

Personal Development and Mutual Understanding for Key Stages 1&2



CONTENTS

Introduction to the Guidance	1
The Rationale for Personal Development and Mutual Understanding	3
Implementing PD&MU	5
Teaching, Learning & Assessing PD&MU	9
Appendix 1: Statements of Minimum Requirement	18

Acknowledgements

The Partnership Management Board would like to thank the many people who contributed to the development and production of the contents of this pack. They include colleagues from:

Council for the Curriculum, Examinations and Assessment (CCEA)
Council for Catholic Maintained Schools (CCMS)
The Education and Library Boards
Regional Training Unit (RTU)
Classroom 2000 (C2K)

The Partnership Management Board would also like to thank all the schools who so generously allowed us to take photographs. Their participation celebrates pupils enjoying learning. Their involvement makes the materials real.

Introduction to the Guidance

Personal Development and Mutual Understanding (PD&MU) is a new statutory requirement in the Revised Curriculum. This document provides a starting point for reflection and whole-school review and will help your school implement PD&MU at Key Stage 1 and Key Stage 2.

This guidance will:

- explain what PD&MU is, why it is important and describe its place within the Revised Curriculum;
- explain how to implement PD&MU;
- discuss suitable teaching, learning and assessment strategies for PD&MU; and
- relate PD&MU to broader aspects of school life.

Personal Development and Mutual Understanding does not begin or end at school. The environment created in school is only part of the wider world that children inhabit. We know that children are greatly influenced by society's values – especially by religious beliefs, parental values, the media and their peers. Consequently, PD&MU provision is most effective when it is based on a consistent approach and where the responsibility is shared by parents, teaching and non-teaching staff, children, health professionals, relevant external agencies and the local and wider communities. Close consultation with these 'partners in education' needs to be an essential element of the planning, implementation, evaluation and review of your PD&MU programme.

Who is this Guidance for?

This guidance has been written for principals, senior managers, teaching staff and governors of primary schools.

Your school's principal and senior management team have a key role in developing and implementing PD&MU. This role involves setting up a working group to consult with governors, staff, parents, health professionals, children and other relevant community representatives to develop a policy and programme for PD&MU. This working group must be managed by a co-ordinator who will facilitate a genuinely open and collaborative process of implementation.

Your school's teachers also have a significant role in both the planning and delivery of the PD&MU curriculum. They have detailed knowledge of the needs, age, maturity, stage of development and family background of the children in their classrooms and they are responsible for guiding and facilitating learning. The personal qualities of your school's teachers are paramount in establishing a learning environment that supports PD&MU. Teachers who are genuine, demonstrate empathy, have an unconditional positive regard for children and a capacity for listening to others will ensure that children learn more effectively. We encourage your teachers to reflect critically on their own practice, and it may be useful to also ask children at your school to reflect on practice in the classroom. Some of your school's teachers may believe that they are inadequately trained in active learning strategies, or they may initially feel uneasy discussing some areas of PD&MU with children. Your school must address this issue by providing training opportunities for your teaching staff such as in-service courses, directed time after school and staff development days.

Finally, governors must foster and support the implementation of PD&MU by collaborating with teachers and parents. They need to facilitate an inclusive consultation process that involves the entire school community. Governors also need to examine and approve the proposed PD&MU programme prior to its implementation in the school and should review it at regular intervals.

'What are required are enthusiastic principals with vision to be strong advocates for young people and to create schools that take a child-centred, caring ethos, reflecting the values and approaches associated with personal development.'

Leitch et al, 2005.

The Rationale for Personal Development and Mutual Understanding

The Revised Curriculum sets out a single broad aim for education: 'To empower young people to develop their potential and to make informed and responsible decisions throughout their lives.'

You may already provide significant opportunities within and beyond your school's curriculum to help children acquire skills, knowledge and understanding. The Revised Curriculum seeks to build on what you are already doing well to prepare young people for life, work and the challenges of being an adult in an increasingly complex society. Personal Development and Mutual Understanding is a separate *Area of Learning* in the Revised Curriculum. It focuses attention on children's emotional development, health and safety, relationships with others and development of moral thinking, values and actions. CCEA describes PD&MU as:

'Encouraging each child to become personally, emotionally, socially and physically 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.'

Personal Development and Mutual Understanding concentrates on the development of children's:

- knowledge;
- attitudes;
- skills;
- relationships;
- behaviour that can be utilised in and outside the classroom;
- thinking skills and personal capabilities;
- emotional awareness;
- values; and
- life skills.

Benefits to Your School, Children, and Local Community

There is growing evidence to support the inclusion of PD&MU in the Revised Curriculum. An effective Personal Development and Mutual Understanding programme will benefit your school, children at your school and your local community. The table below highlights these benefits.

Your school	Children at your school	Your community
<p>Your school will develop a supportive learning environment that is:</p> <ul style="list-style-type: none"> • challenging and engaging; • relevant and enjoyable; • active and hands-on; • skills integrated; and • enquiry-based. <p>This will, in turn, create:</p> <ul style="list-style-type: none"> • a more open relationship between your staff and children at your school; • 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. 	<p>Children will develop:</p> <ul style="list-style-type: none"> • self-confidence and self-esteem; • insights into their emotions and attitudes; • moral thinking, values and actions; • an understanding of the benefits and importance of a healthy lifestyle; • skills for keeping safe; • an ability to cope with difficult situations; • an understanding of learning dispositions; • an ability to work effectively with others and to take responsibility for themselves; • insights into society and other cultures, our interdependence and the need for mutual understanding and respect; • an ability to use these insights to contribute to relationships, family life, the local and global community and the environment; • an awareness of the immense value of personal and interpersonal skills in future life and employment contexts; • knowledge and understanding of the challenges and opportunities they may encounter in an increasingly diverse society; • the skills, attitudes and values necessary for independent living, informed decision-making and responsible action throughout their lives; and • an understanding of their role in working for a more inclusive, just and democratic society. 	<p>Your local community will gain citizens who:</p> <ul style="list-style-type: none"> • 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; and • are confident, responsible and contributing members of the community.

Implementing PD&MU

Personal Development and Mutual Understanding is one of the six *Areas of Learning* in the Revised Curriculum for primary schools. From Foundation to Key Stage 2, PD&MU is delivered through two interconnected strands and teachers must use these strands to deliver the nine statutory Statements of Minimum Requirement. The Statements of Requirement are divided into themes. The table below outlines the two strands of PD&MU.

		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 II	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

The Personal Development and Mutual Understanding curriculum is drawn up in a spiral manner, where similar content is revisited at each Key Stage. However, the strategies, approaches and information adopted at each Key Stage reflect the differing needs and abilities of those children. Therefore, the knowledge and skills gained from PD&MU accumulate as children progress through the Key Stages. The Minimum Requirements for PD&MU also provide students with a basis for *Learning for Life and Work* at the post-primary phase.

Appendix 1 provides detail of the progression in the Statements of Minimum Requirement from the Foundation level through Key Stages 1, 2 and 3. Further details on Personal Development and Mutual Understanding is available at www.nicurriculum.org.uk.

Education is not just about learning cognitive skills. It is also about helping children to learn about themselves, to be able to live peaceably with themselves and with others and to help them to develop into competent, mature, self-motivated adults.'

Dennis Lawrence, 'Enhancing Self-Esteem in the Classroom.' (2006)

Delivering Protective Factors

Research indicates that your school's PD&MU programme should integrate the following protective concepts:

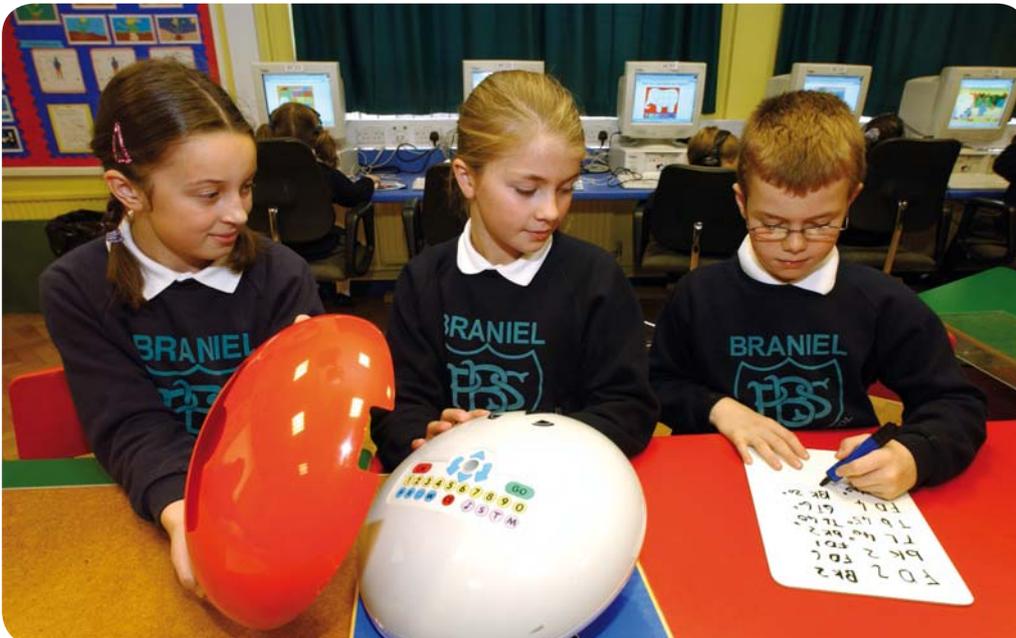
- **Risks and protective factors**

Educating children about risks and how to protect themselves from danger has a significant impact on their health and well-being. Young people are less likely to endure substance abuse, teenage pregnancy, crime and mental health issues when risk factors are reduced and protective factors are enhanced.

- **Emotional and social health and life skills**

Research shows that teaching emotional and social health in the classroom leads to increased attachment to school and improved examination scores. Children who engage in positive relationships and healthy social interactions tend to achieve above average academically.

Teaching life skills in the classroom has been shown to substantially reduce tobacco, alcohol, and illicit drug use. However, to ensure children really understand and can use life skills they must be anchored by connections to the other protective concepts. A programme of PD&MU delivered across all *Areas of Learning* can offer this connectivity.



- **Self-esteem**

Any child's difficulties in learning (or any reluctance to learn) may be caused more by poor self-esteem, a lack of motivation or fear of failure than a lack of ability. Children need to see themselves as worthy and capable if they are to take responsibility for their learning. A child's self-esteem can be the key to their learning success. Children's self-esteem is largely moulded by the significant adults around them: parents, carers, teachers, and (as they grow older) their peers. Your school has an important part to play in promoting healthy behaviours as well as successful learning. Through PD&MU, you can create climates and teaching practices that honour and meet these developmental needs.

- **Resilience**

Young people need to develop strength of character and the ability to adjust to pressure, bounce back from adversity and develop the social, academic and vocational competencies necessary to do well in life. These are all forms of resilience, an attribute that can be developed and fostered. The following protective factors build resilience, and these can be developed within your school:

- positive bonding;
- clear and consistent boundaries;
- life skills;
- care and support;
- high expectations; and
- meaningful participation.

Links Across the Curriculum

Any provision of Personal Development and Mutual Understanding should involve links across the curriculum to other *Areas of Learning*. The table below illustrates how you can create these links.

Area of Learning	Link to PD&MU
The Arts	<ul style="list-style-type: none"> • Focus on aesthetic and emotional development. • Develop children's social skills through group work. • Help children find a range of ways of communicating and expressing feelings and emotions through art and design, music and drama.
Language and Literacy	<ul style="list-style-type: none"> • Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
Mathematics and Numeracy	<ul style="list-style-type: none"> • Use statistical data to inform children about PD&MU issues.
Physical Education	<ul style="list-style-type: none"> • Help children develop self-esteem, confidence and an understanding of the relationship between physical activity and good health. • Allow children to work with others and develop an understanding of fairness and how to treat others with respect.
The World Around Us	<ul style="list-style-type: none"> • Help children develop insights into their own talents, thoughts and feelings by comparing and contrasting these with the experiences and feelings of people in other places and times. This should involve the use of local and global examples.

Teaching, Learning and Assessing PD&MU

Effective Personal Development and Mutual Understanding doesn't just depend on the taught curriculum and the context in which this learning area is experienced. Your school's ethos and climate, and the ways in which your school utilises the expertise of those in its community, are also important. Planning for Personal Development and Mutual Understanding must take into account your established school ethos, build on the existing good practice and reflect how you and your colleagues can promote the all-round development of your school's children. Advice on planning is available in Planning for the Revised Curriculum at Key Stages 1 and 2, which is located in your Revised Curriculum Support and Implementation Box.

The Importance of Trust

The creation of trust between children at your school and members of your staff is fundamental to the success of Personal Development and Mutual Understanding, even if a trust relationship is established with only one member of staff. Children work harder and work together with people who care about them and that they trust. Your school must foster an environment in which children feel:

- fairly treated;
- safe both physically and emotionally;
- close to others; and
- part of the school.

Each member of your staff has a role to play in developing relationships with children at your school. Your staff can convey care and support to children by:

- listening to them;
- validating their feelings;
- demonstrating kindness; and
- showing them compassion and respect.

'Next to the family, schools have the potential to shape and nurture the skills, well-being and potential of our young people in Northern Ireland.'

Sipler, 2006.

Creating a Positive Learning Climate and Environment

A caring classroom environment is an essential foundation for supporting academic success, and a safe and secure environment provides a context within which issues may be addressed in a positive way. A positive learning environment allows children to express their views honestly and openly and to discuss challenging topics without fear of reprisal or judgement from others. In PD&MU this environment is particularly necessary, as the topics covered as part of this *Area of Learning* may elicit extreme or even 'inappropriate' views from your school's children. In a positive learning environment, this presents an opportunity for profound learning – one where children are encouraged to challenge and discuss viewpoints and the way in which they were expressed.

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

- circle work;
- active-listening skills;
- cooperative games; and
- ground rules/contracts or a classroom charter.



A classroom charter is an agreement about the ways in which the PD&MU classroom will operate. It clarifies expectations of behaviour both inside and outside of the classroom. Expectations about children's behaviour should be clearly written, communicated and coupled with appropriate consequences that are consistently enforced. We suggest that your school's teachers develop the charter by negotiating its contents with children in their class. When teachers impose an agreement rather than negotiate it, they miss an important learning opportunity and children are less likely to develop a sense of ownership. The negotiation can be an important step in developing an open and trusting atmosphere in the classroom. In some cases, your teachers may also choose to involve teaching and learning assistants, senior management and parents.

When agreeing a classroom charter, have your school's teachers and children discuss the following:

- why a classroom charter is useful;
- what the classroom charter should be about;
- the needs and wants of those directly or indirectly involved in the life of the classroom;
- what conditions the teacher needs to be able to teach effectively;
- what conditions the children need to learn effectively;
- how the teacher and children will interact;
- how controversial issues will be managed; and
- what happens if someone breaks the classroom charter.

The final agreement should be written and displayed. It should be referred to frequently and amended as required, and children should be encouraged to take responsibility for the effective implementation of the agreement.

CPD Unit 3: Learning Environment and Methodologies introduces and highlights the key issues in creating a learning environment conducive for Personal Development and Mutual Understanding. Please note: if your school already has recent, relevant information based on previous school improvement work, for example TTI, Health Promoting School audit or SETAQ, it may be unnecessary to complete this CPD Unit.

Learning Approaches and Methodologies

The approaches and methodologies used in Personal Development and Mutual Understanding are crucial to its effectiveness. As PD&MU is very much about 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. To ensure children at your school benefit as much as possible from PD&MU, we recommend that you:

- use active and participatory learning methods;
- follow an issues-based approach; and
- explore your pupils' and society's attitudes and beliefs.

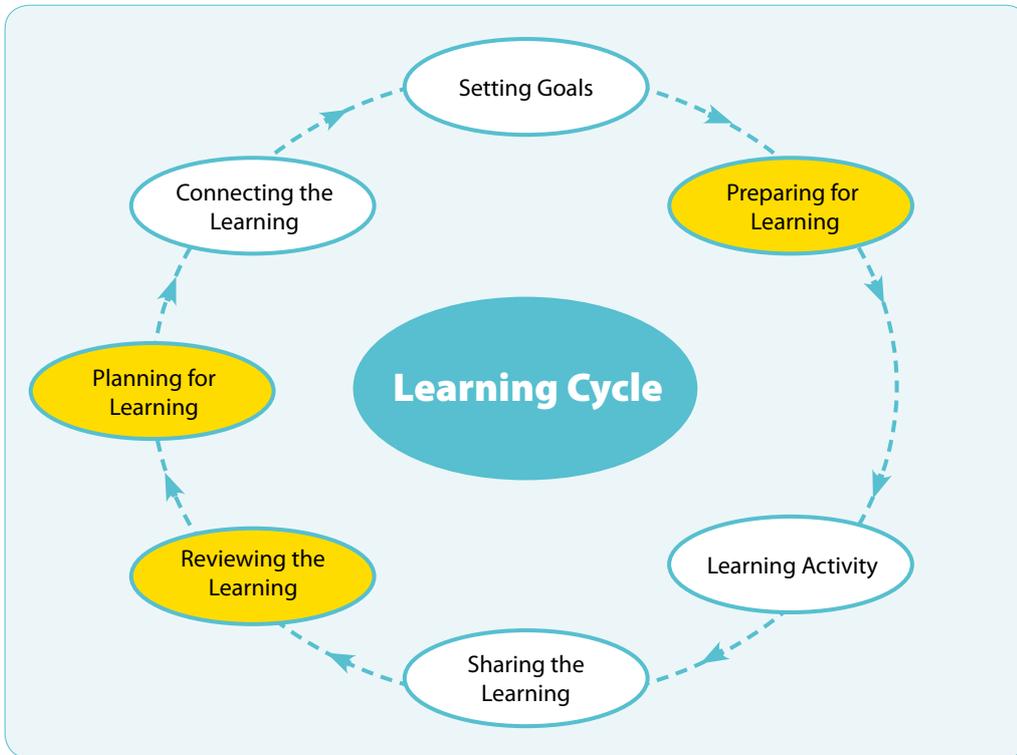
Active and participatory

Active and participatory learning approaches are most effective for delivery of Personal Development and Mutual Understanding. By encouraging children at your school to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned, you will significantly foster their self confidence, self-discipline and self-control. 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.

Your school's teachers should help children explore issues that are relevant to their needs, interests and experiences using a variety of active learning approaches. For example, children will learn more about fairness by actually engaging in and experiencing democratic processes in the safe forum of the classroom or school than from reading about it in a book.

The model below highlights the learning cycle for active learning:



In this cycle children start with what they already know, explore the learning possibilities available, question the learning, draw conclusions and reflect on the outcomes. It is essential that children progress through the various stages of the learning cycle to make sense of the learning and make new connections.

The main benefits of active learning are as follows:

- It places children at the heart of the learning process.
- The teacher acts as a facilitator who guides and directs the learning.
- Children learn more when they can make sense of what they are learning.
- It can be carried out by groups or individuals.
- It promotes action and generates high levels of interaction and stimulating discussion.
- It encourages collaborative ways of working.
- It engages all children at different levels.

A wide variety of active learning methodologies are available to support your teachers' various learning aims. Some suggestions are highlighted in the table below:

Learning Aim	Methodology
Generate a number of ideas quickly.	<ul style="list-style-type: none"> • Brainstorm
Consider a specific situation.	<ul style="list-style-type: none"> • Role play • Visitor Technique
Learn to negotiate, listen to and support each other.	<ul style="list-style-type: none"> • Drama
Promote cooperation.	<ul style="list-style-type: none"> • Co-operative games
Question information presented.	<ul style="list-style-type: none"> • Use photographs/pictures as a stimulus • Use media television advertisements
Gather own thoughts and take a viewpoint.	<ul style="list-style-type: none"> • Open-ended statements
Express own opinions, promote critical thinking, and respect the views of others.	<ul style="list-style-type: none"> • 'Agree or disagree' continuums
Promote communication and critical thinking.	<ul style="list-style-type: none"> • Circle time • Twos to Fours • Story-telling
Represent ideas or concepts.	<ul style="list-style-type: none"> • Collage work
Explore issues of bias and stereotyping.	<ul style="list-style-type: none"> • Freeze Frames
Gather information, record findings and interpret data.	<ul style="list-style-type: none"> • Hot Seating • Questionnaires and surveys

Further details on teaching methodologies and their explanation is available in the *Active Learning and Teaching Methods* booklet in your *Curriculum Support and Implementation Box*.

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. One way you can introduce this method is to incorporate current local and global issues into classroom enquiry activities. The issues should be relevant to the interests of children at your school or be considered because of questions posed by the children themselves. It is not necessary to find answers to all of the issues.

Values-based

Personal Development and Mutual Understanding encourages children to take responsibility for their own values and actions. Your school's teachers can use human rights instruments such as 'The Universal Declaration of Human Rights', the 'UN Convention on the Rights of the Child' to provide a context within which your children can clarify and consider their own values and explore alternatives. Your PD&MU programme should:

- encourage them to explore the impact of human rights principles on their own lives; and
- encourage them to examine the impact of human rights on the classroom community (for example by negotiating the classroom charter).

It's important to remember that values are not formulated in a vacuum. They are promoted and actively encouraged in the home and your school and society as well as in your school. You can help your school's children realise that values and opinions are influenced by society by encouraging them to:

- answer specific questions that are relevant to the PD&MU issue being dealt with during self-assessment exercises; then
- collate personal responses to ascertain group response; and finally
- compare both children's personal responses and the group's response to the recognised socially acceptable responses.

Emotional dimension

From time to time, Personal Development and Mutual Understanding issues may result in conflict. All conflicts have both rational and emotional dimensions. Your school's PD&MU provision must allow children to explore ways to manage conflict, manage their own emotions and show sensitivity to the emotions of others. This emotional dimension has important consequences for teaching and learning approaches, especially when exploring controversial or sensitive issues. Further information about how to manage such issues in safe and appropriate ways is available at www.nicurriculum.org.uk.

Assessment

Assessment in Personal Development and Mutual Understanding is as important as in any of the other *Areas of Learning*. However, be aware that when assessing children's Personal Development and Mutual Understanding, it's unlikely that progression will be linear. Personal rates of development are not and cannot be standardised. With this in mind, assessment and reporting should take account of and reflect each child's current strengths and developmental needs. It is possible for a ten year old to be at a very early stage in some aspects of his or her Personal Development and Mutual Understanding while a much younger child, for a variety of reasons, might be at a later stage. For some children, moving on from an early stage of Personal Development and Mutual Understanding might not prove possible.

You need to ensure that throughout your school assessment of Personal Development and Mutual Understanding is concerned with:

- knowledge and understanding; and
- the child's ability to demonstrate the skills that are being learned and practised.

You must also recognise the importance of self-assessment. This is a skill that needs to be learned and practised. We recommend using teaching and learning approaches that encourage children to recognise the processes of their own learning. These include:

- reviewing progress;
- setting targets;
- negotiating their own pathways; and
- recording their achievement.

Encouraging children to talk about and reflect upon activities and situations in which they have been involved will also help them to learn to use their judgement when considering:

- what they have done;
- what the consequences were;
- how they felt about it;
- what they might want to do differently in future; and
- how they might go about achieving changes.

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

Finally please note that there are some areas of a child's Personal Development and Mutual Understanding that should not be the subject of formal assessment. The 'worth' of any child should never be in question, nor should there be final or simple judgements made about values and decisions that children appear to favour. Opinions can be expressed, information gathered, debate can ensue, but final decisions on personal matters must remain the responsibility of the individual concerned.



Appendix 1: Statements of Minimum Requirement

THEME 1: SELF-AWARENESS			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 1</p> <p>themselves and their personal attributes.</p> <ul style="list-style-type: none"> • Explore who they are. • Recognise what they can do. • Identify their favourite things. • Recognise what makes them special. 	<p>Strands 1 and 2</p> <p>their self-esteem and self-confidence.</p> <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. 	<p>Strands 1 and 2</p> <p>their self- esteem, self-confidence and how they develop as individuals.</p> <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. 	<p>Personal Development Key Concept:</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> • Explore and express a sense of self. • Investigate the influences on a young person. • Explore the different ways to develop self-esteem.

THEME 2: FEELINGS AND EMOTIONS			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 1</p> <p>their own and others' feelings and emotions.</p> <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. 	<p>Strand 1</p> <p>their own and other's feelings and emotions and how their actions affect others.</p> <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. 	<p>Strand 1</p> <p>their management of a range of feelings and emotions and the feelings and emotions of others.</p> <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. 	<p>Personal Development Concepts:</p> <p>Self-Awareness</p> <p>Explore and express a sense of self.</p> <p>Personal Health</p> <ul style="list-style-type: none"> • Investigate the influences on physical and emotional/mental personal health. • Develop understanding about, and strategies to manage, the effects of change on the body, mind and behaviour.

THEME 3: LEARNING TO LEARN			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 1</p> <p>their dispositions and attitudes to learning.</p> <ul style="list-style-type: none"> • 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. 	<p>Strand 1</p> <p>positive attitudes to learning and achievement.</p> <ul style="list-style-type: none"> • 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. 	<p>Strand 1</p> <p>effective learning strategies.</p> <ul style="list-style-type: none"> • 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 how they learn best. 	<p>Personal Development Concept:</p> <p>Self-Awareness</p> <p>Develop skills and strategies to improve their own learning.</p>

THEME 4: HEALTH, GROWTH AND CHANGE			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 1</p> <p>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</p> <p>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</p> <p>how to sustain their health, growth and well-being.</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. 	<p>Personal Development Concepts:</p> <p>Personal Health</p> <ul style="list-style-type: none"> • Explore the concept of health as the development of a whole person. • Investigate the influences on physical and emotional/mental/ personal health. • Develop understanding about, and strategies to manage, the effects of change on the body, mind and behaviour. • Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse. <p>Relationships</p> <ul style="list-style-type: none"> • Explore the implications of sexual maturation. • Explore the emotional, social and moral implications of early sexual activity. <p>Home Economics Concept:</p> <p>Independent Living</p> <p>Develop awareness of parenting skills.</p>

THEME 4A: SAFETY			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 1</p> <p>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 than many substances can be dangerous. • Know the safety rules that apply when taking medicines. 	<p>Strand 1</p> <p>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</p> <p>copng 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. 	<p>Personal Development Concepts:</p> <p>Personal Health</p> <ul style="list-style-type: none"> • Develop preventative strategies in relation to accidents in the home, school and on the road. • Develop strategies to promote personal safety.

THEME 5: RELATIONSHIPS			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 2</p> <p>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</p> <p>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</p> <p>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. 	<p>Personal Development Concepts:</p> <p>Relationships</p> <ul style="list-style-type: none"> • Explore the qualities of relationships, including friendships. • Explore the qualities of a loving, respectful relationship. <p>Self-Awareness</p> <ul style="list-style-type: none"> • Explore personal morals, values and beliefs. • Investigate the influences on a young person. <p>Home Economics Concept:</p> <p>Family Life</p> <ul style="list-style-type: none"> • Explore the roles and responsibilities of individuals within a variety of home and family structures. • Explore strategies to manage family scenarios.

THEME 6: RULES, RIGHTS AND RESPONSIBILITIES			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 2</p> <p>their responsibilities for self and others.</p> <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. 	<p>Strand 2</p> <p>responsibility and respect, honesty and fairness.</p> <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. 	<p>Strand 2</p> <p>human rights and social responsibility.</p> <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 anti-social behaviour. • Appreciate how and why rules and laws are created and implemented. 	<p>Personal Development Concepts:</p> <p>Self-Awareness Explore personal morals, values and beliefs.</p> <p>Human Rights and Social Responsibility</p> <ul style="list-style-type: none"> • Investigate why it is important to uphold human rights standards in democratic societies. • Investigate the basic characteristics of democracy. • Investigate key human rights principles. • Investigate why different rights must be limited or balanced in our society. • Investigate local and global scenarios where human rights have been seriously infringed. • Investigate the principles of social responsibility and the role of individuals, society and government in promoting these. <p>Democracy and Active Participation</p> <ul style="list-style-type: none"> • Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community. <p>Equality and Social Justice</p> <ul style="list-style-type: none"> • Explore how inequalities can arise in society, including how and why some people may experience inequality or discrimination on the basis of their group identity. • Investigate how and why some people may experience inequality/ social exclusion on the basis of their material circumstances in local and global contexts. • Explore the work of inter-governmental, governmental and non-governmental organisations (NGO) that aim to promote equality and social justice.

THEME 7: MANAGING CONFLICT			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 2</p> <p>how to respond appropriately in conflict situations.</p> <ul style="list-style-type: none"> • Begin to take responsibility for what they say and do. 	<p>Strand 2</p> <p>constructive approaches to conflict.</p> <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. 	<p>Strand 2</p> <p>causes of conflict and appropriate responses.</p> <ul style="list-style-type: none"> • Examine ways in which conflict can be caused by words, gestures, symbols or actions. 	<p>Personal Development Concepts:</p> <p>Relationships</p> <ul style="list-style-type: none"> • Develop coping strategies to deal with challenging relationship scenarios. • Develop strategies to avoid and resolve conflict. <p>Diversity and Inclusion</p> <ul style="list-style-type: none"> • Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism, may arise in the community. • Investigate ways of managing conflict and promoting community relations and reconciliation.

THEME 8: SIMILARITIES AND DIFFERENCES			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 2</p> <p>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</p> <p>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</p> <p>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. 	<p>Personal Development Concept:</p> <p>Diversity and Inclusion</p> <ul style="list-style-type: none"> • Investigate factors including religious and political factors that influence individual and group identity. • Investigate ways in which individuals and groups express their identity. • Investigate the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion.

THEME 9: LEARNING TO LIVE AS MEMBERS OF THE COMMUNITY			
Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3
Teachers should enable pupils to develop knowledge, understanding and skills in developing:			
<p>Strand 2</p> <p>learning to live as a member of a community.</p> <ul style="list-style-type: none"> • 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. 	<p>Strand 2</p> <p>themselves as members of a community.</p> <ul style="list-style-type: none"> • 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. 	<p>Strand 2</p> <p>playing an active and meaningful part in the life of the community and be concerned about the wider environment.</p> <ul style="list-style-type: none"> • 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. 	<p>Personal Development Concepts:</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> • Investigate the influences on a young person. <p>Diversity and Inclusion</p> <ul style="list-style-type: none"> • Investigate factors, including religious and political factors, that influence individual and group identity. <p>Democracy and Active Participation</p> <ul style="list-style-type: none"> • Investigate the basic characteristics of democracy. • Investigate various ways to participate in schools and society. • Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation. <p>Home Economics Key Concept:</p> <p>Independent Living</p> <p>Investigate a range of factors that influence consumer choices and decisions.</p>



A PMB Publication © 2007

Produced by CCEA, 29 Clarendon Road,
Clarendon Dock, Belfast BT1 3BG
Tel: +44 (0)28 9026 1200 Fax: +44 (0)28 9026 1234

www.nicurriculum.org.uk