



St. Mary's Primary School
Aughlinnafin
PDMU Policy

| Version | Date | Revision Author | Summary of Changes |
|---------|------|-----------------|--------------------|
| 1 | | Mr C Murphy | |
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PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

PRINCIPLES

* Personal Development focuses on encouraging each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives and to become confident, independent, resilient and responsible citizens, making informed and responsible choices and decisions throughout their lives.

* PDMU is fundamental to the development of the child

PURPOSES

*Personal and social Development and mutual understanding are a separate area of learning within the primary curriculum in order to provide the opportunity for specific attention to be given to emotional development, health and safety, physical activity and exercise, relationships with others and the development of coping mechanisms, moral thinking, values and action.

*Pupils develop life skills to enable them to participate effectively and safely in society.

Through PDMU we will develop pupils :

- * ability to show resilience at challenging times of their lives;
- * self-confidence and self-esteem as individuals and a spiritual appreciation of their uniqueness;
- * insights into their own emotions, attitudes and moral values and how they are formed;
- * understanding of the benefits and the importance of a healthy lifestyle
- * insights into society, other cultures and the environment, our interdependence and the need for mutual understanding and respect;
- * their ability to use these insights to contribute to relationships, family life, the local and global community and the environment; and
- * an awareness of the immense value of personal and interpersonal skills in future life and employment contexts, through our class/school council work.

PRACTICES

Approaches

Personal Development has two strands:

- * Personal Understanding and Health;
- * Mutual Understanding in the Local and Global Community;

Personal Development has, at its core, the development of values and attitudes, it is extremely important that children have an opportunity to develop these naturally as a consequence of their investigations and **guided critical reflection on issues**. Learning should therefore be **active**, with children being encouraged to **investigate issues for themselves**, to **suggest solutions** and to **make decisions** based on what they have learned.

As strand two of Personal Development focuses on aspects of the local community, children should have experience of activities involving the investigation and exchange of ideas about a local community issue especially those reflecting cultural difference, in at least one of the following ways:

- * within the school, complemented by relevant visitors or visits; and/or
- * within the school, enhanced by **communication between schools**, with the possibility of joint visits to a common venue or to each others' schools;
- * **joint work** between schools, involving, for example, *shared educational visits, residential, fieldwork or international contact*, (where appropriate the focus for the joint work could be related to the global dimension, for example, an action project based on a global issue).

There are a number of useful strategies for creating a safe, secure environment that encourages participation and models democratic values.

These include:

- * Circle Time work;
- * active-listening skills;
- * cooperative games; and
- * ground rules/contracts or a classroom charter.
- * use active and participatory learning methods;
- * follow an issues-based approach.

CLASSROOM MANAGEMENT OF RESOURCES

* The Northern Ireland Curriculum document sets out the minimum content for each key stage which can be found at <https://ccea.org.uk/key-stages-1-2/curriculum/personal-development-mutual-understanding>

* The PDMU guidance booklet (blue book) gives further detail on strategies, planning and assessment. Every teacher has a copy.

* More information on assessment methods and self-assessment is available in the Assessment for Learning guidance booklet located in the Revised Curriculum Support and Implementation Box.

* The program 'Bounce Back' provides lesson ideas/activities and resources on all areas of Resilience Education.

PLANNING, MONITORING AND EVALUATION

- * PDMU is a key priority in the 2022/23 school development plan
- * PDMU will be embedded into schemes of work
- * PDMU is integrated into half term planners taking account of progression
- * An overview scheme based on lines of development and progression from Y1 – Y7 will be drawn up and used by staff . This focuses on key skills and knowledge.
- * Co-ordinator will monitor half - term planners and feed back at SMT and staff meetings.

ASSESSMENT / RECORDING

Assessment is an integral part of the teaching process

When assessing children's PDMU , the following will be considered

- * reviewing progress;
- * setting targets;
- * negotiating their own pathways
- * recording their achievement.
- * ongoing self-assessment through school council meetings/tasks.

STAFF TRAINING

- * Staff development in PDMU is ongoing within the school. It is our aim to raise the level of teacher competence and confidence in PDMU by:
 - * Providing in-school support for teachers requiring assistance in developing aspects of planning and teaching
 - * Making provision for SEELB training and sharing expertise with other schools.
 - * Sharing good practise, particularly with new initiatives, through CBD and TCN

THE ROLE OF THE CO-ORDINATOR

*The Co-ordinator will provide leadership and management of this area to ensure effective Planning, Implementation, Monitoring and Evaluation takes place across the key Stages.

* They will oversee the ongoing monitoring and evaluation of the policy to ensure it is effective in raising standards and providing quality education in the 21st Century.

*To disseminate knowledge

THE RESPONSIBILITY OF THE CLASSROOM TEACHER

Integrate PDMU into curriculum planning, classroom teaching and the assessment of children's work.

* Ensure that any PDMU resource/software used in the classroom is appropriate to curriculum needs and children's learning needs.

* Ensure health and safety practices are carried out.

* Each member of your staff has a role to play in developing relationships with children at our school.

* All staff can convey care and support to children by listening to them, validating their feelings, demonstrating kindness and showing them compassion and respect.

* Teachers will use active and participatory learning methods;

* Model resilient behaviour/attitudes on a daily basis.

THE ROLE OF THE PRINCIPAL AND SLT

* The Principal and SLT will show leadership in setting priorities and targets and ensure their implementation.

HEALTH AND SAFETY

Teachers will ensure that trust is developed and a safe environment is provided for all pupils. Educating children about risks and how to protect themselves from danger has a significant impact on their health and well-being.

Teaching emotional and social health in the classroom leads to increased attachment to school and improved examination scores.

POLICY REVIEW

* The PDMU policy will be reviewed biannually by Principal and SLT in collaboration with the whole staff.