

Greenhaw Primary and Nursery School



PDMU Policy

Personal Development and Mutual Understanding

February 2018

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Greenhaw Primary School and Nursery Unit

At Greenhaw Primary and Nursery school we believe that Personal Development and mutual Understanding (PDMU) is an area which will support our school mission statement in developing each child to his or her true potential, not only academically, but physically, socially and morally. PDMU compliments the Greenhaw ethos, which permeates all aspects of school life. As a whole staff and a Rights Respecting school, we will endeavour to focus on the empowerment of the pupils,

“To unlock and develop their potential to help them make informed and responsible decisions throughout their lives.”

PDMU is an area of learning focusing on encouraging each child to become personally, emotionally, socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.” (NI Revised Curriculum).

In Greenhaw Primary and Nursery school, we support the rationale for PDMU as stated in the Revised Curriculum NI document. In today’s challenging and changing society, PDMU focuses attention on children’s emotional development, health and safety, relationships with others and the development of moral thinking, values, and actions-as underpinned by the United Nations Convention on the Rights of the Child (UNCRC). It is fundamental to the development of the whole child.

We believe that PDMU is at the core of the curriculum and that all curricular areas and classroom ethos evolve from this area. PDMU concentrates on developing each child from nursery to year seven, giving them knowledge, developing their attitudes, their awareness of life skills, fostering good relationships, knowing about appropriate behaviours in and out of school, broadening their thinking skills and personal capabilities, making each child emotionally aware, engraining values and promoting life skills to take them in to their future as adults.

Why teach PDMU?

PDMU has major benefits for the school, and the local community as it helps the children to:

- Build self –esteem
- Develop confidence
- Promote health awareness: healthy eating, exercise, drug and alcohol awareness etc...
- Develop the skill of working together and consideration for others feelings and valuing other people, looking at the effects that bullying can have on a person’s life.

- Foster social skills and learn about how one should behave in particular situations
- Develop respect for everyone no matter their culture, disability, intelligence level, race, religion etc...
- Make good, informed choices in life, knowing right from wrong, and who to turn to if they need help or advice or just someone to listen to them.

Benefits for the children

All children will develop:

- Self-confidence and self-esteem
- Insight into managing their emotions and attitudes
- Moral thinking and decision making
- Awareness of the benefits of a healthy life style
- Skills for keeping safe and avoiding danger
- Knowledge of who can and will help if they feel worried or frightened
- An understanding of how they learn
- The ability to work with others
- A knowledge and respect for other cultures and beliefs
- An awareness of interpersonal skills
- The knowledge of how society is diverse and how this can raise challenges in life
- An awareness of how they will have an active role in society in the future

Benefits for the school

- All children will feel valued which will lead to a more productive learning environment for all
- Staff and pupil relationships will be more open and show more trust
- Standards will be raised as pupils will be more confident and more motivated, showing a desire to learn and be more ambitious with regards to their futures
- There will be a marked improvement in the health and well-being of the children as they become more knowledgeable and aware of the benefits of leading a healthier lifestyle.

Benefits for the community

- The local and wider community will gain young people who:
- Have an awareness of social responsibility
- Will demonstrate positive behaviours
- Have respect and understanding for others e.g. neighbours, the elderly, the disabled, those with special needs, property owners, local businesses, the church, other cultures etc...
- Are confident and responsible members of the community who will contribute to its improvement and development.

Aims of PDMU

As PDMU is one of the six areas of learning in the Revised curriculum for primary schools, it should be noted that it will permeate through the whole curriculum and therefore will have a positive impact on the teaching and learning within our school.

Children are expected to acquire skills and knowledge from nine statutory statements within these two strands:

Strand one: Personal Understanding and health

- 1 Self-awareness
- 2 Feelings and emotions
- 3 Learning to learn
- 4 Health, Growth and change (4a) Safety

Strand two: Mutual Understanding in the local and wider community

- 5 Relationships
- 6 Rules, rights and responsibilities
- 7 Managing Conflict
- 8 Similarities and differences
- 9 Learning to live as members of the community

Through PDMU we intend to:

- Deliver the two interconnected strands and teach and explore all nine statutory statements of minimum requirement, from foundation stage to year seven.
- Integrate the PATHS (Promoting Alternative Thinking Strategies) to help support the teaching and learning of PDMU.

- Help the children learn about themselves, how they fit into society, how they learn and how they deserve to be respected and valued
- To develop children's self-esteem, self-confidence and self-worth
- Give the children the tools to help them manage their feelings and emotions
- Encourage the children to be motivated and ambitious, with a desire to succeed
- Develop the three main curriculum skills, namely cross curricular skills, personal capabilities and thinking skills
- Ensure that all children are aware of the dangers in our society e.g. drugs, alcohol, bullying, abuse etc.
- Promote good relationships with family and friends
- Promote working as an individual, in pairs and in groups, to encourage the children to develop their own ability to express themselves in a variety of different ways
- Encourage children to follow a healthy life style and to keep safe
- Understand why rules are needed, how to act responsibly and how to deal with conflict effectively
- Develop an awareness of people's similarities and differences, being respectful of people's beliefs and cultures and be aware of the diversity in our society
- Encourage the children to become moral and just citizens, taking responsibility for their own actions and learn about how their actions can impact on society
- Make young people more tolerant and patient of other people.

How will it be delivered

Greenhaw Primary and Nursery school is involved in the comprehensive PATHS programme (Promoting Alternative Thinking Strategies). This is a social-emotional learning curriculum which helps children to improve their friendships, help them make good decisions and improve their behaviour, as well as helping children achieve overall academic success.

The programme promotes emotional and social competencies and is supported by Barnardos. It involves lots of fun activities dealing with important issues such as feelings, behaviours, solving problems, making friends and self-esteem. It links directly with our PDMU curriculum and aims to help children develop the fundamental skills needed for life.

PATHS will be delivered as an individual subject area with time set aside on each classes weekly timetable. Teachers will aim to complete two PATHS lessons per week and do "Child/pupil of the day" on a daily basis.

Who should be involved?

All staff in Greenhaw Primary and Nursery school, and the board of governors, will be encouraged to promote PDMU throughout aspects of daily life within the school.

The area will be lead by the coordinator who will develop the subject through monitoring and evaluating teachers PATHS lessons, class visits and providing support, meetings with teachers to evaluate progress, and continuing to update and train staff in PATHS in order for it to be continue to be developed and sustained within the whole school.

Learning approaches and methodologies

For PDMU to be implemented effectively in our school, adults will develop and explore PDMU topics through:

- Active and participatory learning methods: pupils will experience learning for themselves, they will have an interest and increased understanding of their learning and the importance of learning.
- Issue based approaches: pupils will explore a greater understanding of the complex nature of specific issues, which are relevant, local, global, and current, in the lives of pupils.
- Exploring pupils' and society's attitudes and beliefs: pupils will begin to take responsibility for their own values and actions, having an awareness of what is right and wrong. They will have knowledge of human rights and how these can impact on the school, local, and global communities.
- Managing conflict: pupils will learn to manage their own emotions and that of others (through the PATHS programme) and show an understanding and sensitivity of controversial/sensitive issues.

Active learning methodologies to support teaching and learning

The teachers will use a wide variety of methods to support PDMU/PATHS lessons throughout the course of each year: Examples include:

- Brainstorming
- Role play
- Visitors to the class
- Drama and puppets
- Cooperative games

- Photographs and picture stimuli
- Media and television
- Open ended questions and statements
- Compliment sheets and booklets
- Debates: with agree and disagree continuums
- Quality circle time
- Story telling
- Collage work
- Hot seating
- Questionnaires and surveys

The role of the principal

The principal will promote the development of PATHS and PDMU within the school. He will encourage and promote the continued training of all staff and will support and consult with the coordinator, acting as a channel between the staff and the board of governors. The principal will monitor and review the subject's progression with the support of the vice-principal.

The role of the coordinator

The PDMU/PATHS coordinator will:

Lead by example in promoting PATHS both inside and outside of the classroom

Create PATHS displays within the school

Arrange meetings in school to help implement/sustain the programme with the support of our PATHS coach

Frequently touch base with teachers and discuss their progress and any challenges they have

Ensure the promotion of PATHS around the classrooms (through posters etc)

Liaise with classroom assistants and lunch time supervisors

Share good practice in school and connect with other in school coordinators

Support all staff with the continued implementation and development of the PATHS programme, and monitor and evaluate it's success across year groups

Support colleagues with the implementation of the NSPCC Keeping Safe Programme

Help and support with resources required to teach PATHS in class

Liaise with the principal and staff in drawing up a PDMU policy

Help and support with training needed to effectively implement further PDMU initiatives

Provide reports to senior management team, principal and board of governors on the effectiveness and progress of PDMU programmes

Links across the curriculum

PDMU has strong links with the other five areas of learning and can be explored through a range of topics and learning methods:

Language and literacy:

helps the children to develop vocabulary to discuss emotions and feelings through talking and listening, reading, independent writing, drama and role play situations

Mathematics and numeracy:

Use statistics to inform children and for gathering of information they have gathered in surveys and questionnaires

The arts:

Help children to explore ways of expressing themselves through drama, music, art and design

Physical education:

Help children to develop self-esteem, confidence, and be aware of the importance of health and exercise

Develop working as part of a group or team, to develop their awareness of fairness, and treating others with respect.

The world around us:

Help children to understand and respect other cultures. Learn about the dangers of drugs, alcohol etc. Develop their awareness of their own talents, thoughts and feelings.

Staff development in PDMU:

As a school we pride ourselves in our endeavour to continually keep our knowledge up to date, and therefore staff will be given opportunities where possible to attend training, in order to update their skills and knowledge in PATHS and other PDMU initiatives (e.g. Keeping safe programme).

The coordinator will keep staff informed, and will give support and training where necessary.

Monitoring of PDMU

PDMU is monitored and evaluated regularly and consistently, and the PDMU coordinator is responsible for ensuring that the statutory elements are being planned for and delivered appropriately throughout the school.

The coordinator will review consistently, the progress of PDMU in each class and an action plan will be devised (annually) to further improve the development of PDMU in our school.

Assessment

Assessment of PDMU will show that each child will progress at a different rate due to the nature of this subject, it should take account of each child's current strengths and development needs.

Assessment needs to be concerned with:

Knowledge and understanding

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

Children will be provided with opportunities to take part in the following aspects of self-assessment including:

-Review

-Set targets

-Negotiate their own learning

-Record their own achievement

-Reflect upon the lessons, activities and situations in which they were involved.

They need to learn to ask the following to aid self-evaluation, if learning is to develop:

1. What have I done?
2. What were the consequences
3. How did I feel about it?
4. What might I do differently in the future?
5. What did I find easy/difficult/enjoyable/etc...?
6. How might I achieve the changes the next time?

Children should be given the opportunities to record their feelings or what they have learnt, using a learning journal, feelings diary etc...

Parental Involvement

Whilst the staff within the school have a significant role to play in the effective implementation of the PDMU curriculum, this role cannot be considered in isolation to the role of the parents. The school and parents will work in partnership to support each child's personal, social, and emotional development to the full. Parents will be included in various information sessions related to PDMU initiatives.

Equal opportunities

As teachers we must give the children the opportunities (were possible) to work with a wide range of people: the opposite sex, different race or culture, or pupils in a different ability level. Working in a variety of situations will develop the children's tolerance, respect and understanding of others.

All children have the right to learn and develop as individuals at school, as a staff we strive to make our pupil's confident and responsible young people of the future.

Planning for review

This policy will be reviewed and updated periodically in consultation with the principal, members of staff, governors, and parents.

Links with other policies

- Anti-bullying
- Child protection
- Discipline/positive behaviour
- Drugs
- CRED policy
- Healthy eating
- Drugs
- Internet safety
- Pastoral care
- Teaching and learning

Websites:

The following are a list of useful websites which can be used to support the implementation of PDMU:

www.barnardos.org.uk

www.pathseducation.co.uk

www.schoolcouncils.org

www.circle-time.co.uk

www.unicef.org.uk

www.careinthesun.org

www.nicurriculum.org.uk

www.bhf.org.uk

www.niccy.org

www.ulstercancer.org

www.wiredforhealth.gov.uk

www.trocaire.org

www.creni.org

Appendix one

School programmes and activities that contribute to PDMU in Greenhaw PS

| PDMU Theme | Examples |
|-------------------------------------|---|
| Self- awareness | PATHS programme Child/pupil of the day PATHS compliment sheets Star of the week Assemblies PATHS Pals Education plans Presentations evenings |
| Feelings and emotions | PATHS programme PATHS compliment sheets Class charters School charter Playground charter Canteen charter Circle time Assemblies Curriculum planning/evaluations |
| Learning to learn | PATHS programme Home school contracts e.g. homework diaries School website Texting service Information/induction evenings Parental involvement programmes Setting individual targets Setting class targets Learning styles Curriculum planning and evaluations Extra- curricular activities and extended school's activities Links with further and higher education Industry links Pushkin prize events |
| Health, growth and change Safety | PATHS programme Healthy breaks and lunches Healthy eating policy Road safety calendar Walk to school week External sports coaches |

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|--|--|
| | <p>Internet safety sessions</p> <p>NSPCC Keeping safe programme</p> |
| Relationships | <p>PATHS Pals</p> <p>Assemblies</p> <p>Class council meetings</p> <p>School council meetings</p> <p>Extra -curricular activities</p> <p>Speakers/visitors from outside agencies</p> <p>Circle time</p> <p>Parental involvement programmes</p> <p>Links with further and higher education</p> <p>Fast works programme</p> |
| Rules, rights and responsibilities | <p>PATHS programme</p> <p>Class council meetings</p> <p>School council meetings</p> <p>Eco- team</p> <p>Steering group</p> <p>Digital leaders</p> <p>Rights respecting school (Gold level)</p> <p>Human rights education and global learning programme initiatives</p> |
| Managing conflict | <p>PATHS programme</p> <p>PATHS pals</p> <p>Circle time</p> <p>Anti- bullying week</p> <p>Buddy bench</p> |
| Similarities and differences | <p>CRED policy</p> <p>Speakers/visitors from charities and developing countries</p> <p>Workshops from Derry and Strabane district council e.g. celebrating diversity, Chinese new year etc.</p> <p>Shared education programme</p> <p>Rights respecting schools work</p> <p>Schools' charity involvement (UNICEF, Trocaire, Barnardos, Children in Crossfire)</p> |
| Learning to live as members of the community | <p>PATHS programme</p> <p>Eco schools</p> <p>Charity support</p> <p>Community choir events</p> <p>Outings and educational visits</p> |