

Personal Development & Mutual Understanding Policy



Mission Statement

Holy Trinity Primary school is committed to providing all pupils particularly the more vulnerable, the highest level of pastoral care in a safe, caring and attractive learning environment. The school holds all pupils in the highest esteem and considers it essential that all play a full and integrated part in the life of the school.

The school believes in the holistic development of the child to his/her full potential. It will provide a broad, balanced and differentiated curriculum. Holy Trinity is committed to having high expectations for academic achievement, good conduct, sports and creative arts. The school has identified extra-curricular activities suited to the interests of all pupils as being of particular value in the life of the school.

The school will seek to promote attitudes and values according to the Catholic tradition in harmony with the school chaplain. The school will endeavour to foster personal integrity among staff, pupils and in aspects of the life of the school.

Holy Trinity regards our parents as valued and respected educational partners who are made to feel welcome at the school. The school will provide regular feedback to parents on the progress of pupils and offer to them any other relevant pastoral guidance. The school places considerable importance upon its links to the parish - especially with regard to sacramental preparation, the mass and communications in the parish bulletin. Holy Trinity is proud of its cross community links through the EMU programme and its links to its feeder, second level schools and outside agencies.

Policy Statement

At Holy Trinity 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 the Holy Trinity ethos, which permeates all aspects of school life. 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 curricular areas 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. At Holy Trinity Primary School we

endeavour 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 addresses 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 to:

- Build self esteem
- Develop confidence
- Promote health awareness: healthy eating, exercise, drug and alcohol awareness etc...
- Develop the skill of working together and consideration for others feelings and valuing other people, looking at the effects that bullying can have on a person's life.
- Foster social skills and how one should behave in particular situations.
- Develop respect for all people no matter their culture, disability, intelligence level, race etc...

- Make 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 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 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.
- 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 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 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.

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 subject's progression with the support of the 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 and Emotional literacy (in the Foundation Stage) 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.

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 our school's ethos, 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.

- 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.

- Exploring 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 and to show understanding and sensitivity 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

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 co-ordinator will keep staff informed of new resources and will give support and training where necessary.

Monitoring of PD&MU:

PD&MU is monitored and evaluated regularly and the PD&MU co-ordinator is responsible for ensuring that the statutory elements are being planned for and delivered appropriately throughout the school. The ongoing process of monitoring and evaluation is linked

to Assessment for Learning within the Northern Ireland curriculum, and developed as an integral part of learning.

1. The coordinator will appraise the planners to assess how PD&MU lessons have been linked to the Living and Learning Together scheme and how PD&MU has been incorporated in to the whole curriculum. A co-ordinator's report will be completed and an action plan put together to further improve the development of PD&MU in our school.

2. On a yearly basis the coordinator will formally monitor PD&MU with the Principal and Vice Principal, throughout the school, 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.

Consultation with Parents

Whilst the classroom teacher has a significant role to play in the implementation of PD&MU in school, this role cannot be considered in isolation to the role of the

parents and should ideally be additional and complementary. The home exerts a major influence on all aspects of a young person's life. In Holy Trinity Primary School, teachers will use observational, written and verbal responses from children to comment in our annual report to parents.

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.

Planning for Review

As is the practice with other school policies, this policy will be reviewed and updated periodically in consultation with the principal, members of staff, Governors, parents and selected pupils. Teachers will be asked to complete an evaluation questionnaire. Based on feedback from teachers and changes to the

NI Curriculum, the programme of teaching and learning may be adapted as required.

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/
6. Stepping Out! Pub: Irish Schools of Ecumenics
7. Drugs Resource: BELB website
8. Peer Mediation training for peer mediators (Year 7)
9. Blast

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

Appendix 1

Links to Every School a Good School

Characteristic	Indicator
Child-centred provision	<ul style="list-style-type: none">• Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupil within the school• A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. (We are a Rights Respecting School).• A school culture of achievement, improvement and ambition exists - with clear expectations that all pupils can and will achieve to the very best of their ability.• There is a commitment to involve young people in discussions and decisions on

	<p>school life that directly affect them and to listen to their views.</p> <ul style="list-style-type: none"> • The highest standards of pastoral care and child protection are in place. • A commitment exists, through being a health promoting school, to supporting healthy children, who are better able to learn and develop.
High quality teaching and learning	<ul style="list-style-type: none"> • Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning. • Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom. • Teachers reflect on their own work and the outcomes of individual pupils.
Effective leadership	<ul style="list-style-type: none"> • School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.
A school connected to its local community	<ul style="list-style-type: none"> • Good relationships that facilitate engagement and communication between the

school and its parents and the wider community that it serves.

- The school and its teachers are held in respect by its parents and the local community who in turn actively support the work of the school.
- Good relationships and clear channels of communication are in place between the school and the education agencies that support it.
- The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, such as Health, Social Services, the Public Library Service and the PSNI.

Appendix 2

PD&MU - Related Policies

Anti - bullying

Child Protection

Acceptable Use of the Internet and mobile phone policies.

CRED (Community Relations, Equality and Diversity Policy)

Safe Handling Policy

Curriculum policies - RE, SEN, World Around Us

Drugs policy

Healthy break Policy

Health and Safety

Positive Behaviour policy

RSE (Relationships and Sexuality Education)

Appendix 3

School Programmes and Activities that Contribute to PD&MU

<u>PDMU Theme</u>	<u>Examples</u>
Self Awareness	Pupil of the week Assemblies Star of the Month
Feelings and Emotions	Class charters
Learning to Learn	Setting individual targets Setting class targets Learning styles Planning Boards Extra-curricular clubs
Health, Growth and Change and Safety	Healthy Breaks and Lunches Heartstart Health Promoting School Road Safety Calendar Walk to School Week External sports coaches
Relationships	Peer Mediation Scheme

	<p>Assemblies and class talks</p> <p>Speakers/visitors from outside agencies.</p> <p>Circle Time</p> <p>All Stars Programme</p> <p>RSE</p>
Rules, Rights and Responsibilities	<p>School Council and class meetings</p> <p>Rights Respecting School</p> <p>Human Rights Education</p>
Managing Conflict	<p>Peer Mediation</p> <p>Circle time</p> <p>Anti - Bullying week</p>
Similarities and Differences	<p>CRED</p> <p>Link with St Andrews (Uganda)</p> <p>Diversity Puppets</p> <p>Trocaire</p>
Learning to live as members of the community	<p>Eco school</p> <p>All Stars Programme</p> <p>Charity support</p> <p>Young Enterprise</p> <p>Monthly mass</p> <p>Community choir events</p> <p>Outings</p>

Appendix 4

Resources and websites to support PD&MU

1. Living Learning Together

Pub: CCEA

This resource has been published by CCEA to support Personal Development and Mutual Understanding in primary schools. It comprises 7 colour coded booklets for each year group. It is available as a download from www.nicurriculum.org.uk

2. Primary Values

Pub: CCEA

This literacy - based resource has been available to all schools for a number of years. It features work on published stories and also includes three 'local' short stories commissioned for the resource.

3. Ideas for Connecting Learning

Pub: CCEA

These combine themes from The Arts, World Around Us and Personal Development and Mutual Understanding. The titles are:

Once Upon a Time
Journey Through the Year
The Blue Planet
Where I Live

Journeys
Mighty Me
World in Motion
Life in the Recent Past

4. Something to Say

Pub: Save the Children

This is an anti bullying resource containing 10 detailed sessions on a range of associated issues. Can be downloaded from the Save the Children website

www.savethechildren.org.uk

5. Lift Off Initiative - Amnesty International

Pub: Amnesty International/UTU/INTO

This initiative comprises three books - The Right Start (P1-3), Lift Off (P4-5) and Me You Everyone (P6-7) which look at broad Human Rights issues. The Lift

Off resource can be downloaded from <http://www.liftoffschools.com/> Follow the links: Teachers - Lift Off - The Right Start Cross Border Human Rights Education Initiative

6. Stepping Out,

Who we are - dealing with difference

Pub: Irish School of Ecumenics

These resources look at diversity and inclusion through celebrations and events across different cultural, religious and political groups in Northern Ireland. The resource is available as a down load from www.creni.org

7. Joined Up

Pub: NICIE

This resource helps to support schools in developing a whole school approach to building good relations throughout their school community. It is available as a download from www.nicie.org.uk

8. The CATCH Pack

This resource is written by a multi-disciplinary group from Health and Education. It provides classroom activities and up to date accurate information on nutrition and oral health in the Primary School. It is produced by CRIS, Eastern Area health promotion, Knockbracken Healthcare Park. For additional packs or information phone 028 9056 3770

Websites

www.schoolcouncils.org Information on setting up a School Council

www.circle-time.co.uk Resources to support Circle Time

www.unicef.org.uk Global Issues and Human Rights (also search for

'Rights Respecting School Award)

www.niccy.org

Northern Ireland Commissioner for Children and Young People (information on School Councils)

www.bhf.org.uk

Resources from the British Heart Foundation to support Active Schools and Heartstart schools

www.careinthesun.org

Resources from Ulster Cancer Foundation

www.ulstercancer.org

Smoke busters Programme for KS2

www.wiredforhealth.gov.uk

Interactive website for pupils

www.creni.org

Developing community relations in schools