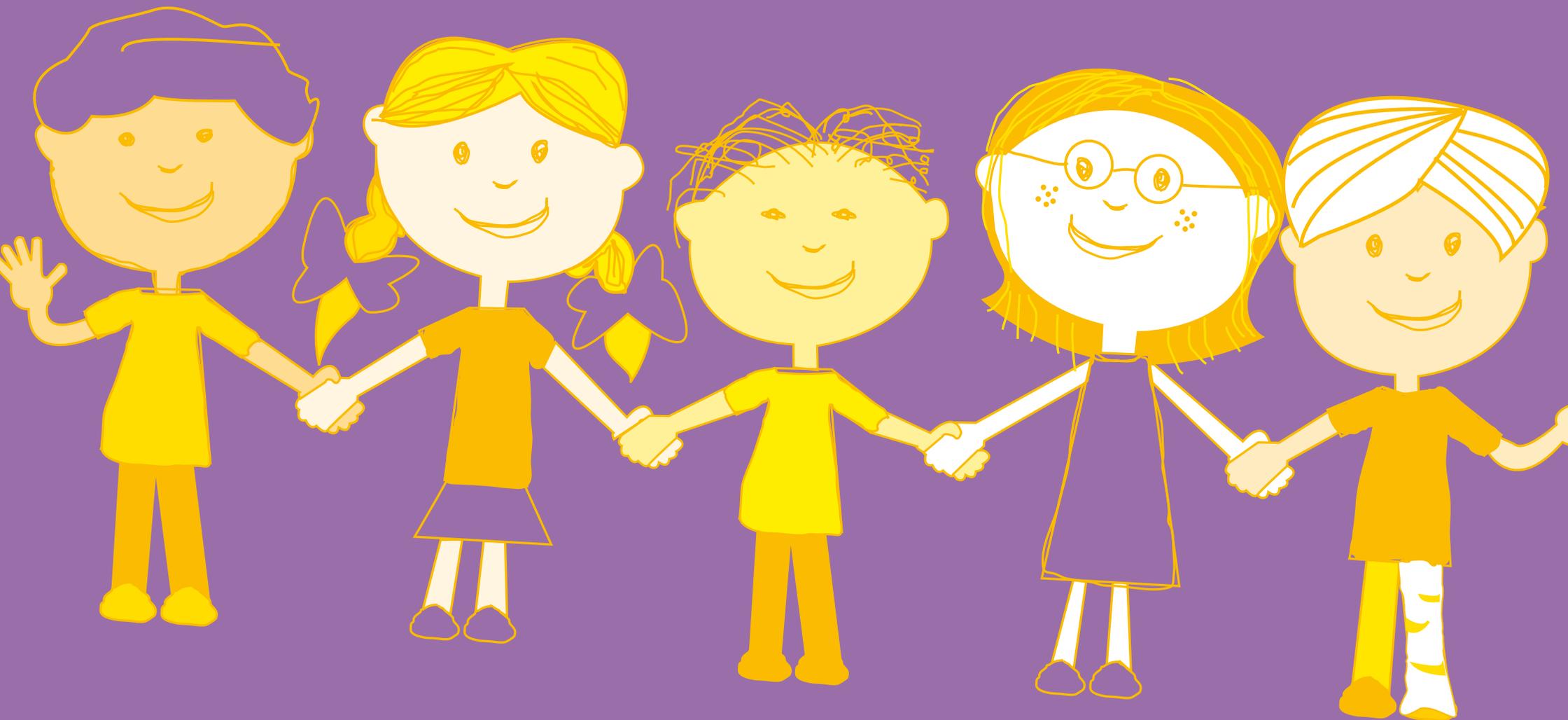




Progression in Personal Development and Mutual Understanding

Foundation Stage

Progression in Personal Development & Mutual Understanding (PDMU)



Progression in Personal Development and Mutual Understanding

***EVERY SCHOOL A GOOD SCHOOL:** *A Policy for School Improvement* (DE 2009) has at its core the central aim of promoting schools which enable all children to fulfil their potential. A key element in achieving this vision involves removing the barriers to learning which can exist for so many children. A strong focus on Personal Development and Mutual Understanding (PD&MU) can help to build pupils' resilience to deal with challenges and to provide the foundations on which lifelong learning can be built.

'Progress in Personal Development and Mutual Understanding' is intended to provide support and guidance for teachers and curriculum leaders delivering the PD&MU area of learning within the Northern Ireland Curriculum. It contains suggestions for activities in the two strands of the PD&MU framework: 'Personal Understanding and Health' and 'Mutual Understanding in the Local and Wider Community'.

PD&MU 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.

The resource is organised into the nine themes of the PD&MU area of learning, which have been sub-divided into Foundation Stage, Key Stage 1 and Key Stage 2. Each theme relates to the statement of minimum requirement for that key stage. Suggested learning intentions and sample learning activities are provided as a guide to teachers as they plan an appropriate programme to deliver the statutory requirements of PD&MU in their classrooms.

The suggested activities lend themselves to both individual and group learning tasks, and as such they provide suitable opportunities for the development of a range of Thinking Skills and Personal Capabilities. Where this is appropriate, reference has been made to the relevant strands of the Thinking Skills and Personal Capabilities framework (a mapping grid is provided at the end of this document in Appendix 1).

The progression grid aims to give schools a whole school overview, which can assist curriculum leaders to successfully implement PD&MU in Years 1 to 7, and also to be used as a tool for monitoring and evaluating progression throughout the school.

Acknowledgements:

- Alison Thompson- CCEA
- Kathryn Edgar- CCEA
- Carol Weatherall- BELB
- Daphne Wilson- NEELB
- Dolores Davidson- NEELB
- Jayne Simms- SELB
- Debbie Trainor- SEELB
- Oonagh McNelis- WELB
- Carol McHugh- WELB

Theme 1: Self Awareness

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore themselves and their personal attributes.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Explore who we are.	Discuss the importance of our names and explore how names form an important part of our identity. Pupils decorate their names using a variety of media and create a class display.	Self-Management Talk about what they are doing and what they have learned.	<i>Living.Learning.Together. (LLT): Years 1 & 2: Red Unit and suggested stories/further reading/additional resources.</i>
Recognise what makes us special.	Pupils create self portraits, take photos, use mirrors, discuss, read stories and rhymes, sing songs and play games to identify and reinforce distinguishing physical features. Talk about the physical traits that we have in common and those which make us unique. Complete 'Self Registering Practices' to encourage pupils to value their name and other pupils' names.	Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.	<i>Me: Songs for 4-7 year olds (A & C Black).</i> <i>Primary Values: Something Else.</i> <i>What I like ... C and L Anholt.</i> <i>This Is My Hair, T Parr.</i> <i>I Want to Be, T Ross.</i>
Recognise what we can do.	Identify and acknowledge the achievements made by pupils during a school day/week. Play a variety of games, such as the Crocodile Swamp Game and the Magic Box Game (LLT Year 2 Red Unit) to give pupils the opportunity to say positive things about themselves and others. Have a class award ceremony to celebrate their achievements.	Working with Others Develop the routines of listening, turn-taking, sharing and co-operating.	<i>Sesame Tree: Out and About with Hilda: chp.6 Being Unique (BBC NI).</i> <i>The Right Start: Theme 2: Communication.</i> www.liftoffschools.com
Identify our favourite things.	Each pupil uses a box to collect their favourite things. Encourage pupils to show and tell others about their favourite things. Talk about the importance of having places we enjoy going to and things that we enjoy doing, to make us feel good.	Being Creative Talk about their memories and experiences.	

Theme 2: Feelings and Emotions

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their own and other's feelings and emotions.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Begin to recognise how we feel.	Pupils look at pictures of faces expressing basic feelings (happy, sad, scared and angry) and talk about what they represent. Develop a simple vocabulary of feelings words. Use puppets or toys with names (e.g. Angry Abby, Sad Sam) to tell stories about certain feelings. Pose problems for pupils to help solve. Pupils begin to recognise and talk about bodily expressions of emotions e.g. butterflies in your tummy, etc.	Being Creative Talk about their memories and experiences. Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.	<i>Living.Learning.Together. (LLT): Years 1 & 2: Orange Unit and suggested stories/further reading/additional resources.</i> <i>Box of Feelings</i> (Smallwood Publishing). <i>Respecting Difference: The Media Initiative for Children.</i> www.early-years.org
Develop ways of expressing how we feel.	Pupils choose a picture/mask to show how they feel. They draw or choose colours to represent feelings. Introduce pupils to the concept of expressing feelings and emotions appropriately – use puppets/toys as above. Choose a musical instrument and make sounds to represent feelings/how pupils are feeling. Take part in role play or 'making faces' to show feelings.	Being Creative Experiment with ideas through writing, drawing, mark making, model making.	<i>Sesame Tree: Out and About with Hilda (Emotion Cards – 'Dealing with the Feeling' section and DVD clips) (BBC NI).</i> www.bbc.co.uk/northernireland
Know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings.	Use self-registration faces (happy, sad, excited, etc.). Look at photographs of special people in school, including designated teachers for Child Protection and discuss how these people can help us. Pupils meet playground buddies or reading partners from Key Stage 2.	Self-Management Ask an adult or friend for help. Working with Others Develop confidence at being with adults and other pupils in a variety of contexts.	<i>Puppets at Large:</i> Linda Bentley (Positive Press, 2005). <i>Primary Values: Something Else</i> (CCEA).

Continued on next page ►

Theme 2: Feelings and Emotions

Foundation Stage

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Realise what makes our friends feel happy or sad.</p>	<p>Respond to stories where a character (or a puppet/toy) feels happy, sad, scared or angry, by making suggestions – using ‘would it help if?’</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice. Make simple predictions and see possibilities. Give opinions and reasons.</p>	<p><i>The Golden Rules Series</i> Donna Luck (<i>We are kind and helpful, We are gentle etc.</i>) (Positive Press).</p> <p><i>The Right Start - Theme 1: Empathy</i> www.liftoffschools.com</p>
<p>Recognise how other people feel when they are happy, sad, angry or lonely.</p>	<p>Identify situations in and around school where their classmates were happy, sad, scared or angry and suggest how to be helpful. Listen to and begin to respond to others in their class who share their feelings and emotions during circle activities.</p>	<p>Working with Others Be aware of how their actions can affect others.</p>	

Theme 3: Learning to Learn

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their dispositions and attitudes to learning.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Focus attention, concentrate and remember, by taking part in a variety of activities that reflect the way we learn.</p>	<p>'Show and Tell' activities, focusing on retelling an experience, explaining how something works or how an object was made during play. Use games to promote concentration and recall such as 'Kim's Game' or other circle activities that focus on concentration and remembering e.g. welcoming each other by name, clapping or number games. Retell a story or event, in sequence, orally, in pictures or with writing. Plenary session with class to recall what/how they have learned/enjoyed.</p>	<p>Working with Others Be willing to join in. Learn to work and play cooperatively. Develop routines of listening, turn taking, sharing, cooperating and reaching agreement. Be able to learn from demonstration and modelling.</p> <p>Self-Management Develop the ability to focus, sustain attention and persist with tasks.</p>	<p><i>Assessment for Learning: A Practical Guide (CCEA, 2009).</i></p> <p><i>Living.Learning.Together. (LLT): Years 1 & 2: Red Unit and suggested stories/further reading/ additional resources</i></p> <p><i>Listen and Think: (CCEA, 2010).</i></p> <p><i>Kim's Game</i> www.ltscotland.org.uk</p> <p><i>Learning to Learn Wall (Foundation Stage) from Assessment for Learning: A Practical Guide (CCEA, 2009).</i></p>
<p>Develop a positive attitude to learning.</p>	<p>Develop a language to talk about their learning, using the Learning to Learn Wall coloured blocks (Assessment for Learning: A Practical Guide, CCEA, 2009). Take part in class discussion or use a puppet to talk about what we are learning (learning intentions) and how we will know we have learned it (success criteria). Organise a class celebration of learning where each pupil presents an example/evidence of an achievement in learning. Parents/carers or older pupils could be invited to attend. Contribute to class displays of learning and achievement. Contribute to a personal home/school portfolio of learning and achievement. Ask pupils to respond to peers' work e.g. art, construction, writing, using simple criteria provided by the teacher.</p>	<p>Self-Management Talk about what they are doing and what they have learned. Develop awareness of emotions about learning, their likes and dislikes. Be able to make choices and decisions.</p>	<p><i>Going for Goals Years 1 & 2: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at http://nationalstrategies.standards.dcsf.gov.uk/node/66416</i></p>

Theme 4: Health, Growth and Change

Foundation Stage

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore the importance of keeping healthy.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Be aware of how to care for our bodies in order to keep healthy and well.</p>	<p>Identify common things that are put on or into the body and say which are safe and unsafe (record on body template by drawing round a child). Encourage pupils to be more active at school and at home, e.g. activity logs, varied programmes of outdoor play, etc. Discuss role models from popular children’s TV programmes e.g. Sportacus from Lazytown. Activities to support healthy break snacks e.g. explain how their choice of breaktime snack is linked to a healthy lifestyle. Paint/make models of healthy snacks. Help to prepare and distribute healthy breaks/snacks.</p>	<p>Managing Information Select, with help, information from materials and resources provided. Use simple methods to record information.</p> <p>Thinking, Problem Solving and Decision Making Make observations and provide descriptions of what they notice. Make simple predictions and see possibilities.</p>	<p>Living.Learning.Together. (LLT): <i>Year 1: Yellow Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Listen and Think: An Apple a Day (CCEA, 2010).</i></p> <p><i>School Food: The Essential Guide (top marks) (DENI).</i></p> <p>Popular fiction and TV programmes.</p>
<p>Recognise and practise basic hygiene skills.</p>	<p>Picture sequence activity on hand-washing. Make their own signs about hand washing for the toilets or eating areas. Model good practice in classroom. Discuss and model good tooth-brushing techniques as a class. Songs and stories about keeping clean. Invite a dental nurse to class to talk about/demonstrate dental health techniques.</p>	<p>Working with Others Be able to learn from modelling.</p> <p>Self-Management Talk about what they are doing and what they have learned. Be able to make choices and decisions.</p>	

Continued on next page ►

Theme 4: Health, Growth and Change

Foundation Stage

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Realise that growth and change are part of the process of life and are unique to each individual.	Pupils compare photos of themselves now and in the past. Sequence as a timeline. Look at pictures of animals and their young. Quiet time visualisation activity on 'growing' (LLT Year 1 Yellow Unit). Pupils talk to parents and carers about what they were like/did as a baby and re-tell these experiences in class.	Being Creative Talk about their memories and experiences. Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli.	Resources provided by school dental nurse. <i>Living.Learning.Together. (LLT): Year 1: Yellow Unit.</i>

Statement of Minimum Requirement: Pupils should be enabled to explore how to keep safe in familiar and unfamiliar environments.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Explore appropriate personal safety strategies.	Explore feelings associated with being safe/not safe. Identify simple strategies for keeping safe e.g. say 'no', get help. Identify people who help to keep us safe throughout the day. Focus on characters from popular fiction e.g. 'Nuzzle and Scratch' in safe and unsafe situations.	Thinking, Problem-Solving and Decision-Making Give opinions and reasons.	<i>Living.Learning.Together. (LLT): Years 1 & 2: Yellow Unit and suggested stories/further reading/additional resources.</i> www.bbc.co.uk/cbeebies
Identify situations that are safe and those where personal safety may be at risk.	Explore a range of safety related scenarios through play-based learning for example; balancing on kerbs, climbing, sliding, making structures, etc. Role-play scenarios suggested by teachers and pupils including topical and seasonal issues.	Being Creative Be curious and ask questions about the world around them. Talk about their memories and experiences. Self-Management Talk about what they are doing and what they have learned.	<i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i> www.road2safety.org
Begin to realise the importance of road safety.	Play the 'People Who Help Us' game from Road2Safety website as a class group and discuss. 'Head Start' activity (LLT Year 2, Yellow Unit). Make use of DOE road safety calendar and weekly safety messages. Read and discuss 'Kate Can't Wait' story from Road2Safety website. Practise correct use of the Green Cross Code. Play Based Learning - use of road mat and outdoor tracks in play areas.	Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.	

Continued on next page ►

Theme 4a: Safety

Foundation Stage

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand that many substances can be dangerous.</p>	<p>Use selection of empty containers/ cartons to explore the dangers of substances in the home e.g. cleaning products, cosmetic creams, shampoo etc. Sort into two categories - 'safe' and 'not safe'. Encourage pupils to model safe behaviour in activity-based learning situations where substances are 'present' e.g. garden centre, clinic, pharmacy etc.</p>	<p>Managing Information Select, with help, information from materials and resources provided. Follow directions in relation to a task.</p>	
<p>Know the safety rules that apply when taking medicines.</p>	<p>'Miss Polly' role play activity from LLT Year 1, Yellow Unit. Model with the class-safe use of medicines in the classroom - storage, pupil self-administration and appropriate parental permissions, etc.</p>	<p>Being Creative Play for pleasure and as a form of creative expression.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p>	

Theme 5: Relationships

Foundation Stage

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore their relationships with family and friends.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Find out about our own families.	Talk about and explore 'who lives inside my front door'. Identify 'special people in my life' using photographs and 'show and tell'. Encourage pupils to describe their family to others (orally, through art or writing) to show that family units differ. Explore family names – what does my family name mean? Play Based Learning - Small World Area - dolls house scenario.	Working with Others Be willing to join in. Develop the routines of listening, turn taking, sharing and co-operating.	Living, Learning, Together. (LLT): <i>Year 1: Green Unit and suggested stories/further reading/additional resources.</i> <i>United Nations Convention on the Rights of the Child (UNCRC).</i>
Talk about what families do together.	Talk about things you do as a family – eating, playing, trips, family celebrations, etc. Adopt a bear, take him home, photograph his events at your home for 'A day in the life of...' class scrapbook. Play Based Learning - Role Play Area - home corner scenario - going on holiday, etc.	Being Creative Talk about their memories and experiences. Thinking, Problem-Solving and Decision-Making Show their ability to memorise by recalling and structuring experiences and stories.	Sesame Tree: Out and About with Hilda: Let's Play and Learn Together DVD clips (BBC NI). Listen and Think: <i>A Birthday Surprise.</i> <i>Tell it again Grandma.</i>
Recognise how we relate to adults and other children.	Create a class contract - 'How we treat each other'. Discuss who is important in your school life – teachers, canteen staff, crossing patrol. Talk about the importance of listening and taking turns. Use games, circle activities and classroom routines to practise turn taking.	Working With Others Develop confidence at being with adults and other children in a variety of contexts.	

Continued on next page ►

Theme 5: Relationships

Foundation Stage

Strand Two: Mutual Understanding in the Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Identify who our friends are.</p>	<p>Talk about friends and the qualities pupils appreciate in a friend. Make a 'friendship bag' - put names of the class in a bag, pick each pupil's name out and ask other pupils to think of something they like about that person or something they have done to be helpful or caring. Create a 'friendship rainbow' or a 'friendship web' (Primary Values). Discuss strategies to use when you don't have someone to play with e.g. buddy bench or playground pals. Meet playground pals and get to know them. Give the pals feedback on how they are doing their job and any improvements the younger pupils would like.</p>	<p>Working with Others Learn to behave and to use words to suit different purposes.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p> <p>Being Creative Be curious and ask questions about the world around them.</p>	<p><i>Living.Learning.Together. LLT: Year 1: Green Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values: Something Else (CCEA).</i></p> <p><i>The Right Start: Themes 2 & 3.</i> www.liftoffschools.com</p> <p><i>Sesame Tree: Out and About with Hilda: chpts 1 & 2 (BBC NI).</i> www.bbc.co.uk/northernireland</p>
<p>Explore what we do together.</p>	<p>Create a 'my friends' collage using different art techniques. Include activities that friends do together - playing, eating, parties (include digital photos taken around the school). ICT photo loop of pupils' experience through the day. eg: engaging in play based learning.</p>	<p>Self-Management Be able to make choices and decisions. Ask an adult or friend for help.</p>	
<p>Know how to treat others.</p>	<p>Thought shower how to be a good friend. Create captions for the collage stating practical ways that they help each other, including using agreed strategies to ensure no-one feels left out. Fair pair pupils from different groups for specific time-bound tasks throughout the week and encourage cooperation. Create a 'Writing Centre' and encourage pupils to make and to send cards to each other at appropriate times e.g. 'Get Well Soon', 'Thank You', and 'Happy Birthday'.</p>		

Theme 6: Rules, Rights and Responsibilities

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore their responsibilities for self and others.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Realise why it is important to have rules in the classroom and school.</p>	<p>Use puppets or characters to illustrate a situation focusing on sharing, taking turns and fairness in the classroom or playground. Develop class charter to include agreement about sharing and taking turns. Use displays (e.g. helpful hands) to illustrate class charter. Revisit class charter in circle activities to problem solve ongoing situations (Plan, Do, Review).</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice. Give opinions and reasons.</p>	<p><i>Living.Learning.Together. (LLT): Years 1 & 2: Blue Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Sesame Tree: Out and About with Hilda (BBC NI).</i> www.bbc.co.uk/northernireland</p>
<p>Develop a sense of what is fair.</p>	<p>Discuss issues relating to 'fairness' in pictures, stories, poems and non-fiction, ranging from children's own experience to global situations. Create opportunities for pupils to experience a wide range of strategies for making decisions fairly and taking turns in the classroom, playground and during Physical Development and Movement. Begin to use some of the language of rights e.g. the right to play.</p>	<p>Working with Others Learn to work and play cooperatively. Develop routines of listening, turn taking, sharing, cooperating and reaching agreement. Be aware of how their actions can affect others. Learn to behave and use words to suit different purposes.</p> <p>Self-Management Be able to make choices and decisions.</p>	<p><i>'Lift Off' series: The Right Start (published by Amnesty International).</i></p> <p>www.unicef.org.uk www.trocaire.org www.oxfam.org.uk</p> <p><i>The United Nations Convention on the Rights of the Child (UNCRC).</i></p> <p><i>The Right Start: Theme 4.</i> www.liftoffschools.com</p>

Theme 7: Managing Conflict

Foundation Stage

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore how to respond appropriately in conflict situations.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Take responsibility for what we say and do.</p>	<p>Introduce and model turn-taking methodologies e.g. circle activities, plenary sessions or use self-decorated lollipop sticks to choose pupils for a task.</p> <p>Use your own classroom scenarios to discuss and manage problems that arise. Adapt Dot Voting or Thumb Tool to help children take responsibility for their own choices and cope when options other than their preferences are chosen.</p> <p>Use stories, puppets and soft toys to identify and manage fair and unfair behaviour.</p> <p>Work together to draw up classroom rules/charter so that pupils realise that agreeing to keep them will encourage positive relationships in the classroom.</p> <p>Use a proactive approach to conflict resolution.</p> <p>Encourage the development of responsible attitudes and behaviour in day to day situations e.g. classroom lists, helper charts, use of times to allocate turns and use a 'no-blame' approach to conflict management - What happened? How did you feel? What do we need to do now?</p>	<p>Self-Management Be able to make choices and decisions.</p> <p>Thinking, Problem-Solving and Decision-Making Make simple predictions and see possibilities.</p>	<p><i>Living.Learning.Together. (LLT): Years 1 & 2: Blue Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>Primary Values: Something Else (CCEA).</i></p> <p><i>More Quality Circle Time: Jenny Mosley (LDA, 1998).</i></p> <p><i>The Right Start: Theme 5. www.liftoffschools.com</i></p> <p>www.circle-time.co.uk</p> <p><i>Stepping Out</i> www.nicurriculum.org.uk</p>

Theme 8: Similarities and Differences

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore similarities and differences between groups of people.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise the similarities and differences in families and the wider community.</p>	<p>Use photos as a stimulus to discuss family, including extended family. Use a variety of techniques/media to illustrate the different members of their families.</p> <p>During play sessions use a variety of multicultural puppets and dolls, cooking utensils, clothes, etc., to highlight similarities and differences. Organise classroom visits from key family members e.g. a grandmother or parent.</p> <p>Explore who lives in my community and what jobs they do.</p> <p>Use stories, poems, jigsaws and information books on diversity themes/ issues.</p>	<p>Working with Others Develop the routines of listening, turn taking, sharing and co-operating. Develop confidence at being with adults and other children in a variety of contexts.</p> <p>Thinking, Problem-Solving and Decision-Making Show their ability to memorise by recalling and structuring experiences and stories.</p>	<p><i>Living.Learning.Together. (LLT): Year 1 & 2: Indigo Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values: Something Else (CCEA).</i></p> <p><i>Sesame Tree: Out and About with Hilda: chps 2, 4, 5 & 6 (BBC NI).</i> www.bbc.co.uk/northernireland</p>
<p>Understand that everyone is of equal worth and that it is acceptable to be different.</p>	<p>Make face puppets of each pupil within the class and use these to identify differences in physical characteristics e.g. eye colour, hair colour etc. Use this information to create a pictograph.</p> <p>Collect data on our different characteristics and collate as a class book.</p> <p>Play a variety of games that celebrate similarities and difference e.g. People Bingo (group together if you have a brother, belong to a swimming club, wear glasses, have freckles etc.)</p> <p>Draw or cut out pictures from magazines that represent things that pupils like. Display in a gallery session and use to appreciate similarities and differences. Show and tell 'All about Me'.</p> <p>Make an 'I like' mobile using pictures (drawn or from magazines) or models and display.</p>	<p>Managing Information Begin to plan and identify and use simple methods to record information.</p> <p>Being Creative Talk about their memories and experiences.</p>	

Continued on next page ►

Theme 8: Similarities and Differences

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Celebrate special occasions.</p>	<p>Discuss and describe what a celebration is/meaning of the word... Adults and pupils bring photos of a family or community celebration they have taken part in and compare and contrast with other photographs in the class. (NB: If some pupils have no photos, take a photo in school of them 'celebrating' something with others e.g. a group success or a team winning a game).</p> <p>Explore how different cultures celebrate different occasions using literature, posters, local initiatives and visitors e.g. Chinese New Year. Organise a class celebration – use Plan Do Review to involve the pupils in planning all the aspects of the celebration - invitations, party food, party games, table decoration etc.</p>	<p>Thinking, Problem-Solving and Decision-Making Make close observations and provide descriptions of what they notice.</p> <p>Self-Management Talk about what they are doing and what they have learned.</p> <p>Being Creative Play for pleasure and as a form of creative expression.</p>	<p><i>Stepping Out</i> www.nicurriculum.org.uk</p> <p><i>Sesame Tree: Out and About with Hilda (BBC NI)</i>. www.bbc.co.uk/northernireland</p> <p><i>The Right Start: Theme 3</i>. www.liftoffschools.com</p>

Theme 9: Learning to Live as Members of the Community

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore learning to live as a member of a community.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Understand the interdependent nature of the class/school community and ourselves as participant members.	Demonstrate the interdependence of people in the class/school community, using a jigsaw activity where the pieces of the jigsaw are made out of photographs of each adult and pupil in the classroom. When individuals are absent from school for any reason, refer to the jigsaw and talk about the difference this makes. Create opportunities for younger and older pupils to work and play together e.g. paired reading, playground pals. Use home learning activities, e.g. caring for a teddy bear for the weekend. Invite members of the school community to the classroom to discuss their role and ways in which pupils and adults can help each other. Link these class visits to topics e.g. canteen staff and healthy eating, crossing patrol and safety.	Working with Others Learn to work and play cooperatively. Develop confidence at being with adults and other pupils in a variety of contexts. Being Creative Be curious and ask questions about the world around them. Thinking Skills, Problem solving and Decision Making Give opinions and reasons.	<i>Living.Learning.Together. (LLT): Years 1 & 2: Violet Unit and suggested stories/further reading/additional resources.</i> <i>Primary Values: jigsaw template (CCEA).</i> <i>Sesame Tree: Out and About with Hilda (BBC NI).</i> www.bbc.co.uk/northernireland <i>Listen and Think: A Birthday Surprise (CCEA).</i>
Be aware of our attitudes to others in the school community.	Explain class and school charters regularly, referring to how the school community works and plays together, e.g. watch and discuss DVD clips on sharing, taking turns and being honest from Out and About with Hilda.	Working with Others Learn to behave and to use words to suit different purposes. Thinking, Problem-Solving and Decision Making Give opinions and reasons. Ask different types of questions.	

Continued on next page ►

Theme 9: Learning to Live as Members of the Community

Foundation Stage

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Celebrate a special occasion.</p>	<p>Have a birthday or similar celebration once a month for adults and pupils in the class. Plan how to celebrate special days in the classroom and special events in school and in the local and wider community, e.g. a pupil returning after a period of illness, a local festival or event.</p>	<p>Managing Information Begin to plan.</p> <p>Working with Others Be willing to join in.</p>	<p>Calendar from <i>Stepping Out</i> resource at www.nicurriculum.org.uk (in PDMU links).</p>

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

Key Stage One

Progression in Personal Development & Mutual Understanding (PDMU)

**This is a book about my
grandad and me**



**By Sonia O'Neill
Date 30 September**

Progression in Personal Development and Mutual Understanding

***EVERY SCHOOL A GOOD SCHOOL:** *A Policy for School Improvement* (DE 2009) has at its core the central aim of promoting schools which enable all children to fulfil their potential. A key element in achieving this vision involves removing the barriers to learning which can exist for so many children. A strong focus on Personal Development and Mutual Understanding (PD&MU) can help to build pupils' resilience to deal with challenges and to provide the foundations on which lifelong learning can be built.

'Progress in Personal Development and Mutual Understanding' is intended to provide support and guidance for teachers and curriculum leaders delivering the PD&MU area of learning within the Northern Ireland Curriculum. It contains suggestions for activities in the two strands of the PD&MU framework: 'Personal Understanding and Health' and 'Mutual Understanding in the Local and Wider Community'.

PD&MU 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.

The resource is organised into the nine themes of the PD&MU area of learning, which have been sub-divided into Foundation Stage, Key Stage 1 and Key Stage 2. Each theme relates to the statement of minimum requirement for that key stage. Suggested learning intentions and sample learning activities are provided as a guide to teachers as they plan an appropriate programme to deliver the statutory requirements of PD&MU in their classrooms.

The suggested activities lend themselves to both individual and group learning tasks, and as such they provide suitable opportunities for the development of a range of Thinking Skills and Personal Capabilities. Where this is appropriate, reference has been made to the relevant strands of the Thinking Skills and Personal Capabilities framework (a mapping grid is provided at the end of this document in Appendix 1).

The progression grid aims to give schools a whole school overview, which can assist curriculum leaders to successfully implement PD&MU in Years 1 to 7, and also to be used as a tool for monitoring and evaluating progression throughout the school.

Acknowledgements:

- Alison Thompson- CCEA
- Kathryn Edgar- CCEA
- Carol Weatherall- BELB
- Daphne Wilson- NEELB
- Dolores Davidson- NEELB
- Jayne Simms- SELB
- Debbie Trainor- SEELB
- Oonagh McNelis- WELB
- Carol McHugh- WELB

Theme 1: Self Awareness

Key Stage One

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their self-esteem and self-confidence.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Feel positive about ourselves, and develop an understanding of our self-esteem and confidence.</p>	<p>Use circle activities to encourage pupils to think about and discuss what they are good at. Create a class list of all the skills which pupils have acquired. Finish with a round of 'I can ...' and affirm all the things that they can do. Use the stories 'Invisible Sam' and 'Positive Sam' (LLT: Year 3 Red Unit) to help pupils recognise the power of both positive and negative comments and the effects they can have on us. Model and encourage pupils to use positive self talk. Research and present information about pupils' family name in order to learn more about their name and to learn more about each other's names.</p>	<p>Self-Management Develop an awareness of what they enjoy and their personal strengths.</p> <p>Being Creative Generate as many ideas as possible, building and combining ideas. Recognise and respect other people's feelings and ideas.</p>	<p><i>Living.Learning.Together.</i> <i>(LLT): Years 3 & 4: Red Unit and suggested stories/further reading/additional resources.</i></p> <p>www.circle-time.co.uk</p> <p><i>Interactive Sarah and the Whammi: Units 1 & 3: Identity and Friendships.</i> www.nicurriculum.org.uk</p>
<p>Become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals.</p>	<p>SEE THEME 3: Learning to learn. Make a treasure chest of talents. Whole class contribute to the treasure chest and celebrate their strengths and abilities.</p>		<p><i>ICL: Let's Celebrate.</i></p> <p><i>Wise Up and Think! Keep Going</i> <i>Brenda (CCEA 2006).</i></p> <p><i>Lift Off</i> www.liftoffschools.com</p>

Theme 2: Feelings and Emotions

Key Stage One

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their own and other's feelings and emotions and how their actions affect others.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise, name and manage our feelings and realise they are a natural, important and healthy part of being human.</p>	<p>Think, Pair, Share on topics relating to pupils' own feelings e.g. 'think of a time when you were excited, how did it feel?'</p> <p>Create classroom vocabulary mobiles/trees to extend vocabulary beyond the four basic feelings (anger, sadness, fear and happiness).</p> <p>Pupils respond to characters in stories experiencing various emotions through retelling the story orally, in pictures and/or in writing.</p> <p>Use art and music to express feelings and emotions.</p> <p>Use a variety of drama techniques to deepen pupils' understanding of feelings and emotions (hot seating, tableau, freeze frame).</p> <p>Model affirmation statements, e.g. 'It's OK to feel....', and encourage pupils to use them with each other.</p>	<p>Being Creative Listen to and share ideas and experiences. Have experiences with all the senses. Experiment and investigate real life issues.</p> <p>Working with Others Show the ability to learn from shared and modelled activities. Recognise and respect other people's feelings and ideas.</p> <p>Working with Others Adapt behaviour and language to suit different situations. Show fairness to others. Recognise and respect other people's feelings and ideas.</p>	<p><i>Living.Learning.Together. (LLT): Years 3 & 4: Orange Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>Sarah and the Whammi</i> www.nicurriculum.org.uk</p> <p><i>Primary Values (CCEA).</i></p> <p><i>Helping Hands for Children (Northern Ireland Women's Aid Federation).</i> www.niwaf.org</p> <p><i>A Box Full of Feelings (Smallwood Publishing) available from www.incentiveplus.co.uk</i></p>

Continued on next page ►

Theme 2: Feelings and Emotions

Key Stage One

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise and manage the effects of strong feelings such as anger, sadness or loss.</p>	<p>Make a feelings 'barometer' to help describe how individual pupils or the class is feeling using extended vocabulary developed above. Learn simple self-help techniques to cope with strong feelings e.g. count to ten (anger management), positive self talk (self confidence), memory box (dealing with loss). Further develop skills of turn taking, cooperation and taking responsibility in whole class situations and group work, activity-based learning, classroom routines and during play.</p>	<p>Being Creative Generate as many ideas and options as possible, building and combining ideas.</p> <p>Thinking, Problem-Solving and Decision-Making Suggest possible solutions to problems.</p> <p>Self-Management Seek help from other people Develop an awareness of... their personal strengths and limitations.</p>	<p><i>ICL: Let's Celebrate.</i></p> <p><i>Thematic Unit: Celebrations and Good Times.</i></p> <p><i>Lift Off: The Right Start: Theme 5.</i> www.liftoffschools.com</p>

Theme 3: Learning to Learn

Key Stage One

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore positive attitudes to learning and achievement.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals.</p>	<p>Circle activities and rounds e.g. 'I am proud of....', 'I am good at...', 'the bit of my work that is hardest for me is...'. Pupil and teacher collaborate to record individual goals and achievements in a learning journal. Use Think, Pair, Share and ask pupils to focus on their skills, talents, goals or what they have learned. Identify and affirm each other's abilities and ideas. Contribute to class display of our qualities and achievements, inside and outside school.</p>	<p>Self-Management Develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.</p>	<p><i>Living.Learning.Together. (LLT): Years 3 & 4: Red Unit and suggested stories/further reading/additional resources.</i></p> <p><i>The Think Pack (CCEA).</i></p> <p><i>Going for Goals Years 3 and 4: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at http://nationalstrategies.standards.dcsf.gov.uk/node/66416</i></p>

Continued on next page ►

Theme 3: Learning to Learn

Key Stage One

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes, but that this is a natural and helpful part of learning.</p>	<p>Use plenary sessions to explore why things did not work so well e.g. in play-based learning. Discuss how to improve or what to do differently next time.</p> <p>Respond to situations in stories where a character experiences setbacks and how these setbacks are overcome e.g. Keep Going Brenda from, Wise Up and Think set of stories.</p>	<p>Being Creative Listen to and share ideas and experiences. Enjoy the unexpected, unusual and surprising.</p> <p>Thinking, Problem-Solving and Decision-Making Suggest possible solutions to problems.</p> <p>Managing Information Ask more focussed questions about the task, clarify purpose and what needs to be done. Recognise where similar tasks have been done in the past. Set goals for their work, break tasks into smaller tasks and plan the next steps.</p>	<p><i>Wise Up and Think!</i> <i>Keep Going Brenda (CCEA, 2006).</i></p> <p><i>4Rs classroom posters in Assessment for Learning: A Practical Guide (CCEA, 2009).</i></p>
<p>Recognise how we can develop and improve our learning.</p>	<p>Develop a language to talk about their learning, using the specific strategies detailed in the 4Rs posters (Assessment for Learning: A Practical Guide).</p> <p>Contribute to agreeing individual or class success criteria.</p> <p>Contribute to identifying and working towards personal targets.</p> <p>Collect evidence that targets have been met and share successes within the class or school.</p> <p>Contribute to a Plus, Minus Interesting (PMI) or KWL board at the end of a day/topic, sharing their experiences of learning.</p>	<p>Self-Management Check that they are achieving their purpose by talking about their learning, how the work was carried out and some aspect that might be improved.</p>	

Theme 4: Health, Growth and Change

Key Stage One

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore strategies and skills for keeping healthy.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.</p>	<p>Use Walking Debates to gauge pupils' knowledge and attitudes to what constitutes 'healthy' and 'unhealthy' foods. Use school's PE programme and after school sports activities to deepen pupils' knowledge of the relationship between physical activity, good health and well-being. Encourage pupils to taste new or unusual fruits and vegetables. Develop knowledge of food groups with reference to the 'Eatwell' plate model (Food Standards Agency).</p>	<p>Managing Information Record information in a variety of formats.</p> <p>Being Creative Listen to and share ideas and experiences.</p> <p>Thinking, Problem-Solving and Decision-Making Explain the reasons for choices and actions.</p>	<p><i>Living.Learning.Together. (LLT): Years 3 & 4:Yellow Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>Eatwell Plate (Food Standards Agency) at www.food.gov.uk</i></p> <p><i>School Food: The essential guide (top marks) (DENI).</i></p>
<p>Have respect for our bodies and those of others.</p>	<p>Talk about how our choices can affect our bodies and those of others e.g. caring for siblings and friends, smoking, fighting, taking risks, infection control measures. Pupils work in groups to sort pictures of people having/not having respect for themselves or others.</p>	<p>Working with Others Recognise and respect other people's feelings and ideas.</p>	
<p>Be aware of the stages of human growth and development.</p>	<p>Discuss and identify correct names for body parts. Measure height, hand span and foot size at different times of the year. Pupils use photographs of themselves to create a timeline of development.</p>	<p>Managing Information Use their own and others ideas to identify and select various sources of information.</p>	

Continued on next page ►

Theme 4: Health, Growth and Change

Key Stage One

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Recognise how responsibilities and relationships change as people grow and develop.	Role-play Stages of Ages activity from LLT (Year 5 Yellow Unit).	Being Creative Experiment and investigate real life issues.	<i>Living.Learning.Together. (LLT): Years 3 & 4: Yellow Unit.</i> <i>Lift Off: The Right Start.</i> www.liftoffschools.com
Understand that medicines are given to make you feel better, but that some drugs are dangerous.	Establish and discuss rules for taking medicines. Examine empty medicine packaging and highlight important information and learning points.	Thinking, Problem-Solving and Decision-Making Make decisions and generate options.	
Understand that if not used properly, all products can be harmful.	Use Group Picture Stories (LLT Year 4 Yellow Unit) to recognise importance of safe handling of medicines, including syringes. Consider the risks from some everyday products, focusing on the use of all five senses to alert us to danger.	Being Creative Generate as many ideas and options as possible, building and combining ideas.	
Be aware that some diseases are infectious and some can be controlled.	Use topical media issues to explore this point e.g. swine flu epidemic and the role we can all play, including hand-washing, using tissues etc.	Managing Information Ask more focused questions about the task; clarify purpose and what needs to be done.	

Statement of Minimum Requirement: Pupils should be enabled to explore strategies and skills for keeping safe.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Know what to do or whom to seek help from when feeling unsafe.	Invite suitable visitor to the classroom to explore with pupils what they could do in various risky situations. Extend to an assembly activity where pupils teach others about strategies for personal safety, based on the visit.	Being Creative Have experiences with all the senses. Generate as many ideas as possible.	<i>Living.Learning.Together. (LLT): Year 3, Yellow Unit and suggested stories/further reading/additional resources.</i>
Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.	Use the 'Rip Rip' story from Save the Children (from the 'Something to Say' book). Ask pupils to work in pairs to identify examples of bullies and bullying. Develop simple 'What to do, what not to do' suggestions for each example. Take examples from TV adverts and programmes and discuss the negative impact of bullying. Walking Debate present a number of scenarios - is this bullying; yes or no?	Working with Others Recognise and respect other people's feelings and ideas.	www.savethechildren.org.uk/en/docs/NI_something_to_say.pdf www.road2safety.org www.doeni.gov.uk <i>'Tales of the Road' at www.dft.gov.uk</i>
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.	Access appropriate interactive learning activities on various websites including road sign recognition, pedestrian rules and safe cycling. Take part in guided walks of local area to identify road hazards and learn pedestrian skills.	Managing Information Use their own and others' ideas to identify, locate and select various sources of information.	<i>'Walk to School' initiative (DOE) Road Safety calendar.</i>

Continued on next page ►

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know about the potential dangers and threats in the home and environment.</p>	<p>Use interactive games (e.g. at www.staywise.co.uk) to identify and explain dangers in the home and play environments. Examine labels on medicines and everyday substances to identify key safety information. Create a child-friendly label for a popular product.</p>	<p>Being Creative Investigate real life issues.</p> <p>Self-Management Seek help from other people.</p> <p>Thinking, Problem-Solving and Decision-Making Recognise the differences between why, what, where, when and how questions. Suggest possible solutions to problems.</p>	<p>www.staywise.co.uk</p> <p>www.rospa.com</p> <p>www.careinthesun.org</p>
<p>Develop simple safety rules and strategies to protect themselves from potentially dangerous situations.</p>	<p>Post-it collection of pupils' ideas around safety rules in the classroom, playground or street, leading to drawing up a general safety charter.</p>		
<p>Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions.</p>	<p>Working in small groups, use photographs e.g. people walking/sliding in winter snow, children on summer beach, to identify dangers associated with seasonal changes. Devise short seasonal stories and use puppets to show how to prevent or care for injuries e.g. sunburn, sprains. Alternatively use story boards to tell the stories.</p>	<p>Working with Others Develop further the habits of collaborative learning.</p> <p>Self-Management 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 improve.</p>	

Statement of Minimum Requirement: Pupils should be enabled to explore how to develop and initiate mutually satisfying relationships.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Examine the variety of roles in the family and the contribution made by each member.</p>	<p>Create a 'My Family' memory box/wall/book with personal photos or objects. Talk about times of change in a family and how this can make us feel. List 'changes I liked', 'changes I didn't like'. Discuss with talking partners. What role do you play in the family – daughter, sister, niece etc. and jobs you do around the home – what are your responsibilities?</p>	<p>Being Creative Listen to and share ideas and experiences. Generate as many ideas as possible generating and combining ideas. Experiment and investigate real life issues.</p> <p>Working With Others Recognise and respect other people's feelings and ideas.</p>	<p><i>Living.Learning.Together. (LLT): Year 4: Green Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Interactive Sarah and the Whammi</i> www.nicurriculum.org.uk</p> <p>www.memoryboxes.co.uk</p> <p><i>Thematic Unit: Me Inc.</i> www.nicurriculum.org.uk</p>
<p>Be aware of our contribution to home and school life and the responsibilities this can bring.</p>	<p>Model democratic practice in choosing or allocating roles within the class/school e.g. class helpers, playground buddies, members of school council, charity work. Discuss jobs pupils can do around the house. Make links to initiatives such as Eco Schools, UNICEF Rights Respecting Schools. Design a friendship poster with friendly things to say and do at the centre.</p>	<p>Self-Management Seek help from other people. Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.</p> <p>Managing Information Begin to identify audience and purpose when communicating.</p>	<p>www.unicef.org.uk</p>

Continued on next page ►

Theme 5: Relationships

Key Stage One

Strand Two: Mutual Understanding in the Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know how to be a good friend.</p>	<p>Create a recipe for friendship, list the main ingredients and the steps that need to be taken to make a friendship last. Play the 'secret buddy' game – write names on lollipop sticks, pupils choose one and that is their secret friend for the day. Pupils guess at the end of the day who they think their secret friend is and how they came to that conclusion.</p>	<p>Thinking, Problem-Solving and Decision-Making Make decisions and generate options. Suggest possible solutions to problems.</p>	<p><i>The Right Start: Theme 2: Communications.</i> www.liftoffschools.com</p> <p><i>Living.Learning.Together. (LLT): Year 4: Green Unit.</i></p>
<p>Understand that we can take on some responsibility in our family and friendship groups.</p>	<p>Read the story Leon and Bob. Use a puppet to represent Bob; pupils pass the puppet around the circle and say something positive about him. How could you help a pupil in need (e.g. someone who is new to our class and does not speak our language)? Play co-operative games e.g. co-operative painting (LLT Year 4 Green Unit). Use a variety of scenarios to demonstrate why and when we may need to be assertive, including when friends influence our choices negatively. Practise speaking assertively, using 'I' statements and being aware of body language.</p>	<p>Working with Others Decide what needs to be done in a group and take responsibility for aspects of the work. Show fairness to others.</p> <p>Self-Management Persist with tasks until an appropriate end point with teacher prompting.</p>	<p><i>Primary Values: Leon and Bob (CCEA).</i></p>

Theme 6: Rules, Rights and Responsibilities

Key Stage One

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore responsibility, respect, honesty and fairness.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Identify members of our school community and the roles and responsibilities we have.	Make a classroom/corridor photo display (non-hierarchical preferably), to identify members of the school community, their roles and how they interact with each other. Interview a member of staff in their working environment or invite a visitor to the classroom from the teaching, non-teaching or governors staff. Use digital camera and software to document visits/visitors.	Managing Information Record information in a variety of formats. Being Creative Listen to and share ideas and experiences. Investigate real life issues.	<i>ICL: School's Cool (CCEA).</i> www.schoolcouncils.org <i>Lift Off: The Right Start.</i> www.liftoffschools.com <i>Living.Learning.Together. (LLT): Years 3 & 4 Blue Unit and suggested stories/further reading/additional resources.</i>
Recognise the interdependence of members in the school community.	Discuss practical ways of working together with members of the school community in class meetings and through the school council. Develop a wide range of 'class jobs'. Draw up job descriptions and discuss how these are to be allocated and organised.	Working with Others Show fairness to others. Recognise and respect other people's feelings and ideas.	<i>United Nations Convention on the Rights of the Child.</i> www.unicef.org.uk
Be aware of how the school community interacts.	Further develop the classroom charter and reference to children's rights and responsibilities. Agree and draw up suitable rewards and sanctions to complement class charter and school positive behaviour policy.	Managing Information Begin to identify audience and purpose when communicating.	

Continued on next page ►

Theme 6: Rules, Rights and Responsibilities

Key Stage One

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand why and how rules are made in class, in the playground and at school.</p> <p>Understand that rules are essential in an ordered community.</p>	<p>'Rules have reasons' activity (LLT Year 3 Unit 5) looking at why rules help in society e.g. at the swimming pool.</p>	<p>Thinking, Problem-Solving and Decision-Making Make decisions and generate options. Suggest possible solutions to problems. Explain their opinions and the reasons for choices and actions.</p>	<p><i>Living.Learning.Together. (LLT): Year 3 Blue Unit.</i> www.unicef.org.uk www.trocaire.org www.oxfam.org.uk www.sendmyfriend.org</p> <p><i>ICL: Once Upon a Time (CCEA).</i></p>
<p>Identify the people, jobs and workplaces in the community.</p>	<p>Plan activity-based learning opportunities (with pupils) to focus on people, jobs and workplaces specific to the local community.</p>	<p>Being Creative Show curiosity when approaching new tasks and challenges. Generate as many ideas and options as possible. Take time to use imagination for enjoyment.</p>	<p><i>Financial Capability microsite.</i> www.nicurriculum.org.uk/fc</p> <p><i>Primary Values (CCEA).</i></p> <p><i>Living.Learning.Together. (LLT): Year 4 Blue Unit.</i> www.unicef.org.uk</p>
<p>Realise that money can buy goods and services and is earned through work.</p>	<p>Discuss 'wants and needs' in relation to finance. Relate this to local, national and global aspects of children's lives, including reference to UNCRC. Explore pupil lifestyle choices and financial implications (LLT Year 4 Unit 5). Compare lifestyle with children in other countries e.g. through global websites such as Trocaire, Oxfam, UNICEF, etc.</p>	<p>Thinking, Problem-Solving and Decision-Making Show their understanding by organising and summarising. Be systematic and work through the stages in a task.</p> <p>Working with Others Decide what needs to be done in a group and take responsibility for aspects of the work.</p>	<p>www.liftoffschools.com</p>

Theme 7: Managing Conflict

Key Stage One

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore constructive approaches to conflict.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved.</p>	<p>Create a scenario of a team game where one person is left out, to demonstrate what being left out feels like and talk about how we can prevent and/or deal with it. Encourage pupils to write on an outline body shape of a pupil, words which describe how being left out feels including own experiences and talk about how we can prevent and/or deal with it.</p>	<p>Working With Others Show the ability to learn from shared and modelled activities; and adapt behaviour and language to suit different situations.</p>	<p><i>Living.Learning.Together. (LLT): Year 4 Unit 5. Years 3 & 4 Blue Unit and suggested stories/further reading/additional resources.</i> <i>Primary Values: Something Else (CCEA).</i></p>
<p>Identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved.</p>	<p>Discuss real life conflict situations at school. Examine words, gestures, body language and actions to model how to join in or make up after falling out. Teach simple conflict management skills. Identify the difference between falling out and bullying. Discuss and identify what pupils should do when they experience or witness bullying and use findings to develop a poem or an anti-bullying rap. Begin to learn about the United Nations Convention on the Rights of the Child and how this can guide and shape relationships and behaviour. Relate this to class charter/rules. Inform parents of the strategies used in school to manage conflict and how these could be applied at home.</p>	<p>Being Creative Generate as many ideas as possible, building and combining ideas.</p> <p>Self-Management Develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations.</p>	<p><i>Wise Up and Think: Not On Your Own (CCEA).</i> Interactive Sarah and the Whammi. www.nicurriculum.org.uk <i>'The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8'</i> by A.L. Beane. Something To Say at www.savethechildren.org www.circle-time.co.uk <i>Lift Off: The Right Start: Theme 5</i> www.liftoffschools.com <i>The United Nations Convention on the Rights of the Child</i> www.unicef.org.uk/crc/ <i>Hightscope: 6 Steps to Conflict Resolution.</i></p>

Theme 8: Similarities and Differences

Key Stage One

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore similarities and differences between groups of people.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Appreciate ways we are similar and different, e.g. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.</p>	<p>Use the differences that exist within the class/school to explore diversity e.g. different cultures within school to talk about the various types of festivals which they celebrate. Use differences that exist within the classroom or school or family to explore disability. Find out about people who have a disability e.g. a celebrity sports person such as Dame Tanni Gray, or someone in their locality. Invite pupils to experience different disabilities e.g. do an activity wearing a blind fold and with a partner giving instructions.</p>	<p>Working with Others Become adept at turn taking sharing and co-operating when working in a group. Adapt behaviour and language to suit different situations.</p>	<p><i>Thematic Units: Celebrations and Good Times & My Place and Yours.</i></p> <p><i>ICL: Let's Celebrate.</i></p> <p><i>Lift Off</i> www.liftoffschools.com</p> <p><i>Living.Learning.Together. (LLT): Year 4: Indigo Unit and suggested stories/further reading/additional resources.</i></p>
<p>Be aware of our own cultural heritage, its traditions and its celebrations.</p>	<p>Create and design a community map identifying significant places for pupils and others. Talk about the faith groups or religious organisations some pupils may belong to. Explore our different cultures and how we celebrate them e.g. St Patrick's Day, 12th July, Ballinasloe Fair. Discuss different national costumes and invite pupils to come to school wearing clothes that express their culture. Create a calendar of different celebrations throughout the year (relevant to pupils' experiences).</p>	<p>Working with Others Show fairness to others and recognise and respect other people's feelings and ideas.</p> <p>Managing Information Use their own and other's ideas to identify, locate and select various sources of information.</p> <p>Thinking, Problem-Solving and Decision-Making Identify similarities and differences by making simple comparisons and connections.</p>	<p><i>Stepping Out</i> www.nicurriculum.org.uk</p> <p>www.the-north-pole.com</p> <p><i>Thematic Unit: Food for Thought.</i></p>

Continued on next page ►

Theme 8: Similarities and Differences

Key Stage One

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise and value the culture and traditions of another group in the community.</p>	<p>Invite someone from another culture to tell the class about their culture and celebrations, looking at similarities and differences in food, clothing, language and religious beliefs. Explore different types of food eaten at times of celebration and invite parents to bring in a food from their own culture (World Food Day – ask all parents to contribute).</p>	<p>Being Creative Listen to and share ideas and experiences. Show curiosity when approaching new tasks and challenges.</p> <p>Self-Management Seek help from other people.</p>	<p><i>Primary Values: Children around the world poster; Something Else.</i></p> <p><i>Interactive Sarah and the Whammi</i> www.nicurriculum.org.uk</p> <p><i>Thematic Unit: Celebrations and Good Times.</i></p> <p><i>Living.Learning.Together. (LLT): Years 3 & 4: Indigo Unit and suggested stories/further reading/additional resources.</i></p>
<p>Explore the cause of conflict in own community and how we feel about it.</p>	<p>Identify issues which cause some conflict in the local community and which pupils are aware of (e.g. disagreement about a new development, a march, young people hanging about) and use a Thinking frame to describe both sides of the story.</p>	<p>Thinking, Problem-Solving and Decision-Making Suggest possible solutions to problems. Explain their methods and opinions and the reasons for choices and actions.</p> <p>Managing Information Ask more focused questions about the task, clarify purpose and what needs to be done.</p>	<p><i>Stepping Out</i> www.nicurriculum.org.uk</p> <p><i>Thematic Unit: My Place and Yours (CCEA).</i></p> <p><i>Wise Up and Think: Not on Your Own.</i> www.nicurriculum.org.uk</p> <p><i>A Life Like Mine (DK Publishing).</i></p>
<p>Be aware of the diversity of people around the world.</p>	<p>Explore practical ways for pupils to be in contact with people/children from around the world e.g. email links, Global Partnerships, Connecting Classrooms, Comenius, family or church connections, visitors to the classroom. Look at how we celebrate the abilities of people with a disability globally e.g. Special Olympics.</p>	<p>Working with Others Develop further habits of collaborative learning. Show the ability to learn from shared and modelled activities.</p>	<p><i>Lift Off</i> www.liftoffschools.com</p>

Theme 9: Learning to Live as Members of the Community

Key Stage One

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore developing themselves as members of a community.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Recognise the interdependence of members in the school community.	Create a Collage to show the relationships between adults and pupils in the school community, including their roles and responsibilities. Alternatively a display of individuals and groups in school can be linked by pins and threads/ribbons – try not to create hierarchical relationships i.e. principal at the top, children at the bottom. Human Knot activity: with pupils standing in a circle invite them to join each hand to a different person across the circle forming a human knot. Without dropping hands have everyone ‘unravel’ the knot so that they once again stand in a circle.	Thinking, Problem-Solving and Decision Making Show their understanding by organising and summarising. Sequence, order and rank along different dimensions.	<i>Living.Learning.Together. (LLT): Years 3 and 4: Violet Unit and suggested stories/further reading/additional resources.</i> <i>ICL: School's Cool (CCEA).</i> <i>Joined Up (NICIE).</i> <i>ICLs: Let's Celebrate; Houses and Homes (CCEA).</i>
Be aware of our own cultural heritage, its traditions and its celebrations.	Enable pupils to contribute to class and school council meetings - teach skills of contributing, listening, compromising and making decisions. Use circle activities to find out if and when class members felt valued, listened to, left out. Use ‘would it help if?’ to sort out negative experiences in class. ‘Suns and clouds’ display based on pupils’ positive and negative experiences based on how they have been treated in class and school.	Working with Others Adapt behaviour and language to suit different situations. Show fairness to others. Recognise and respect other people’s feelings and ideas.	<i>Thematic Units: Celebrations and Good Times; My Place and Yours (CCEA).</i>
Be aware of who and what influences own views, feeling and behaviour at home.	Use photographs of family situations taken from magazines to encourage pupils to identify relationships, interpret scenarios and predict conversations. Include family photographs from other parts of the world to ensure there is a global dimension to this activity.	Being Creative Listen to and share ideas and experiences. Generate as many ideas and options as possible, building and combining ideas.	

Continued on next page ►

Theme 9: Learning to Live as Members of the Community

Key Stage One

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Be aware of who and what influences our views, feelings and behaviour at school.</p>	<p>Use a Mind Map for each pupil to identify who influences them in the school community. Give opportunities for pupils to affirm each other using different formats – spoken, written, action based. Use Revolving Circle activity to explore the positive and possible negative influences of friends. Use role-play to help pupils understand situations where they are being influenced both positively and negatively by peers in school. Practise saying ‘no’ to unsafe or inappropriate situations in scenarios relevant to school.</p>	<p>Working with Others Adapt behaviour and language to suit different situations. Show fairness to others. Recognise and respect other people’s feelings and ideas.</p> <p>Thinking, Problem-Solving and Decision-Making Suggest possible solutions to problems. Explain their methods and opinions, and the reasons for their choices and actions.</p>	<p><i>Wise Up and Think.</i></p> <p><i>Living.Learning.Together. (LLT): Year 4 Violet Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values: Dinosaurs and all that Rubbish (CCEA).</i></p>
<p>Understand how the environment could be made better or worse to live in and what contribution we can make.</p>	<p>Use/create a community map to explore pupils’ knowledge of and involvement in the local community. Identify potential areas where they could make a difference through their contribution. Use ‘Plan, Do, Review’ to plan as a class how to go about this e.g. help to prepare for a lunch for older people, participate in a community clean up or recycling programme.</p>	<p>Managing Information Ask more focussed questions about the task, clarify purpose and what needs to be done.</p> <p>Working with Others Decide what needs to be done in a group and take responsibility for aspects of the work.</p>	

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

Key Stage Two

Progression in Personal Development & Mutual Understanding (PDMU)



Progression in Personal Development and Mutual Understanding

***EVERY SCHOOL A GOOD SCHOOL:** *A Policy for School Improvement* (DE 2009) has at its core the central aim of promoting schools which enable all children to fulfil their potential. A key element in achieving this vision involves removing the barriers to learning which can exist for so many children. A strong focus on Personal Development and Mutual Understanding (PD&MU) can help to build pupils' resilience to deal with challenges and to provide the foundations on which lifelong learning can be built.

'Progress in Personal Development and Mutual Understanding' is intended to provide support and guidance for teachers and curriculum leaders delivering the PD&MU area of learning within the Northern Ireland Curriculum. It contains suggestions for activities in the two strands of the PD&MU framework: 'Personal Understanding and Health' and 'Mutual Understanding in the Local and Wider Community'.

PD&MU 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.

The resource is organised into the nine themes of the PD&MU area of learning, which have been sub-divided into Foundation Stage, Key Stage 1 and Key Stage 2. Each theme relates to the statement of minimum requirement for that key stage. Suggested learning intentions and sample learning activities are provided as a guide to teachers as they plan an appropriate programme to deliver the statutory requirements of PD&MU in their classrooms.

The suggested activities lend themselves to both individual and group learning tasks, and as such they provide suitable opportunities for the development of a range of Thinking Skills and Personal Capabilities. Where this is appropriate, reference has been made to the relevant strands of the Thinking Skills and Personal Capabilities framework (a mapping grid is provided at the end of this document in Appendix 1).

The progression grid aims to give schools a whole school overview, which can assist curriculum leaders to successfully implement PD&MU in Years 1 to 7, and also to be used as a tool for monitoring and evaluating progression throughout the school.

Acknowledgements:

- Alison Thompson- CCEA
- Kathryn Edgar- CCEA
- Carol Weatherall- BELB
- Daphne Wilson- NEELB
- Dolores Davidson- NEELB
- Jayne Simms- SELB
- Debbie Trainor- SEELB
- Oonagh McNelis- WELB
- Carol McHugh- WELB

Theme 1: Self Awareness

Key Stage Two

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their self-esteem, self-confidence and how they develop as individuals.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Develop our self-awareness, self-respect and self-esteem.</p>	<p>Use a range of affirming and active listening games and activities to identify things the pupils are good at and to ensure everyone feels included and special.</p> <p>Use art and design, poetry, role-play and circle activities in order to explore similarities and differences between individuals to highlight and celebrate uniqueness and equality.</p> <p>Discuss the different aspects of our identity and the importance of having a strong sense of identity. Represent identity in a variety of ways, e.g. self portrait, including a personal statement (LLT Year 6 Red Unit 1), acrostic poem, descriptive writing, PowerPoint, and present to others.</p> <p>Complete a personal timeline to demonstrate the important events that have happened throughout each pupil's life.</p>	<p>Managing Information Be able to ask deeper and wider questions to clarify the task and to set goals.</p>	<p><i>Living.Learning.Together. (LLT): Years 5, 6 & 7: Red Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Primary Values (CCEA).</i></p> <p><i>ICL: Mighty Me.</i> <i>Thematic Unit: Me Inc.</i></p> <p>www.circle-time.co.uk</p> <p><i>Active Learning & Teaching Methods for Key Stages 1 & 2.</i></p>
<p>Identify our current strengths and weaknesses.</p>	<p>Create class collage to display the variety of pupil achievements. Use circle activities to encourage pupils to recognise and name their own and others' positive qualities and to identify their own personal strengths and areas that they can improve on.</p> <p>Discuss the different ways in which we learn e.g. complete 'My Learning Profile'. (LLT Year 5 Red Unit).</p>	<p>Self-Management Be more confident in their knowledge of their personal strengths and limitations.</p>	

Continued on next page ►

Theme 1: Self Awareness

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know how to confidently express our own views and opinions in unfamiliar circumstances.</p>	<p>Use circle activities, stories, drama and poetry to help identify and practise strategies pupils can use to express their opinion in unfamiliar circumstances e.g. moving to a new school, going on an overnight trip, meeting a new class/club member.</p>	<p>Being Creative See opportunities in mistakes and failure. Value other people's ideas.</p> <p>Working with Others Be willing to help others with their learning.</p>	
<p>Face problems, trying to resolve and learn from them.</p>	<p>Generate a list of things that have been a challenge to pupils since starting primary school. Discuss coping strategies. Prioritise and present the top ten of these strategies in different display formats.</p>	<p>Managing Information Develop methods for collating and recording information and monitoring progress on a task.</p>	
<p>Recognise how responsibilities change as we become older and more independent.</p>	<p><i>SEE THEME 4: Health, Growth and Change.</i></p>		
<p>Explore and examine what influences our views, feelings and behaviour.</p>	<p><i>SEE THEME 5: Relationships and THEME 9: Learning to live as Members of the Community.</i></p>		
<p>Develop strategies to resist unwanted peer/sibling pressure and behaviour.</p>	<p><i>SEE THEME 4A: Safety.</i></p>		

Theme 2: Feelings and Emotions

Key Stage Two

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore their management of a range of feelings and emotions and the feelings and emotions of others.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Examine and explore our own and others' feelings and emotions.</p>	<p>Use scenarios and thinking diagrams e.g. Consequence Wheel, Fishbone Strategy and Conscience Alley to further deepen understanding of feelings and emotions – what causes them, how they are experienced and how they affect our behaviour and attitudes.</p> <p>Pupils use ICT to express ideas and situations involving feelings and choices e.g. through animation, PhotoStory or other digital media.</p> <p>Pupils further develop talking and listening skills such as telling, retelling and interpreting memories and personal experiences related to feelings and emotions.</p>	<p>Managing Information Be able to ask deeper and wider questions to plan and set goals.</p> <p>Thinking, Problem-Solving and Decision-Making Discriminate between fact and opinion and question the reliability of evidence. Examine options and weigh up pros and cons.</p> <p>Being Creative Learn from and build on own and others' ideas and experiences. Value other people's ideas.</p>	<p><i>Living.Learning.Together. (LLT):</i> <i>Years 5,6 & 7: Orange Unit and suggested stories/further reading/additional resources.</i></p> <p><i>Living.Learning.Together. (LLT):</i> <i>Year 6, Violet Unit.</i></p> <p><i>Thematic Unit: Me Inc.</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>ICL: Needs and Wants.</i></p> <p>www.circle-time.co.uk</p>
<p>Know how to recognise, express and manage feelings in a safe and positive way.</p>	<p>Use relaxation/visualisation sessions to encourage pupils to focus on feelings and how to manage them.</p> <p>Introduce other self-help strategies e.g. 'Bring It, Bag It or Bin It', positive self-talk, affirmations on post-its and model their use to pupils.</p>	<p>Self-Management Be more confident in their knowledge of personal strengths and weaknesses.</p> <p>Thinking, Problem-Solving and Decision-Making Understand more than one point of view. Try alternative problem solving solutions and approaches.</p>	

Theme 2: Feelings and Emotions

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise that feelings may change at times of change and loss.</p>	<p>Identify how feelings are involved in peer pressure and bullying in fiction or real-life e.g. Danielle's story (LLT Year 6 Violet Unit) and using a range of Drama Techniques.</p> <p>Circle activities, Record of Achievement work, media presentations and structured programmes to highlight the feelings associated with transition to post-primary school.</p> <p>Assembly presentations and celebrations for leavers. Principal/class teacher modelling feelings and emotions.</p> <p>Visits to and by local feeder post primary schools, perhaps with past pupils sharing how they felt and what they did to cope with difficult feelings.</p> <p>Relationships and Sexuality Education activities and structured programmes, focussing on feelings and emotions approaching and during puberty, perhaps linking with school nurse or other visitor.</p> <p>Activities to remember a child, adult or event related to strong feelings associated with change, loss or bereavement such as memory boxes, memory book or memory wall (Small Creature Resource – British Heart Foundation).</p>	<p>Being Creative See opportunities in mistakes and failures. Experiment with different modes of thinking (e.g. visualisation).</p> <p>Working with Others Become more independent in their social and interpersonal skills. Work with their peers to reach agreements and begin to manage disagreements.</p> <p>Thinking, Problem-Solving and Decision-Making Make links between possible causes and effects.</p> <p>Being Creative Learn from and build on own and others' ideas and experiences. Value other people's ideas.</p>	<p><i>Helping Hands for Children (Northern Ireland Women's Aid federation).</i> www.niwaf.org</p> <p><i>Primary Values (CCEA).</i></p> <p><i>Living.Learning.Together. (LLT): Years 5,6 & 7: Orange Unit.</i></p> <p><i>Peer mediation training programmes.</i></p> <p><i>Something to Say.</i> www.savethechildren.org</p> <p><i>Interactive Sarah and the Whammi.</i> www.nicurriculum.org</p> <p><i>Bridging the Circle – Transition through Quality Circle Time</i> Jenny Mosley (Positive Press, 2005). www.circle-time.co.uk</p> <p><i>Small Creature Resource (British Heart Foundation).</i></p> <p><i>Life Changes (loss, change and bereavement for 3-11 year olds) (TACADE).</i></p>

Theme 3: Learning to Learn

Key Stage Two

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore effective learning strategies.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know how to confidently express our views and opinions in unfamiliar circumstances.</p>	<p>Help pupils to develop a language to talk about their learning, using the detail of the 4Rs – Be Reflective, Be Resilient, Be Resourceful and Be Reciprocal in plenary sessions, group work or through Think, Pair and Share activities.</p>	<p>Self-Management Evaluate what they have learned and compare their approaches with others. Make links between their learning in different contexts.</p>	<p><i>4Rs posters in Assessment for Learning: A Practical Guide (CCEA, 2009).</i></p> <p><i>Living.Learning.Together. (LLT): Years 5, 6 & 7: Red Unit and suggested stories/further reading/additional resources.</i></p>
<p>Face problems, trying to resolve and learn from them. Identify our current strengths and weaknesses. Develop an insight into our potential and capabilities. Reflect upon our progress and set goals for improvement.</p>	<p>Use the Fourth Son story to highlight the importance of learning (LLT Year 7 Red Unit and SEAL).</p> <p>Choose a famous person who has achieved despite setbacks, represent their journey on a timeline and record notable achievements and setbacks using colours or symbols. Alternatively use Drama Techniques or digital media to retell and interpret their story. Circle activities about potential, strengths, goals, resolutions e.g. rounds and affirmations.</p> <p>Use self and peer assessment and evaluations to further explore feelings and emotions e.g. how do we feel and respond when we receive suggestions for improvement or know that we need to improve?</p>	<p>Being Creative See opportunities in mistakes and failures. Value other people's ideas. Begin to develop their own value judgements about the merits of their work.</p> <p>Self-Management Work towards personal targets identified by themselves or jointly with the teacher. Be more confident in their knowledge of personal strengths and weaknesses.</p>	<p><i>Going for Goals Years 5 and 6: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at http://nationalstrategies.standards.dcsf.gov.uk/node/66416</i></p>

Continued on next page ►

Theme 3: Learning to Learn

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know the ways in which we learn best. Be aware of our different learning styles and be able to identify how we learn best. Identify and practise effective learning strategies.</p>	<p>Pupils identify a preferred learning profile - based on multiple intelligences (LLT Year 5 Red Unit) or using Visual/Auditory/Kinaesthetic model.</p> <p>Experience a range of active learning strategies e.g. Each One Teach One. Each child teaches another how to do something simple, but new, e.g. hoola hoops, a football skill, make a friendship bracelet. Pupils should use Plan Do Review to structure the activity and relate back to how we learn best.(LLT Year 7 Red Unit).</p> <p>Pupils keep an individual learning journal OR a class record of each time a new learning strategy is used in class e.g. Mind Maps, PMI, Five Questions, Diamond Ranking. Pupils/class record the method and how it helped them learn, when they could use it again and so on. Pupils/class build up a bank of strategies which they can refer to as the year/key stage progresses.</p>	<p>Being Creative Experiment with different modes of thinking. Learn from and build on own and others' ideas and experiences. Value other people's ideas. Experiment with objects and ideas in a playful way. Make ideas real by experimenting with different designs, actions and outcomes.</p> <p>Working with Others Show that they can work in different roles in a group and take responsibility for appropriate tasks.</p> <p>Self-Management Learn ways to manage their own time.</p>	<p><i>Wise Up and Think stories (CCEA, 2006).</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>The Think Pack (KS2) (CCEA, 2010).</i></p>

Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

Statement of Minimum Requirement: Pupils should be enabled to explore how to sustain their health, growth and well-being.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.</p>	<p>Mind Map a healthy lifestyle. Use the Food Standards Agency's 'Food Route' to develop pupils' skills in relation to healthy eating and food hygiene. Work with school meals staff to plan a themed menu day/week. Develop an advertising campaign to promote water-drinking in school. Make explicit links to school Physical Activity programme, including after school provision. Join in 'Walk to School' week and/or other promotions.</p>	<p>Managing Information Be able to classify, compare and evaluate information.</p>	<p><i>Living.Learning.Together. (LLT):</i> Year 5: Orange Unit; Year 6: Yellow Unit; Year 7: Yellow Unit and suggested stories/further reading/additional resources.</p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p>www.up-2-you.net www.eatwell.gov.uk</p> <p>www.food.gov.uk (search Food Route)</p> <p>www.publichealth.hscni.net</p>
<p>Recognise what shapes positive mental health.</p>	<p>The Feelings Tree activity LLT Year 5 Orange Unit. Work in groups to role-play a number of difficult, but common, situations involving feelings and emotions e.g. worries about school work, being left out of games, falling out with a friend. Follow-up with carousel activity where pupils generate strategies for keeping mentally healthy and happy in these, or similar, situations.</p>	<p>Being Creative Learn from and build on own and others' ideas and experiences.</p>	<p>www.activ8ni.net</p> <p><i>School Food: The Essential Guide (top marks) (DENI).</i></p>

Continued on next page ►

Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on ourselves and others.</p>	<p>Use Diamond Ranking technique to sort substances from most to least dangerous. Carry out spectrum debate or continuum on risky behaviours. Role play resisting peer pressure scenarios. Research effects of different drugs - use body template to record findings.</p>	<p>Thinking, Problem-Solving and Decision-Making Make links between possible causes and effects.</p> <p>Self-Management Evaluate what they have learned.</p>	<p>http://www.ulstercancer.org/reduceyourrisk/smoking_smokebusters.asp</p> <p><i>Toxic Agent resource pack.</i> (from ELB or www.re-solv.org)</p> <p>PSNI visits.</p>
<p>Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.</p>	<p>Sparkle activity - put glitter on a pupil's fingertip in the morning. Class continues as normal - note and discuss spread of glitter throughout day. Each One Teach One activity using fact boxes on infection and body protection (LLT Year 6 Yellow Unit). Use Hands of Doom drama to develop understanding of bacteria and hand-washing.</p>	<p>Thinking, Problem-Solving and Decision-Making Make and test predictions, examine evidence and make links between possible causes and effects.</p> <p>Being Creative Make ideas real by experimenting with different actions and outcomes.</p>	<p><i>Hands of Doom drama pack</i> (General Consumer Council). www.gccni.org.uk</p> <p><i>Active Learning and Teaching Methods for Key Stage 1 & 2.</i></p> <p><i>School nurse visit.</i></p> <p><i>Education for Love resource.</i></p>
<p>Know how the body grows and develops. Be aware of the physical and emotional changes that take place during puberty.</p>	<p>In accordance with school's Relationships and Sexuality Education policy, discuss changes which take place during puberty, e.g. skin, hair, mood, voice, physical and e.g. which relate to male/female/both. 'Agony Aunt' activity where pupils discuss fictional problems or concerns relating to growing up and suggest solutions.</p>	<p>Managing Information Have a sense of audience and purpose.</p> <p>Self-Management Make links between their learning in different contexts Seek help from a variety of sources.</p>	<p><i>Growing Up resource pack</i> (BBC).</p> <p><i>Living & Growing resource</i> (Channel 4).</p>

Continued on next page ►

Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know how babies are conceived, grow and are born.</p> <p>Be aware of the skills for parenting and the importance of good parenting.</p>	<p>Use appropriate resources to explain stages of foetal development (LLT Year 6 Yellow Unit).</p> <p>Look at a picture of a baby - list its basic needs and how these can be met to ensure it grows up safe and well. Complete same exercise for 4 year-old and 11 year-old and compare. Freeze frame activity where pupils role-play home scenes at different ages. Take part in freeze frame debrief (LLT Year 6 Yellow Unit).</p>	<p>Working with Others Become more independent in their social and interpersonal skills.</p>	<p><i>Parental visit (with baby if appropriate).</i></p> <p><i>Living.Learning.Together. (LLT): Follow-on activities in Green & Blue Units Years 5, 6 & 7. and suggested stories/further reading/additional resources.</i></p>
<p>Recognise how responsibilities change as they become older and more independent.</p>	<p>'How Can I Help?' activity (LLT Year 5 Green & Blue Unit). Provide opportunities for pupils to take on responsibility in the class and school community.</p>	<p>Managing Information Be able to ask deeper and wider questions.</p>	

Continued on next page ►

Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know that AIDS is a prevalent disease throughout the world and is a major health issue for many countries.</p>	<p>Pupils work in 'expert' groups to research and present information to other groups on global diseases/epidemics.</p>	<p>Self-Management Work towards personal targets. Be more confident in their knowledge of personal strengths and weaknesses.</p> <p>Managing Information Select the most appropriate methods for the particular task. Develop methods for collating and recording information and monitoring progress on a task. Have a sense of audience and purpose.</p> <p>Working with Others Show that they can work in different roles in a group. Be willing to help others with their learning.</p>	<p><i>Charity Campaign Websites.</i></p> <p><i>Active Learning and Teaching methods for Key Stage 1 & 2.</i></p>

Statement of Minimum Requirement: Pupils should be enabled to explore ways of coping safely and efficiently with their environment.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Develop strategies to resist unwanted peer/sibling pressure and behaviour.	'What If' cards safety activity from (LLT Year 5 Yellow Unit). Ask pupils to consider ways of managing challenging situations and the consequences of their choices.	Working with Others Become more independent in social and interpersonal tasks.	<i>Living.Learning.Together. (LLT): Year: 5 and 7: Yellow Unit and suggested stories/further reading/additional resources.</i>
Recognise, discuss and understand the nature of bullying and the harm that can result.	Walking Debate where pupils decide what constitutes 'bullying'. Use the Consequence Wheel to show how our behaviours can affect others.	Self-Management Make links between learning in different contexts.	<i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i> http://www.savethechildren.org.uk/en/docs/NI_something_to_say.pdf
Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches.	In line with the school's RSE policy, use the Thinking Skills Diagram from LLT (Year 7 Yellow Unit) to promote thinking and discussion of options when making decisions. Ensure that pupils are aware of how to approach the designated teacher for child protection and others who can help them in school and of the school's position in regard to confidentiality.	Thinking, Problem-Solving and Decision-Making Make links between possible causes and effects. Try alternative problem solving solutions and approaches.	

Continued on next page ►

Theme 4a: Safety

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Become aware of: appropriate road use:</p> <ul style="list-style-type: none"> • 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. 	<p>Examine newspapers for coverage/reports of local road accidents – pair or small group on a Five Questions activity to explore the event in more depth – what learning points can be gleaned from these events? Cycling Proficiency work at Key Stage 2. Develop a code of conduct for use on school transport. Pupils use the ‘Tales of the Road’ to identify their own unsafe/risky behaviours and create a personal ‘pledge’ to be more responsible for their own personal safety.</p>	<p>Thinking, Problem-Solving and Decision-Making Use different types of question systematically and with purpose. Try alternative problem solving solutions and approaches.</p> <p>Working with Others Show that they can work in different roles in a group and take responsibility for appropriate tasks.</p>	<p>www.road2safety.org</p> <p>www.doeni.gov.uk</p> <p>‘<i>Tales of the Road</i>’ at www.dft.gov.uk</p> <p><i>CASE programme (PSNI).</i></p> <p>‘<i>Walk to School</i>’ initiative (from DOE).</p> <p><i>Road Safety calendars.</i></p> <p><i>Cycling proficiency scheme.</i></p> <p>www.staywise.co.uk</p>
<p>Develop a pro-active and responsible approach to safety.</p>	<p>Work in pairs or small groups to create public safety messages in the form of posters/fliers on local and current issues e.g. firework, farm, fire or water safety etc. Identify situations where personal safety may be at risk and where and how to seek help.</p>	<p>Self-Management Seek help from a variety of sources.</p>	<p>www.nifrs.org/safety-team</p> <p>‘<i>Rosie’s Resus Heroes</i>’ British Heart Foundation. www.bhf.org</p>
<p>Know where, when and how to seek help.</p>	<p>Sequencing activity on what to do in the case of a medical or other emergency. Link events to appropriate emergency services i.e. who does what? Read and share stories where the central character has had to act quickly to save a life.</p>	<p>Thinking, Problem-Solving and Decision-Making Show the ability to use memory strategies to deepen understanding.</p>	<p>Display of appropriate material identifying people in school and organisations outside school, who provide help and support.</p>

Continued on next page ►

Theme 4a: Safety

Key Stage Two

Strand One: Personal Understanding and Health

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Be aware of basic emergency procedures and first aid.	'Heartstart' programme delivered throughout Key Stage 2. Discuss and practise key emergency life skills using mannequins, procedures and role play.	Working with Others Work in different roles in a group and take responsibility for appropriate tasks.	

Theme 5: Relationships

Key Stage Two

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Examine and explore the different types of families that exist.	Use class novels/reading scheme to gather information on the range of different family structures that exist, including gender roles (if suitable, use pupils' own experiences too). Record the different roles that people play in families in this country. Compare these to other cultures and global situations e.g. working children. Research children/families in conflict, e.g. Rwanda, Kosovo, Somalia, El Salvador. Examine the role played by the children in these households. Use compare and contrast thinking frames to look at modern day families and families in the past.	Managing Information Begin to challenge conventions and assumptions. Be able to classify, compare and evaluate information. Thinking, Problem-Solving and Decision-Making Examine options and weigh up pros and cons.	Charity websites e.g. <i>Trocaire, UNICEF.</i> <i>Primary Values: Grace and Family (CCEA).</i> www.unicef.org.uk www.liftoffschools.com
Recognise the benefits of our friends and families.	Explore a variety of situations and scenarios. List the positive things about your family – what we do together (e.g. we can go the cinema, the park, eat together, celebrate together). Talk about the benefits e.g. belonging and positive relationships.	Being Creative Learn from and build on own and other's ideas and experiences. Value other people's ideas. Working with Others Become more independent in social and interpersonal skills.	
Find out about sources of help and support for individuals, families and groups.	Divide class into 'expert groups' to research and report on support services for families e.g. Citizens' Advice Bureau, bereavement organisations, Childline, Northern Ireland Commission for Children and Young People (NICCY), Child Support Service. Examine sources of help for children in conflict e.g. Save the Children, Amnesty International, Oxfam, UNICEF.	Self-Management Seek help from a variety of sources. Become more self directed by working independently or with a group.	

Continued on next page ►

Theme 5: Relationships

Key Stage Two

Strand Two: Mutual Understanding in the Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Explore and examine what influences our views, feelings and behaviours.</p>	<p>Complete 'Who Influences Me' (LLT Year 7 Blue Unit) to reflect how we are influenced by family, friends, society, the media etc. Are these influences positive or negative? What impact do they have on our lives? Mind Map the influences, using different thickness and colours for the lines to describe the strength of the influence.</p> <p>Explore the role of media (soaps, advertising) on choices and attitudes. Practise strategies for saying no.</p>	<p>Thinking, Problem-Solving and Decision-Making Examine options and weigh up pros and cons. Try alternative problem solving solutions and approaches. Understand more than one point of view.</p>	<p><i>Living.Learning.Together. (LLT): Years 5, 6 and 7: Violet Unit and suggested stories/further reading/additional resources 7.</i></p> <p><i>Active Learning & Teaching Methods for Key Stages 1 & 2 (CCEA).</i></p>
<p>Consider the challenges and issues that can arise:</p> <ul style="list-style-type: none"> • at home; • at school; • between friends and how they can be avoided, lessened or resolved. 	<p>Discuss how to deal with a number of difficult situations e.g. jealousy, uncertainty, feeling left out and pressure to belong and conform. Use a decision dice to explore a number of scenarios. Use Consequence Wheel to record potential outcomes.</p> <p>Explore the story 'Old Friends, New Friends'. How do you cope when friendship groups change?</p> <p>Discuss coping with change e.g. transition to a new school. Make a worry bag. Pick out a worry and pupils discuss either as a whole class or a small group how to deal with the situation.</p> <p>Place a concern on a 'Can you help?' notice board. Provide sticky notes for the class to individually contribute their suggestions.</p>	<p>Working with Others Work with peers to reach agreements and begin to manage disagreements.</p> <p>Self-Management Be more confident in the knowledge of personal strengths and weaknesses.</p> <p>Thinking, Problem-Solving and Decision-Making Discriminate between fact and opinion.</p>	<p><i>Primary Values: Old Friends, New Friends (CCEA).</i></p> <p><i>Living.Learning.Together. (LLT): Year 7 Green Unit and suggested stories/further reading/additional resources.</i></p>

Theme 6: Rules, Rights and Responsibilities

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore human rights and social responsibility.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Explore and examine the rules within our families, friendship groups, and at school.	Examine the links between the class charter and school rules/charter. Take part in a review of school rules (if timely), using the language of children's rights and responsibilities, to develop a school charter. Look at the idea of family charters, based on the pupils' own or fictional families.	Managing Information Begin to challenge conventions and assumptions. Thinking, Problem-Solving and Decision-Making Make links between possible causes and effects. Explain and justify methods, opinions and conclusions. Understand more than one point of view.	<i>Living.Learning.Together. (LLT): Years 5, 6 & 7: Blue Unit and suggested stories/further reading/ additional resources.</i> <i>Lift Off Me, You, Everyone (Amnesty International).</i> <i>United Nations Convention on the Rights of the Child.</i>
Understand the need for rules and that they are necessary for harmony at home and at school.	Use class reading materials and drama techniques to explore and develop a deeper understanding of roles and rules at home and at school.		
Identify the variety of groups that exist within our community and their roles and responsibilities.	Collect and collate information regarding the life of the community from a variety of local sources e.g. newspapers, websites, community facilities and individuals. Visit to or invite representatives from local organisations and employers to further develop understanding of community.	Self-Management Seek help from a variety of sources. Managing Information Be able to classify, compare and evaluate information. Being Creative Seek out problems to solve and challenge the routine method. Value other people's ideas. Become more self directed by working independently or with a group.	

Continued on next page ►

Theme 6: Rules, Rights and Responsibilities

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Consider our rights and responsibilities as members of the community.	Take part in or organise a community event. Take part in campaigning for the rights of others either locally or globally e.g. upgrading local facilities, protecting natural resources, Fair Trade or Send My Friend to School.	Self-Management Become self-directed by working on their own or with a group.	Years 5, 6 and 7 Thematic Units: <i>Liquid Gold</i> <i>Fair Enough</i> <i>Actions Speak Louder.</i>
Understand that rules are essential in an ordered community and the need for different rules in different contexts.	Further develop understanding of wants and needs in relation to the local community. Investigate the range of local 'community rules' e.g. park rules, recycling or local club rules. Visit to or invite representatives from local organisations (e.g. council, PSNI or Emergency Services) to further develop understanding of community rules.	Thinking, Problem-Solving and Decision-Making Discriminate between fact and opinion and question the reliability of evidence. Examine options and weigh up pros and cons.	Years 5 & 6 ICLs: <i>Where I Live and The Blue Planet.</i>
Examine the effects of antisocial behaviour.	Use drama and ICT to explore local issues relating to anti-social behaviour e.g. littering, graffiti, underage drinking or vandalism.	Being Creative Learn from and build on own and others' ideas and experiences.	Years 6 and 7 ICL: <i>Needs and Wants.</i>
Appreciate how and why rules and laws are created and implemented.	Create rules for an imaginary civic society, perhaps linked to fiction e.g. the ideal island in <i>Joined Up</i> (NICIE, p 117).	Working with Others Work with their peers to reach agreement.	Joined Up (NICIE). www.nicie.org

Theme 7: Managing Conflict

Key Stage Two

Strand Two: Mutual Understanding in the Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to explore the causes of conflict and appropriate responses.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand ways in which conflict can be caused by words, gestures symbols or actions.</p>	<p>Clarify pupils' understanding of the term 'Conflict' – thought shower and group responses. Discuss the term 'conflict' including possible contributory factors on both sides i.e. actions and reactions. Explore causes and effects of conflict and its resolution through word, gesture, action and body language including inaction. Use Fishbone Strategy to record this information. Teach peer mediation skills that can be used with peers or younger children at playtime. Practise strategies for managing conflict e.g. 'win-win'. Use story, poetry, role play and media to raise awareness of personal, local, national and international conflict situations including prejudice, sectarianism, racism and bullying.</p>	<p>Managing Information Be able to ask deeper and wider questions to clarify the task, to plan and to set goals.</p> <p>Thinking, Problem-Solving and Decision-Making Make and test predictions, examine evidence and make links between possible causes and effects.</p> <p>Working With Others Work with their peers to reach agreements and begin to manage disagreements.</p>	<p><i>Living.Learning.Together. (LLT):</i> <i>Years 5, 6 & 7: Blue Unit.</i> www.peermediation.org</p> <p><i>Joined Up: Developing Good Relations in the School Community.</i></p> <p><i>Me, You, Everyone</i> at www.liftoffschools.com</p> <p>www.circle-time.co.uk</p> <p><i>UNCRC.</i></p>
<p>Identify the variety of groups that exist within our community and their roles and responsibilities.</p>	<p>Collect and collate information regarding the life of the community from a variety of local sources e.g. newspapers, websites, community facilities and individuals. Visit to or invite representatives from local organisations and employers to further develop understanding of community.</p>	<p>Self-Management Seek help from a variety of sources.</p> <p>Managing Information Be able to classify, compare and evaluate information.</p> <p>Being Creative Seek out problems to solve and challenge the routine method. Value other people's ideas. Become more self directed by working independently or with a group.</p>	<p><i>United Nations Convention on the Rights of the Child</i></p>

Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to value and celebrate cultural difference and diversity.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.	Through fiction and non-fiction sources examine the range of family structures that exist and develop language to describe families appropriately ... nuclear, extended, foster families. Look at the gender roles within these families. Use Drama Techniques to allow the individuals in these families to 'speak'. Work in small groups to create lists of qualities/behaviours/abilities associated with the roles boys and girls take on in families. Use sentence starters e.g. 'Boys can...', 'Boys don't...', etc. Use Fact or Opinion to discuss these, raising the issue of stereotyping in families e.g. boys fix things and play football, girls like to cook and look after babies.	Thinking, Problem-Solving and Decision-Making Discriminate between fact and opinion and question the reliability of evidence. Understand more than one point of view. Examining options and weigh up pros and cons.	<i>Living.Learning.Together. (LLT): Years 5, 6 & 7: Indigo Unit and suggested stories/further reading/ additional resources.</i> <i>Thematic Unit: Me Inc.</i> <i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i>
Know about aspects of our cultural heritage including the diversity of cultures that contribute to Northern Ireland.	Use Key Stage 2 short stories from Primary Values to explore identity and diversity issues or William's Story from (LLT Year 5 Indigo Unit). Each pupil describes their identity based on culture, religion, sport, skills and interests etc. Design individual crests or designs to represent each pupil's multiple identity. Design and create a class diversity quilt (LLT Year 5 Indigo Unit) based on their identities. Visit local places of worship, including a range of denominations or faiths.	Being Creative Use all the senses to stimulate and contribute to ideas. Managing Information Begin to challenge conventions and assumptions.	<i>Primary Values Scrapbook Summer & The First Ship in the Sea (CCEA).</i> <i>Thematic Units: St. Patrick and People of Faith, Faith and Light.</i> <i>Visiting Churches DVD at www.nicurriculum.org</i>

Continued on next page ►

Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Recognise the similarities and differences between cultures in Northern Ireland, for example, food, clothes, symbols and celebrations.</p>	<p>Collect different symbols and emblems which relate to the two main traditions in Northern Ireland. Group under headings such as sport, politics, music, celebrations etc. With permission from parents, ask pupils to bring in objects that relate to their own culture e.g. sport tops, musical instruments, religious symbols etc. Create a performance of the 'First Ship in the Sea'. Organise a 'come and share' day where people are invited to share their 'then and now' memories.</p>	<p>Working with Others Work with peers to reach agreements and begin to manage disagreements.</p> <p>Being Creative Make ideas real by experimenting with different designs, actions and outcomes.</p>	<p><i>Primary Values (CCEA).</i></p> <p><i>Thematic Unit: Festivals of Light.</i></p> <p><i>Thematic Unit: Being and Belonging, Year 5.</i></p> <p><i>Living.Learning.Together. (LLT): Year 7: Indigo Unit and suggested stories/further reading/additional resources.</i></p>
<p>Acknowledge that people differ in what they believe is right and wrong. Recognise that people have different beliefs that shape the way they live.</p>	<p>Explore how Christmas and other winter festivals are celebrated, recognising similarities and differences.</p>	<p>Thinking, Problem-Solving and Decision-Making Try alternative problem solving solutions and approaches. Understand more than one point of view.</p> <p>Managing Information Begin to challenge conventions and assumptions.</p> <p>Being Creative Value other people's ideas.</p>	

Continued on next page ►

Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Develop an awareness of the experiences, lives and cultures of people in the wider world.</p>	<p>Use brochures, news articles from around the world and examine how these are used to influence people to visit different countries. Research events in countries such as Iraq, Iran, Afghanistan, South Africa and how these can affect people's lives.</p>	<p>Working with Others Work in different roles in a group and take responsibility for appropriate tasks. Understand and learn to respond to feedback.</p> <p>Being Creative Learn from and build on own and other's ideas and experiences.</p>	<p><i>LNI Newsdesk</i></p> <p>News websites</p> <p>www.unicef.org.uk</p> <p><i>Living.Learning.Together. (LLT): Years 6 and 7: Indigo Unit and suggested stories/further reading/additional resources.</i></p>
<p>Recognise how injustice and inequality affect people's lives.</p>	<p>Use Fact or Opinion activity to explore issues e.g. young girls should not attend school and would be better suited to helping in the house. Compare life in Third World countries to life here, particularly for children. Prepare a documentary for 'Children in Need' exploring injustice and inequality.</p>	<p>Being Creative Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method. Make ideas real by experimenting with different ideas, actions and outcomes.</p> <p>Thinking, Problem-Solving and Decision-Making Use different types of questions systematically and with purpose.</p>	<p><i>BBC Children in Need campaign.</i></p>

Continued on next page ►

Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Understand that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>Investigate the meaning of racism, sectarianism, sexism, ageism or classism and how they are linked to beliefs. Use a range of strategies to develop pupils' understanding about beliefs e.g. Spectrum Debate or Sectarian-o-meter to explore if actions are sectarian or not. Through a story or text examine prejudice and discrimination e.g. <i>The Boy in the Striped Pyjamas</i>. Read a case study on an individual or group who have challenged racism or sectarianism e.g. Ghandi, Mandela, the Peace People.</p>	<p>Working with Others Become more independent in social and interpersonal skills. Be willing to help others with their learning.</p> <p>Self-Management Seek help from a variety of sources.</p>	<p><i>The Boy in the Striped Pyjamas</i> John Boyne.</p>

Theme 9: Learning to Live as Members of the Community

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Statement of Minimum Requirement: Pupils should be enabled to playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.	<p>Review the number of decisions made in the previous 24 hours and what/who influenced these decisions e.g. what to wear, walk or cycle to school. Use scenarios or stories to discuss the risks of acting on impulse. Discuss strategies for making choices and decisions e.g. Traffic Lights, Stop, Think, Decide.</p> <p>Use Consequence Wheel to examine possible consequences of decisions. Consider and discuss the impact of advertising and other influences on our choices, using Choices and Influences card matching (LLT Year 5 Violet Unit) Further develop understanding of wants and needs.</p>	<p>Managing Information Begin to challenge conventions and assumptions.</p> <p>Thinking, Problem-Solving and Decision-Making Make and test predictions, examine evidence and make links between possible causes and effects.</p> <p>Thinking, Problem-Solving and Decision-Making Discriminate between fact and opinion and question the reliability of evidence. Understand more than one point of view. Examine options and weigh up pros and cons.</p>	<p><i>Living, Learning Together. (LLT): Years 5, 6 & 7: Indigo Unit and suggested stories/further reading/ additional resources.</i></p> <p><i>Thematic Unit: Me Inc.</i></p> <p><i>Active Learning and Teaching Methods for Key Stages 1 & 2.</i></p> <p><i>ICL: Years 6 & 7 Needs and Wants.</i></p> <p><i>Joined Up: Developing Good Relations in the School Community</i> available on-line in the resources sections of PD&MU at www.nicurriculum.org.uk</p> <p>www.schoolcouncils.org</p>
Recognise the importance of democratic decision making and active participation at home and in the classroom.	<p>Model democratic decision-making in class and school through a variety of voting systems and other decision making tools e.g. 'options' thinking frames. Pupils choose strategies that can be used with friends and family, try them and report back on their effectiveness.</p>	<p>Working with Others Show that they can work in different roles in a group and take responsibility for appropriate tasks.</p>	

Theme 9: Learning to Live as Members of the Community

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
Appreciate the interdependence of people within our community.	Use 'Parts and Wholes' thinking frame to show how the local community is made up. Link with topics/themes which focus on interdependence locally or globally. Identify the groups and organisations to which pupils belong; other groups and organisations in the local community and roles of people within the local community. Engage pupils in activities and competitions which highlight local and global issues.	Thinking, Problem-Solving and Decision-Making Identify and order relationships through a range of strategies such as grouping, classifying and reclassifying.	ACTS: Sustainable Thinking Classrooms. Carol McGuiness (QUB). Active Teaching and Learning Methods at KS 1 & 2. Thematic Unit: <i>Being and Belonging</i> Year 5.
Know about the importance of democratic decision-making and involvement and the institutions that support it at a local level.	Pupils find out who local councillors, MLAs and their MP are through local knowledge, the media, election materials or websites such as Who is My Public Servant (www.wimps.tv). Meet, question and be questioned by local MLA, MP or councillor. Visit NI Assembly or access information on website. Visit local council offices or access information on website using 'Plan, Do, Review' to develop the learning for the above.	Use different types of questions systematically and with purpose.	Information from the Centre for Intergenerational Practice – link from Year 7. www.wimps.tv www.niassembly.gov.uk
Develop an understanding of our role and responsibility as consumers in society.	Discuss the difference between needs and wants e.g. UNICEF card sorting game. Learn about Fair Trade, and if possible get involved in promoting/selling fairly traded goods e.g. in school or at a fair.	Managing Information Begin to challenge conventions and assumptions. Develop methods for collating and recording information, and to select the most appropriate method for the task.	www.unicef.org.uk Thematic Units: <i>Fair Enough?; Money Wise.</i>
Know about the range of jobs and work carried out by different people.	Find out about jobs in the local community through visits to local producers, factories, businesses and service providers. Use opportunities that arise when new building or manufacturing activities occur in the community to extend pupils' knowledge.		

Theme 9: Learning to Live as Members of the Community

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

Learning Intentions We are learning to:	Sample Learning Activities	Thinking Skills and Personal Capabilities	Suggested Resources
<p>Know about the process and people involved in the production, distribution and selling of goods.</p>	<p>Trace a local or global product through the production, distribution and selling process.</p>	<p>Managing Information Have a sense of audience and purpose.</p>	<p><i>ICL: Years 6 & 7 Needs and Wants.</i></p> <p><i>STEM: KS2 Thematic Units.</i></p> <p>www.cafod.org.uk</p>
<p>Examine the role of advertising at a local and/or a global level.</p>	<p>Build on the activity above to explore advertising of a product locally or globally. Choose a local or global product and collect examples of how it is advertised. Analyse the choice of text and images.</p>	<p>Thinking, Problem-Solving and Decision-Making Discriminate between fact and opinion and question the reliability of evidence.</p>	<p>www.fairtrade.org.uk</p>
<p>Explore how the media presents information.</p>	<p>Compare reports of the same subject matter in a variety of newspapers. Use Fact or Opinion activities to understand bias in the media.</p>		

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