining values and promoting life skills to take them into their future as adults.**

**PD&MU does not begin or end with school but will continue to feed into society and the life of each child and their family.**

**Holy Trinity wishes to continue to develop and expand upon our solid working partnerships with parents and the local community to help develop and foster PD&MU in the teaching and learning, and through the catholic ethos within the whole school community.**

## **Why teach PD&MU?**

**PD&MU is one of the six areas for learning in the Revised Curriculum for foundation stage to year 7.**

**PD&MU is divided into 2 main strands which will tackle 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, the 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**
- **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:**

- **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 more healthy 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 of 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 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 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 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 Holy Trinity, the Board of Governors, Senior managers, teachers, classroom assistants, secretarial staff, caretakers, dinner supervisors, student teachers will be given the training to promote PD&MU throughout all aspects of daily life within the school.

The area will be lead by the coordinator who will develop the subject through monitoring of teachers planning, class visits and continuing to update and train staff on PD&MU as it progresses in our school.

Teachers during year group planning sessions each Monday will plan for the week ahead and will all agree to develop a chosen topic.

Monthly 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 continued training of all staff and will support and consult with the coordinator, acting as a channel between the staff and the Board of Governors. She will monitor and review the subjects progression with the support of her Vice Principal and senior managers.

## **The Role of the Coordinator:**

The PD&MU coordinator will:

- Liaise with the principal and all staff in the drawing up and reviewing of the PD&MU policy.
- Oversee the drawing up of plans across the curriculum to incorporate the nine themes of PD&MU.
- Compile a bank of usable and recommended resources for teachers to use in class to support teaching.
- To insure RSE is incorporated into the PD&MU scheme.
- To monitor the year group planning for PD&MU.
- To support staff to use PD&MU effectively in their classrooms.
- To lead a team of teachers to devise a series of circle time lessons for each year.

## **How will it be delivered?**

**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 Revised Curriculum, as it will support the ethos within the school, and will help support all aspects of teaching and learning in Holy Trinity Primary School.**

**Teachers will deliver PD&MU 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 PD&MU coordinator and the school's senior management team.**

**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 PD&MU into the whole curriculum, via class discussion, topic work, circle time, co-operative 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.**

## **Learning Approaches and Methodologies**

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 be aware 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 to show 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: supported by ICT**

## **The importance of the Classroom Charter**

**To ensure that PD&MU can operate effectively within the school each class is expected to have a clear set of agreed rules which clearly explain how PD&MU will operate. It clarifies expectations for behaviour inside and outside the classroom so that children are aware of what is and is not acceptable and that there will be consequences for one's actions.**

**The children must have ownership of this charter as it will have more impact and meaning to them if they have been involved in the decision process of the rules for their class.**

**When the final draft of rules is agreed upon it should then be displayed in the classroom and referred to regularly by the teacher.**

## **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 and for gathering of information they have gathered in surveys and questionnaires.**

### **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 pride ourselves in our 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 coordinator will keep staff informed of new resources and will give support and training where necessary.**

## **Monitoring of PD&MU:**

- 1. The coordinator will appraise the monthly notes to assess how effective PD&MU has been incorporated in the whole curriculum. A coordinator's report will be completed.**
- 2. Each term the coordinator will get staff to complete a monitoring form to give the teachers the opportunity to give honest feedback as to how they feel PD&MU is progressing in their classrooms.**
- 3. On a yearly basis the coordinator will monitor PD&MU in each year group to ascertain if the subject is being developed through the whole curriculum, and to give support, advice and praise to the teachers.**

## **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 and understanding**
- The child's ability to demonstrate skills which have been learned and practised**

## **Self-assessment:**

**This is a skill which the 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 need to learn to talk about and reflect upon the lessons, activities and situations in which they were involved. They need to learn to ask use the following 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?**

**Children should be given the opportunities to record their feelings or what they have learnt, using a Learning Journal, Feelings Diary etc....**

## **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 ours 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 Initiative: Pub: Amnesty International/UTU/INTO**
- 6. Stepping Out!: Pub: Irish Schools of Ecumenics**
- 7. Drugs Resource: BELB website**
- 8. Holy Trinity P.S Blast Off To Bullies Programme (P1-P7) and Peer Mediation training for year 7**

### **Websites:**

[www.schoolcouncils.org](http://www.schoolcouncils.org)

[www.circle-time.co.uk](http://www.circle-time.co.uk)

[www.unicef.org.uk](http://www.unicef.org.uk)

[www.niccy.org](http://www.niccy.org)

[www.bhf.org.uk](http://www.bhf.org.uk)

[www.careinthesun.org](http://www.careinthesun.org)

[www.ulstercancer.org](http://www.ulstercancer.org)

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

[www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)