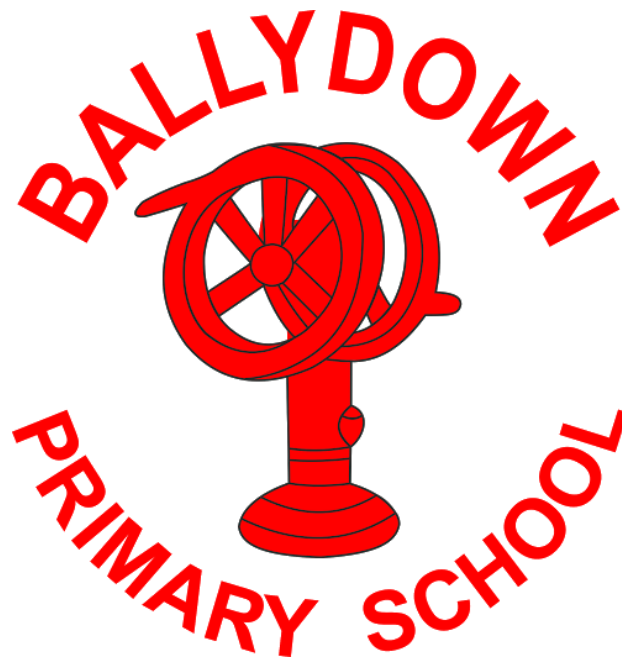


Personal Development & Mutual Understanding Policy



“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)

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.

Policy Statement

At Ballydown Primary School we believe that Personal Development and Mutual Understanding (PDMU) is an area which will support our school ethos and mission statement in developing the personal, emotional, social and physical well-being of each child in our care and which will –

“..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 Nursery to Year 7, expanding them the knowledge, developing their attitudes, fostering good relationships, and learning about appropriate behaviours in and out of school. In addition PDMU focuses on broadening thinking skills and personal capabilities, making them emotionally aware and engraining values and promoting life skills to take them into their future as adults.

Why teach PDMU?

PDMU is one of the six areas for learning for Foundation Stage to Year 7. It is divided into 2 main strands and teachers use these strands to deliver the nine statutory Statements of Minimum Requirement. The Statements of Requirement are divided into themes.

	Strands	Nine Themes
Strand I	Personal Understanding and Health Addresses personal and emotional issues as well as health, well-being and safety matters	<ul style="list-style-type: none">• self-awareness• feelings and emotions• learning to learn• health and safety
Strand 2	Mutual Understanding in the Local and Wider Community Examines issues relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world	<ul style="list-style-type: none">• relationships• rules, rights and responsibilities• managing conflict• similarities and differences• learning to live as members of the community

Benefits for the local community

It has major benefits for the school, the local community as it helps:

- have a sense of personal and social responsibility;
- demonstrate positive and healthy behaviours;
- show a concern for others;
- are open to new ideas;
- have integrity and moral courage;
- show respect;
- are confident, responsible and contributing members of the community.

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:

The school will develop a supportive learning environment that is:

- challenging and engaging;
- relevant and enjoyable;
- active and hands-on;
- skills integrated; and enquiry-based.

This will, in turn, create:

- a more open relationship between staff and children
- raised standards of achievement by children who feel more secure, motivated and confident and who are independent learners;
- an improvement in the health and well-being of children in your care;
- and an inclusive environment where all are valued and have a voice.

Aims of PDMU

As PDMU is one of the six areas of learning for primary schools, 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 PDMU 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.
- 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 other skills, namely those of the Cross Curricular Skills and 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 – teaching and non-teaching in Ballydown Primary School, will be encouraged to promote PDMU 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 PDMU 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.

School Environment

In Ballydown Primary School, we recognise that the creation of trust between children and teachers is fundamental to the success of Personal Development and Mutual Understanding. 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.

Classroom Charter

At the beginning of each school year, teachers negotiate the contents of a classroom charter with children in their class. A classroom charter is an agreement about the ways in which the PDMU classroom will operate. It clarifies expectations of behaviour both inside and outside of the classroom and is coupled with appropriate consequences.

A classroom charter creates a positive learning environment which allows children to express their views honestly and openly and to challenging topics without fear of reprisal or judgement from others.

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 he 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 and
- will support and consult with the coordinator, acting as a channel between the staff and the Board of Governors.
- He will monitor and review the subject's progression with the support of his Strategic Leadership Team.

The Role of the Coordinator:

The PDMU coordinator will:

- 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.

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.

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.

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

Learning Aim	Methodology
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
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 • Story-telling
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

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.

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.

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.

4. **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.

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/how have I done?
2. Did I meet the learning intentions?
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. What do I need to do to improve 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 ours pupil's confident and responsible young people of the future.

Related School Policies

In addition to curricular links this policy is set against the broader context of pastoral care and should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Teaching and Learning Policy
- Child Protection Policy
- Anti-Bullying Policy
- Buddying Guidelines
- Drugs Policy
- Relationships and Sexuality Education
- Use of Reasonable Force Policy
- Discipline/Good Behaviour Policy

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

Statements of Minimum Requirement

THEME 1: SELF-AWARENESS		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1 themselves and their personal attributes. <ul style="list-style-type: none"> • Explore who they are. • Recognise what they can do. • Identify their favourite things. • Recognise what makes them special. 	Strands 1 and 2 their self-esteem and self-confidence. <ul style="list-style-type: none"> • Feel positive about themselves, and develop an understanding of their self-esteem and confidence. • Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals. 	Strands 1 and 2 their self-esteem, self confidence and how they develop as individuals. <ul style="list-style-type: none"> • Develop self awareness, self respect and self esteem. • Know how to confidently express their own views and opinions in unfamiliar circumstances. • Identify current strengths and weaknesses. • Face problems, trying to resolve and learn from them. • Recognise how responsibilities change as they become older and more independent. • Explore and examine what influences their views, feelings and behaviour. • Develop strategies to resist unwanted peer/ sibling pressure and behaviour.

THEME 2: FEELINGS AND EMOTIONS		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1 their own and others' feelings and emotions. <ul style="list-style-type: none"> • Begin to recognise how they feel. • Develop ways of expressing how they feel. • Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings. • Realise what makes their friends feel happy or sad. • Recognise how other people feel when they are happy, sad, angry or lonely. 	Strand 1 their own and other's feelings and emotions and how their actions affect others. <ul style="list-style-type: none"> • Begin to recognise, Name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human. • Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss. 	Strand 1 their management of a range of feelings and emotions and the feelings and emotions of others. <ul style="list-style-type: none"> • Examine and explore their own and others' feelings and emotions. • Know how to recognise, express and manage feelings in a positive and safe way. • Recognise that feelings may change at times of change and loss.

THEME 3: LEARNING TO LEARN**Foundation****Key Stage 1****Key Stage 2**

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

Strand 1

their dispositions and attitudes to learning.

- Learn to focus attention, concentrate and remember by taking part in a variety of activities that reflect the way they learn.
- Be encouraged to develop a positive attitude to learning.

Strand 1

positive attitudes to learning and achievement.

- Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals.
- Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning.
- Recognise how they can develop and improve their learning.

Strand 1

effective learning strategies.

- Know how to confidently express their views and opinions in unfamiliar circumstances.
- Face problems, trying to resolve and learn from them.
- Identify their current strengths and weaknesses.
- Develop an insight into their potential and capabilities.
- Reflect upon their progress and set goals for improvement.
- Know the ways in which they learn best.
- Identify and practice effective learning strategies.
- Be aware of their different learning styles and be able to identify

THEME 4: HEALTH, GROWTH AND CHANGE		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1 the importance of keeping healthy.</p> <ul style="list-style-type: none"> • Be aware of how to care for their body in order to keep it healthy and well. • Recognise and practise basic hygiene skills. • Realise that growth and change are part of the process of life and are unique to each individual. 	<p>Strand 1 strategies and skills for keeping healthy.</p> <ul style="list-style-type: none"> • Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene. • Have respect for their bodies and those of others. • Be aware of the stages of human growth and development. • Recognise how responsibilities and relationships change as people grow and develop. • Understand that medicines are given to make you feel better, but that some drugs are dangerous. • Understand that if not used properly, all products can be harmful. • Be aware that some diseases are infectious and some can be controlled. 	<p>Strand 1 how to sustain their health, growth and wellbeing.</p> <ul style="list-style-type: none"> • Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene. • Recognise what shapes positive mental health. • Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others. • Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed. • Know how the body grows and develops. • Be aware of the physical and emotional changes that take place during puberty. • Know how babies are conceived, grow and are born. • Know how the body grows and develops. • Be aware of the skills for parenting and the importance of good parenting. • Recognise how responsibilities change as they become older and more independent. • Know that AIDS is a prevalent disease throughout the world and is a major health issue for many countries.

THEME 4A: SAFETY		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1 how to keep safe in familiar and unfamiliar environments.</p> <ul style="list-style-type: none"> • Explore appropriate personal safety strategies. • Identify situations that are safe and those where personal safety may be at risk. • Begin to realise the importance of road safety. • Understand that many substances can be dangerous. • Know the safety rules that apply when taking medicines. 	<p>Strand 1 strategies and skills for keeping safe.</p> <ul style="list-style-type: none"> • Know what to do or whom to seek help from when feeling unsafe. • Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour. • Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety. • Explore how to travel safely in cars and buses. • Know about the potential dangers and threats in the home and environment. • Develop simple safety rules and strategies to protect themselves from potentially dangerous situations. • Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions. 	<p>Strand 1 coping safely and efficiently with their environment.</p> <ul style="list-style-type: none"> • Develop strategies to resist unwanted peer/ sibling pressure and behaviour. • Recognise, discuss and understand the nature of bullying and the harm that can result. • Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches. • Become aware of: <ul style="list-style-type: none"> - appropriate road use; how to apply the Green Cross Code; - how conspicuity reduces road collisions; - passenger skills including boarding and disembarking from cars and home; - school transport; and - how bicycles are best maintained and ridden. • Develop a pro-active and responsible approach to safety. • Know where, when and how to seek help. • Be aware of basic emergency procedures and first aid.

THEME 5: RELATIONSHIPS		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 2 their relationships with family and friends.</p> <ul style="list-style-type: none"> Find out about their own family. Talk about what families do together. Begin to recognise how they relate to adults and other children. Identify who their friends are. Explore what they do together. Know how to treat others. 	<p>Strand 2 and initiating mutually satisfying relationships.</p> <ul style="list-style-type: none"> Examine the variety of roles in families and the contribution made by each member. Be aware of their contribution to home and school life and the responsibilities this can bring. Know how to be a good friend. Understand that they can take on some responsibility in their family and friendship groups. 	<p>Strand 2 initiating and sustaining mutually satisfying relationships.</p> <ul style="list-style-type: none"> Examine and explore the different types of families that exist. Recognise the benefits of friends and families. Find out about sources of help and support for individuals, families and groups. Explore and examine what influences their views, feelings and behaviour. Consider the challenges and issues that can arise: <ul style="list-style-type: none"> at home; at school; and between friends and how they can be avoided, lessened or resolved.

THEME 6: RULES, RIGHTS AND RESPONSIBILITIES		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 2 Their responsibilities for self and others. <ul style="list-style-type: none"> Realise why it is necessary to have rules in the classroom and the school. Develop a sense of what is fair. 	Strand 2 responsibility and respect, honesty and fairness. <ul style="list-style-type: none"> Identify members of their school community and the roles and responsibilities they have. Recognise the interdependence of members in the school community. Be aware of how the school community interacts. Begin to understand why and how rules are made in class, in the playground and at school. Identify the people, jobs and workplaces in the community. Realise that money can buy goods and services and is earned through work. Understand that rules are essential in an ordered community. 	Strand 2 human rights and social responsibility. <ul style="list-style-type: none"> Explore and examine the rules within their families, friendship groups, and at school. Understand the need for rules and that they are necessary for harmony at home and at school. Identify the variety of groups that exist within the community and their the roles and responsibilities. Consider the rights and responsibilities of members of the community. Understand that rules are essential in an ordered community and the need for different rules in different contexts. Examine the Effects of antisocial behaviour. Appreciate how and why rules and laws are created and implemented.

THEME 7: MANAGING CONFLICT		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 2 how to respond appropriately in conflict situations. <ul style="list-style-type: none"> Begin to take responsibility for what they say and do. 	Strand 2 constructive approaches to conflict. <ul style="list-style-type: none"> Identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved. Identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved. 	Strand 2 causes of conflict and appropriate responses. <ul style="list-style-type: none"> Examine ways in which conflict can be caused by words, gestures, symbols or actions.

THEME 8: SIMILARITIES AND DIFFERENCES		
Foundation	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 2 similarities and differences.</p> <ul style="list-style-type: none"> • Begin to recognise the similarities and differences in families and the wider community. • Understand that everyone is of equal worth and that it is acceptable to be different. • Celebrate special occasions. 	<p>Strand 2 similarities and differences between people.</p> <ul style="list-style-type: none"> • Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work. • Be aware of their own cultural heritage, its traditions and its celebrations. • Recognise and value the culture and traditions of another group in the community. • Discuss the causes of conflict in their community and how they feel about it. • Be aware of the diversity of people around the world. 	<p>Strand 2 valuing and celebrating cultural differences and diversity.</p> <ul style="list-style-type: none"> • Examine and explore the different types of families that exist, the roles within them, and the different responsibilities. • Know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland. • Recognise the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations. • Acknowledge that people differ in what they believe is right or wrong. • Recognise that people have different beliefs that shape the way they live. • Develop an awareness of the experiences, lives and cultures of people in the wider world. • Recognise how injustice and inequality affect people's lives. • Recognise the similarities and differences between different cultures of the wider world, for example food, clothes, symbols and celebrations. • Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

THEME 9: LEARNING TO LIVE AS MEMBERS OF THE COMMUNITY**Foundation****Key Stage 1****Key Stage 2**

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

Strand 2

learning to live as a member of a community.

- Begin to understand the interdependent nature of the class/community and themselves as participant members.
- Raise awareness of their attitudes to others in the school community.
- Celebrate a special occasion.

Strand 2

themselves as members of a community.

- Recognise the Interdependence of members in the school community.
- Be aware of how the school community interacts how they listen and respond to each other and how they treat each other.
- Be aware of who and what influences their views, feelings and behaviour at home.
- Be aware of who and what influences their views, feelings and behaviour at school.
- Understand how their Environment could be made better or worse to live in and what contribution they can make.

Strand 2

playing an active and meaningful part in the life of the community and be concerned about the wider environment.

- Explore and examine what influences their views, feelings and behaviour.
- Recognise the importance of democratic decision making and active participation at home and in the classroom.
- Appreciate the interdependence of people within the community.
- Know about the importance of democratic decision- making and involvement and the institutions that support it at a local level.
- Develop an understanding of their role and responsibility as consumers in society.
- Know about the range of jobs and work carried out by different people.
- Know about the process and people involved in the production, distribution and selling of goods.
- Examine the role of advertising at a local and/ or global level.
- Explore how the media presents information.

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Foundation Stage

Managing Information	Theme
Work with a focus, ask and respond to questions to clarify the task.	
Select, with help, information from materials and resources provided and suggest ways to obtain information.	4 4a
Follow directions in relation to a task.	4a
Begin to plan.	8 9
Identify and use simple methods to record information.	4 8

Thinking, Problem-Solving and Decision-Making	Theme
Show their ability to memorise by recalling and restructuring experiences and stories.	5 8
Make close observations and provide descriptions of what they notice.	1 2 2 4 4a 4b 8
Show the ability to sequence and order events and information, and to see wholes and parts.	
Identify and name objects and events as same/different, sort and put objects into groups.	
Make simple predictions and see possibilities.	2 4 7
Give opinions and reasons.	2 4a 4b 6 9 9
Ask different types of questions.	9

Being Creative	Theme
Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli.	4 4a 5 9
Talk about their memories and experiences.	1 2 4 4a 5 8
Play for pleasure and as a form of creative expression.	4a 8
Show excitement, enjoyment and surprise in learning.	
Be willing to take on new challenges.	
Experiment with ideas through writing, drawing, mark making, model making.	2

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Working with Others	Theme
Be willing to join in.	3 5 9
Learn to work and play cooperatively.	3 6 9
Develop routines of listening, turn-taking, sharing, cooperating, and reaching agreement.	1 3 5 6 8
Be able to learn from demonstration and modelling.	3 4
Be aware of how their actions can affect others.	2 6
Learn to behave and to use words to suit different purposes.	5 6 9
Develop confidence at being with adults and other pupils in a variety of contexts.	2 5 8 9

Self-Management	Theme
Talk about what they are doing and what they have learned.	3 4 4a 4a 5 8
Develop the ability to focus, sustain attention and persist with tasks.	3
Develop awareness of emotions about learning, their likes and dislikes.	1 3
Be able to make choices and decisions.	3 4 5 6 7
Ask an adult or friend for help.	2 5

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Key Stage 1

Managing Information	Theme
Ask more focused questions about the task; clarify purpose and what needs to be done.	3 4 8 9
Recognise where similar tasks have been done in the past.	3
Use their own and others' ideas to identify, locate and select various sources of information.	4 4a 8
Set goals for their work, break tasks into smaller parts and plans the next steps.	3
Record information in a variety of formats.	4 6
Begin to identify audience and purpose when communicating.	5 6

Thinking, Problem-Solving and Decision-Making	Theme
Show their understanding by organising and summarising.	6 9
Sequence, order and rank along different dimensions.	9
Identify similarities and differences by making simple comparisons and connections.	8
Begin to test predictions and to look for evidence.	
Make decisions and generate options.	4 5 6
Suggest possible solutions to problems.	2 3 4a 5 6 8 9
Be systematic and work through the stages in a task.	6
Explain their methods and opinions, and the reasons for choices and actions.	4 6 8 9
Recognise the differences between why, what, where, when, and how questions.	4a

Being Creative	Theme
Show curiosity when approaching new tasks and challenges.	6 8
Have experiences with all the senses.	2 4a
Listen to and share ideas and experiences.	1 2 3 4 5 6 8 9
Generate as many ideas and options as possible, building and combining ideas.	1 2 2 4 4a 5 6 7 9
Take time to use imagination for enjoyment.	6
Enjoy the unexpected, unusual and surprising.	3
Experiment and investigate real life issues.	2 4 4a 5 6

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Working with Others	Theme
Develop further the habits of collaborative learning.	4a 8
Become more adept at turn-taking, sharing and cooperating when working in a group or team.	8
Decide what needs to be done in a group and take responsibility for aspects of the work.	5 6 9
Show the ability to learn from shared and modelled activities.	1 2 7 8
Adapt behaviour and language to suit different situations.	2 7 8 9 9
Show fairness to others.	2 5 6 8 9 9
Recognise and respect other people's feelings and ideas.	1 2 2 4 4a 5 6 8 9 9

Self-Management	Theme
Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved.	3 4a
Check their work routinely for accuracy and precision.	
Persist with tasks until an appropriate endpoint, with teacher prompting.	5
Seek help from other people.	2 4a 5 8
Work towards personal targets identified by teacher.	
Develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.	1 1 2 3 5 7

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Key Stage 2

Managing Information	Theme
Be able to ask deeper and wider questions to clarify the task, to plan and to set goals.	1 2 4 7
Begin to challenge conventions and assumptions.	5 6 8 8 9 9
Be able to classify, compare and evaluate information, and to select the most appropriate methods for the particular task.	4 4 5 6 9
Develop methods for collating and recording information and monitoring progress on a task.	1 4 9
Have a sense of audience and purpose.	4 4 9

Thinking, Problem-Solving and Decision-Making	Theme
Show the ability to use memory strategies to deepen understanding and comprehension.	4a
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting.	9
Make and test predictions, examine evidence and make links between possible causes and effects.	2 4 4 4a 6 7 9
Discriminate between fact and opinion and question the reliability of evidence.	2 5 6 8 9 9
Explain and justify methods, opinions and conclusions.	6
Understand more than one point of view.	2 5 6 8 9
Examine options and weigh up pros and cons.	2 5 5 6 8 9
Try alternative problem-solving solutions and approaches.	4a 4a 5 8
Use different types of questions systematically and with purpose.	4a 8 9

Being Creative	Theme
Pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method.	6 8
See opportunities in mistakes and failures.	1 2 3
Use all the senses to stimulate and contribute to ideas.	8
Experiment with different modes of thinking (e.g., visualisation).	2 3
Learn from and build on own and others' ideas and experiences.	2 2 3 4 5 6 8
Value other people's ideas.	1 2 2 3 3 5 6 8
Experiment with objects and ideas in a playful way.	3 8
Make ideas real by experimenting with different designs, actions and outcomes.	3 4 8 8
Begin to develop their own value judgements about the merits of their work.	3

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Working with Others	Theme
Become more independent in their social and interpersonal skills.	2 4 4a 5 8
Show that they can work in different roles in a group and take responsibility for appropriate tasks.	3 4 4a 4a 8 9
Be willing to help others with their learning.	1 8
Understand and learn to respond to feedback.	8
Work with their peers to reach agreements and begin to manage disagreements.	2 5 6 7 8

Self-Management	Theme
Evaluate what they have learned and compare their approaches with others.	3 4
Make links between their learning in different contexts.	3 4 4a 6
Become self-directed by working on their own or with a group.	5 6
Learn ways to manage their own time.	3
Seek help from a variety of sources.	4 4a 5 8
Work towards personal targets identified by themselves, or jointly with the teacher.	3 4
Be more confident in their knowledge of personal strengths and weaknesses.	1 2 3 4 5