



Victoria Park Primary Schools **Personal Development and Mutual Understanding Policy** **PDMU**

“PDMU focuses 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.” (NI Curriculum)

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September 2018	December 2019	January 2020	January 2020
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Rationale

The Northern Ireland Curriculum seeks to give greater emphasis to Personal Development and Mutual Understanding (PDMU) which it considers to be an important element within the curriculum. PDMU is therefore 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

PDMU places the child at the centre of the curriculum and through, "engagement in a broad range of caught and taught activities seeks to equip and prepare young people for life, work and the challenges of being an adult in an increasingly complex society"

'Progression in Personal Development and Mutual Understanding' (NIC) *EVERY SCHOOL A GOOD SCHOOL: A Policy for School Improvement (DE2009) seeks to remove the barriers to learning which can exist for so many children. ESaGS placed a strong focus on Personal Development and Mutual Understanding to help build pupils' resilience to deal with challenges and to provide the foundations on which lifelong learning can be built.

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 self-learning.

Policy Statement

At Victoria Park Primary School, we believe that Personal Development and Mutual Understanding (PDMU) 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 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 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 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 thinking skills and personal capabilities, making them emotionally aware, engraining values and promoting life skills to take them into their future as adults.

PDMU does not begin or end with school but will continue to feed into society and the life of each child and their family. At Victoria Park Primary we endeavour to continue to develop and expand upon our solid working partnerships with parents and the local community to help develop and foster PDMU in the teaching and learning, and through the catholic ethos within the whole school community.

Why teach PDMU?

PDMU is one of the six areas of learning in the Northern Ireland Curriculum (CCEA 2007), for Foundation Stage to Primary seven. PDMU is divided into two main strands which addresses a range of themes under the following headings:

- Personal Understanding and Health
- Mutual Understanding in the Local and Wider Community
- PDMU has major benefits for the school and the local community as it helps:
 - Build self esteem
 - Develop confidence
 - Promote health awareness: healthy eating, exercise, drug and alcohol awareness etc...
 - Encourages teamwork, consideration for others' feelings, opinions and beliefs, and consider the effects that bullying can have on a person's life.
 - Fosters social skills – teaches one how to behave appropriately in particular situations.

- Respect for all people no matter their culture, disability, ethnicity, intelligence level, religion or gender.
- Teaches us to make responsible and informed choices in life, know right from wrong, and to seek advice and guidance when needed.

Benefits for 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 PDMU

PDMU is one of the six areas of learning in the Northern Ireland Curriculum (CEA 2007), and it will permeate through all curricular areas, thus having a positive impact on the teaching and learning within our school.

We intend to:

- Deliver PDMU 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 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.
- Provide the children with the necessary skills to help them manage their feelings and emotions.
- Encourage our children to be motivated and ambitious young people with a desire to succeed.
- Promote 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 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, be 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 understanding how ones’ actions can impact on society.
- Encourage children to show patience and tolerance towards others.

Who should be involved?

All staff in Victoria Park Primary School, the Board of Governors, senior managers, teachers, classroom assistants, secretarial staff, caretaker, domestic supervisors, student teachers and children will be encouraged to promote PDMU throughout all aspects of daily life within the school.

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/prospectus underscores principles of PDMU
- To ensure PDMU, as one of the six Areas of Learning, is incorporated into the School development Plan

The Role of the Principal:

The principal will promote the development of PDMU 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
- The principal will encourage the continued training of all staff
- They will support and consult with the coordinator, acting as a channel between the staff and the Board of Governors.
- They will monitor and review the subject's progression with the support of his Senior Leadership Team.

The Role of the Coordinator:

- Liaise with the principal and all staff in the drawing up and reviewing of the PDMU policy.
- Oversee the drawing up of plans 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.
- To insure RSE is incorporated into the PDMU scheme.
- To work with CRED co-ordinator, ensure principles of CRED are fully met.
- To monitor the year group planning for PDMU.
- To support staff to use PDMU effectively in their classrooms.
- Ensure circle time lessons are used effectively to promote PDMU principles.

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 and the school's senior management team.
- Children work harder and work together with people who care about them and that they trust. Teachers will foster an environment in which children feel fairly treated; safe both physically and emotionally; close to others; and part of the school
- Teachers will convey care and support to children by listening to them; validating their feelings; demonstrating kindness; and showing them compassion and respect.

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.

Learning Approaches and Methodologies

In recognition of the fact that we all learn in different ways, a range of learning styles and teaching strategies is employed. These approaches emphasise group and collaborative ways of working that maximise opportunities for pupil input, decision making and problem-solving.

Lessons are conducted in a non-judgemental atmosphere with the teacher in the role of facilitator, where a safe and supportive environment is maintained. Empathetic relationships based on mutual respect are developed to create a place where fears and concerns can be expressed openly; where children can "have a go" without risk of ridicule or reproach.

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

- Generate a number of ideas quickly.
- Brainstorm. Consider a specific situation.
- Role play
- Visitor Technique Learn to negotiate, listen to and support each other.
- Drama
- Promote cooperation.
- Co-operative games
- Question information presented.
- Use photographs/pictures as a stimulus
- Use media television advertisements to 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' continuums
- Promote communication and critical thinking.
- Circle time
- Twos to Fours
- Storytelling 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.

Self-Assessment

Children should have opportunities to reflect on their own and others' work.

- Children will learn to:
- Plan. Do. 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 are involved.

- Self-evaluate – ask and answer questions -
 - *What did I do/say?*
 - *What were the consequences? How did I feel about it?*
 - *What might I do differently in the future? What did I find easy/ difficult/ enjoyable/etc....*
 - *How did I do.....? Could I have done it any better?*

Monitoring of PDMU

1. The coordinator will appraise the planners to assess how effective PDMU has been incorporated in the whole curriculum.
2. An action plan will be put together to further improve the development of PDMU in our school.
3. On a yearly basis, 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 the teachers.

Assessment

Assessment of PDMU 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.

Assessment needs to be concerned with:

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

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

- 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 PDMU

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 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 Baker/SDDs/Curriculum Afternoons will be designated for PDMU support and training.

Equal Opportunities

All children have the right to learn and develop as individuals at school. At Victoria Park Primary School, we aim to teach our young children how to become confident and responsible citizens who can demonstrate tolerance, respect and mutual understanding.

Recommended Reading and Resources

1. Living. Learning. Together. (CCEA)
2. Primary Values (CCEA)
3. Ideas for Connecting Learning (CCEA)

Websites

www.nicurriculum.org.uk
www.circle-time.co.uk
www.unicef.org.uk
www.niccy.org www.bhf.org.uk
www.careinthesun.org
www.wiredforhealth.gov.uk
www.trocaire.org
<https://www.annafreud.org/>

Policy Review

The PDMU policy will be evaluated by the SMT.

The SMT to evaluate the PDMU policy consists of:

- Principal and member of the Safeguarding Team: Mrs A Gourley
- Vice Principal and Deputy Designated Teacher for Child Protection: Mr D Ryden
- The Designated Teacher for Child Protection: Mrs G McDougall

The SMT will review this policy annually, in the Summer Term or as appropriate in light of new guidance/legislation.

The policy is approved by the Board of Governors.

Signed:

_____ (Principal)

_____ (Chairperson of Board of Governors)

_____ (Date)