

# Personal Development

Key Stage 3 Non Statutory Guidance  
for Personal Development

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# Overview

Personal Development is a statutory requirement within Learning for Life and Work. This guidance aims to:

- explore the concept of Personal Development and explain why it is important in the education of young people;
- consider the content and delivery of Personal Development and its links with other general learning areas in the curriculum;
- assist coordinators and teachers in planning, implementing and delivering Personal Development in their school.

This document complements the whole school guidance provided for Learning for Life and Work and encompasses previous guidance published for Personal, Social and Health Education (CCEA, 1999) and Relationships and Sexuality Education (CCEA 2001).

# What is Personal Development?

Personal Development is a process that involves the entire world of the young person.

We describe Personal Development as:

‘Encouraging each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.’

Your school can play a significant part in helping pupils to cope with the challenges of everyday living and helping them in their development toward adulthood.

Personal Development is concerned with:

- knowledge;
- attitudes;
- skills;
- relationships;
- behaviour that can be utilised in and outside the classroom;
- Thinking Skills and Personal Capabilities;
- emotional awareness;
- values; and
- life skills.

Personal Development is based on the following key concepts:

- **Self awareness** which provides opportunities to consider the importance of self confidence and self esteem to physical and emotional/mental health; Pupils have an opportunity to explore their sense of self and their personal morals, values and beliefs. They investigate influences on self and others and develop skills to improve their own learning;
- **Personal health** which provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health; Pupils have the opportunity to explore the concept of holistic health and the range of influences that can have both a positive and negative impact on all aspects of their health, including legal and illegal substances, accidents and all aspects of personal safety;

- **Relationships** which provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health; Pupils have the opportunity to explore the qualities of relationships including friendships, and loving, respectful relationships. They examine ways to cope with challenging relationships and conflict situations and explore the implications of sexual maturation and early sexual activity.

Personal Development is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person. This entails the acquisition of key concepts and skills and the promotion of values and dispositions.

## Aim and Objectives of Personal Development

The general aim of any Personal Development programme will be to develop a set of interrelated concepts, skills, attitudes and values which will promote the all-round development of the pupil. This aim may be translated into the following set of objectives which are a central focus for Personal Development:

- the empowerment pupils to become effective and independent learners;
- the promotion of critical and analytic reflection on key concepts such as identity and self-awareness, self-esteem, friendship, relationships, feelings and emotions, parenthood, and community;
- the acquisition of skills such as inter and intra-personal skills, emotional management skills, study skills, practical skills (for example, first aid), and key skills such as Communication, Using ICT and Using Mathematics;
- the promotion of core values, attitudes and dispositions such as:
  - developing a sense of integrity and community spirit;
  - articulate personal attitudes and values;
  - take personal responsibility for their own actions;
  - understand the long and short term consequences of their actions for themselves and others;
  - encouraging self belief, optimism and pragmatism;
  - promote tolerance, respect and a concern for others;
  - developing commitment, determination and resourcefulness;
  - being resilient and flexible.

## Opportunities to Develop Thinking Skills and Personal Capabilities through Personal Development

Thinking Skills and Personal Capabilities are an intrinsic part of Learning for Life and Work. Personal Development provides an ideal vehicle through which these skills can be acquired and developed. The ability to think both critically and creatively and to develop personal and interpersonal skills and dispositions are essential to operating effectively in a changing world.

As with the other strands of Learning for Life and Work, the Thinking Skills and Personal Capabilities are incorporated into the Learning Outcomes for Personal Development (see Appendix 1).

## Assessment for Learning within Personal Development

'Assessment for Learning' is an integral part of the learning and teaching process where assessment evidence is actually **used** to modify teaching to meet the needs of pupils and therefore improve learning.

The principles underpinning 'Assessment for Learning' support Personal Development by helping to improve self management, promoting positive and respectful relationships between pupils and their teachers and creating a positive emotional environment that enhances mental health and well-being.

## What makes this different from the previous Northern Ireland Curriculum?

Personal Development is now a statutory element of the curriculum from the Foundation Stage through to Key Stage 4 (as illustrated in Figure 2 overleaf). As part of Learning for Life and Work at Key Stage 3 and 4, it is now at the core of the Northern Ireland Curriculum and reflected in the curriculum aim and objectives. It encompasses all aspects of health - the social, physical, emotional, cognitive and spiritual.

Personal Development relates to and can integrate with a range of other aspects of school life.

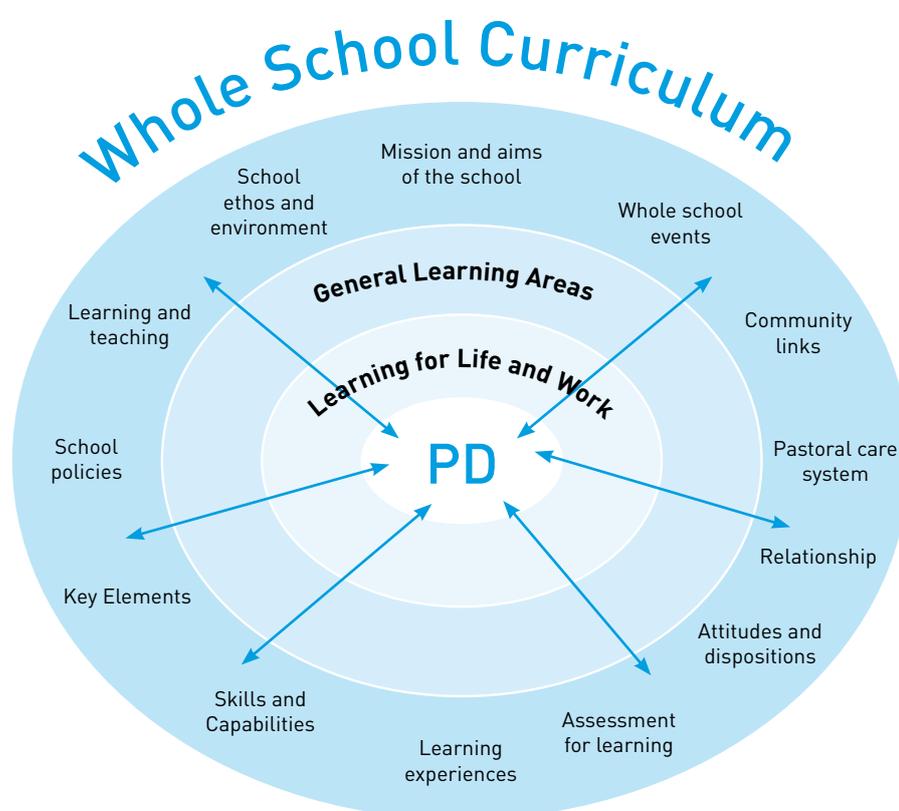


Figure 1: Personal Development within the Whole School

Figure 2: Progression in Personal Developing and Health – Foundation Stage to Key Stage 4

**Personal Understanding and Health**

<b>S T R A N D 1</b>	self awareness feelings and emotions health and safety	self awareness health, growth and change keeping safe	the person I am health, growth and change keeping safe	<b>K E Y C O N C E P T S</b>	Statements of Minimum Requirement
	<b>Mutual Understanding in the Local and Wider Community</b>				
<b>S T R A N D 2</b>	relationships with families relationships with friends relationships in school and the community	relationships with family and friends relationships at school relationships in the community	relationships with family, friends and at school relationships in the community relationships with the wider world	self awareness personal health relationships	Key Stage 3
	Foundation			Key Stage 4	

## Infusing Personal Development throughout the Curriculum

All Areas of Learning within the Northern Ireland Curriculum can make a significant contribution to Personal Development through the Key Elements - personal understanding, mutual understanding, personal health, moral character, and spiritual awareness.

Schools can decide to audit their Personal Development provision on a number of levels including:

- discrete provision of Personal Development due to existing work or involvement in pilot initiatives;
- relevant work within subjects;
- whole school events and activities;
- work involving agencies/events in the community.

The templates shown in Appendix 2 might provide a useful structure for carrying out an audit of Personal Development provision within your school.

## Progression Beyond Key Stage 3

At Key Stage 4, Personal Development is based around the following statutory statements:

Pupils should be enabled to:

- develop an understanding of how to maximise and sustain their own health and well-being;
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences;
- recognise, assess and manage risk in a range of real-life contexts;
- develop their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- develop an understanding of the roles and responsibilities of parenting;
- develop further their competence as discerning consumers in preparation for independent living.

Further detail on Key Stage 4 provision can be found in the forthcoming Personal Development guidance for Key Stage 4 (CCEA, 2007a).

# Planning, Implementing and Delivering Personal Development

## Issues to Consider:

### Creating the Right Environment

#### – The Role of the Teacher

Fundamentally, the role of the teacher is to encourage and develop the emotional intelligence of their pupils. Teachers who display a passion and enthusiasm for the subject, and allow pupils to feel understood and reassured during more challenging sessions encourage the best participation from their pupils. Teachers who regularly use active teaching and learning strategies to create an emotionally safe environment will be able to maximise the outcomes from their lessons (see Table 1 overleaf).

Teachers' high expectations can structure and guide behaviour, and can also challenge pupils beyond what they believe they can do. It is important that expectations are both high and realistic in order to be an effective motivator.

Teachers can help pupils to recognise and build on their individual strengths, providing them with the confidence to express their opinions and views, make informed choices, problem solve and work with others. They can treat pupils as responsible individuals, allowing them to participate in all aspects of school life.

#### – Caring and Respectful Relationships

Core to Personal Development and building resilience in pupils is a trusting relationship, even with just one adult. What seems to matter most in building these connections is that schools foster an atmosphere in which pupils feel fairly treated, feel safe both physically and emotionally, feel close to others and feel part of the school (Sipler, 2006). It has been recognised that caring environments are an essential foundation for effective learning. Young people will work harder and respond positively to people who care about them and that they can trust.

#### – Setting Clear and Consistent Boundaries

Developing and consistently implementing school policies and procedures clarifies expectation of behaviour both inside and outside of the classroom. When expectations are clearly written, communicated and coupled with appropriate consequences that are consistently enforced, pupils have the opportunity to manage their behaviour in a secure environment.

**Table 1: Skills and Qualities for Teaching Personal Development**

Core teacher behaviours...	...which require qualities of...	...which could enable teachers to...	...producing pupil outcomes...
<ul style="list-style-type: none"> <li>• Do not take pupil behaviour personally</li> <li>• Display passion and enthusiasm</li> <li>• Have clear and consistent boundaries</li> </ul>	<p>EMPATHY</p> <p>SUPPORT</p> <p>SPONTANEITY</p> <p>TRUST</p> <p>RESPECT</p>	<ul style="list-style-type: none"> <li>• Relate to pupils and consult them, finding out their views and try to accommodate their needs.</li> <li>• Be non-judgmental. Listen, validate feelings, and demonstrate kindness, compassion and respect.</li> <li>• Be an ally, a confidante, humorous and genuinely interested in pupils and a source of affirmation.</li> <li>• Use active teaching strategies, focusing on experiential learning.</li> <li>• Place a high premium on the PROCESS of the lesson and spontaneity; not just on well-prepared, prescribed content.</li> <li>• Have realistic but high expectations. Understand when pupils are doing the best they can.</li> </ul>	<ul style="list-style-type: none"> <li>... Pupils feel fairly treated as responsible individuals...</li> <li>... Pupils feel understood and reassured during challenging sessions...</li> <li>... Pupils build resilience through a trusting relationship...</li> <li>... Pupils have the confidence to express their opinions and views, make informed choices, problem solve and work with others...</li> <li>... Pupils are able to explore issues that are challenging and develop a better understanding of how their own internal processes affect their feelings and behaviour...</li> <li>... Pupils are able to recognize and build on their own strengths.</li> </ul>

– Non-Judgemental Attitudes

Teachers can convey caring support to pupils by listening to them and validating their feelings, and by demonstrating kindness, compassion and respect. The benefits gained by not judging pupils, understanding when they are doing the best that they can, and not taking pupil's behaviour personally all contribute to the development of a productive environment for Personal Development.

– Active and Participatory Strategies

Teachers should be encouraged to adopt a range of teaching strategies related to active learning and the development of life skills. This is an approach which emphasises group and collaborative strategies, maximising opportunities for pupil control, decision-making and problem-solving. Its main focus is on experiential learning. Additional details on can be found in the booklet *Active Learning and Teaching Methods for Key Stage 3* on the Northern Ireland Curriculum website at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

– The Emotional Dimension

Personal Development issues may involve personal conflict and heightened emotions. Pupils, through this subject will have opportunities to learn how to identify, understand and manage their emotions and the emotions of others. Through carefully managed lessons, pupils will be able to explore issues that are challenging when discussed in an open forum and develop better understanding of how their own internal processes affect their feelings and behaviour.

## Best Practice in Schools

A range of management and teacher qualities were identified (Leitch *et al*, 2005) which, if combined with a variety of teaching strategies, would potentially lead to effective delivery of Personal Development.

Best practice in teaching qualities and strategies were typified by:

1. a genuine commitment on the part of all teachers to the importance and value of Personal Development principles and practices;
2. teachers' ability to relate to pupils and to consult with them, finding out their views and trying to accommodate age-specific needs;
3. teachers who place a high premium on the process of the lesson and spontaneity; not just on well-prepared, prescribed content;
4. teachers who are perceived by pupils as open, an ally, a confidante, humorous, genuinely interested in them and as a source of affirmation;
5. schools where special efforts are made to help boys to engage with Personal Development in a meaningful way which helps them to move beyond the stereotypical male defensiveness/veneer of coping well with life situations;
6. external personnel who reinforce the views of principals, co-ordinators, teachers and pupils in terms of the importance of management, teaching qualities and effective strategies in the delivery of Personal Development.

# Exemplar Personal Development Programme: Insync

## Context for the Exemplar Programme

The exemplar programme 'Insync' has been developed to help schools interpret the statutory statements of requirement for Personal Development, including those relating to relationships and sexuality education. It offers a process for Personal Development that is both holistic and flexible in order to facilitate discrete delivery and more integrated approaches as part of a connected learning framework.

Details of the Insync programme can be found on the Northern Ireland Curriculum website at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

## How to Use the Resource

The exemplar Personal Development programme is not a prescribed programme of study. It should be used by schools to support and develop their current provision, identify areas that have not been addressed sufficiently, and to provide a framework from which to build a whole school approach to Personal Development as part of Learning for Life and Work.

The Insync programme has been developed around ten themes which reflect the development of the whole person and address the statutory requirements for Personal Development.

The ten themes in the Insync programme are:

1. Health and the Whole Person
2. Feelings and Emotions
3. Managing Influences and Making Decisions
4. Self Concept
5. Managing Change
6. Morals, Values and Beliefs
7. Learning about Learning
8. Safety and Managing Risk
9. Relationships and Sexuality
10. Drugs Awareness

The Insync programme is mapped to the key concepts and statutory requirements for Personal Development at Key Stage 3. The conceptual themes within Insync are broken down into sub-themes and provide a selection of teaching activities from which lesson materials can be developed.

You can decide the order in which to explore these themes, but it is recommended that 'Health and the Whole Person' is delivered early in the programme.

The Insync programme is part of an overall package of guidance and support that will be available to schools to support the implementation of the statutory requirements for Personal Development.

Additional resource and support materials include:

- INSET and Continuing Professional Development units which include specific units for the Implementation of Personal Development;
- Thematic Units showing how elements of Personal Development can be supported and delivered in the context of general learning areas. Those units written for Personal Development can be used as stand alone units of work and will be another available resource to schools;
- Bespoke textbooks being developed by commercial publishers, which are in line with the Northern Ireland Curriculum.

In addition, you are encouraged to use:

- existing resources already being used to deliver Personal Development programmes in schools. Much of this material can continue to be used or amended and supplemented to create a more holistic approach to Personal Development;
- external organisations whose work is related to aspects of Personal Development. **Schools should ensure that the information provided by external organisations reflects the school's ethos and values;**
- other school initiatives that will in part help support the Personal Development of their pupils and staff eg *Health Promoting Schools* initiative, peer mentoring, counselling etc. These initiatives should be taken into consideration during any audit of provision.

# Providing for Relationships and Sexuality Education (RSE)

## Background

In 2001, schools were provided with specific guidance on the implementation of Relationships and Sexuality Education in Post Primary schools, accompanied by the DENI Circular 2001/15. Relationships and Sexuality Education at that stage was included on a statutory basis within the Northern Ireland Curriculum through the science programme of study and the health education cross curricular theme.

In the Northern Ireland Curriculum, Relationships and Sexuality Education is now a statutory component of both Personal Development and Home Economics. The following issues should be considered when planning your Personal Development provision to include Relationships and Sexuality Education.

As with other issues addressed through Personal Development, Relationships and Sexuality Education should be delivered in line with the values and ethos of the school.

## Specific issues involving Relationships and Sexuality Education

### 1. Promoting Equal Opportunities

The provision of Relationships and Sexuality Education is an equal opportunities issue. All pupils have a right to an education which adequately prepares them for adult life, and good Relationships and Sexuality Education plays an integral part.

### 2. Age Appropriate Information

Many young people are maturing earlier. It is therefore important that young people are provided with appropriate factual information and have opportunities to discuss their feelings and concerns. Relationships and Sexuality Education should help pupils to be better able to manage the emotional and physical changes at puberty.

### 3. Coping with Life's Challenges

Parents tend to allow young people increased independence during their years at post-primary school and greater freedom to participate in a wider range of social activities. This stage of development may also be marked by the first significant experiences of sexual attraction, by boyfriend/girlfriend relationships and by the experience of falling in and out of love. There is greater freedom, increased responsibility, and exposure to a bewildering variety of messages about sexuality and gender issues. The age at which young people first become sexually active is decreasing - this issue also needs to be addressed within an agreed moral and values framework. Relationships and Sexuality Education can help young people deal with these challenges. It should also provide opportunities for young people to critically evaluate the wide range of information, opinions, attitudes and values with which they are bombarded.

## **4. Sexuality and Sexual Health**

Our sexuality is a central and significant part of who we are and how we see ourselves in relation to others. It is part of our overall health and contributes to our physical, mental, emotional and spiritual well-being. Relationships and Sexuality Education can help to promote a positive view of sexuality and sexual health by helping young people to feel good about themselves, to respect others and to be able to make safe, responsible and satisfying relationships.

## **5. Supporting Communication**

Many pupils cannot or are unwilling to talk to their parents about growing up and about sexual matters. Schools can offer information and provide opportunities to consider feelings and concerns within a secure environment.

## **6. Challenging Inappropriate and Unwanted Attention**

While it is recognised that some pupils will have experienced sexual abuse, this is not a reason for avoiding education about relationships and sexuality. Indeed it makes it more essential. Effective teaching enables pupils to challenge inappropriate and unwanted attention from others.

## **7. Teen Pregnancy and Sexually Transmitted Infections**

Northern Ireland has one of the highest teenage pregnancy rates in Europe, with approximately 650 babies born each year to young women under 20 years. The incidence of sexually transmitted infections (STIs) continues to rise. The most common sexually transmitted infections diagnosed in Genito Urinary Medicine clinics are chlamydia and genital warts both of which, if untreated, can lead to long-term health problems. Teaching about safer sex remains one of the key strategies in combating the spread of sexually transmitted infections in general and of HIV in particular.

## **8. Boys and Young Men**

Health, education and social services professionals have also identified that the current provision may not address sufficiently the experiences and concerns of boys and young men. It is vital that a Relationships and Sexuality Education section of a Personal Development programme is provided for and made relevant to the identified needs of boys and young men.

## Involving Parents

The home exerts a major influence on all aspects of a young person's life, and especially so in the domain of relationships and sexuality. Many parents welcome the teaching of Relationships and Sexuality Education in schools. They are critical of the sex education they received and are keen that their children are better prepared. Frequently parents are unable or are too embarrassed to talk to their children about puberty and sex-related issues. Some parents are unsure about the facts and worry about telling their child the wrong thing at the wrong time. There are also many unhelpful and confusing messages which young people receive from their peers and from television, videos, newspapers and magazines. Schools can provide opportunities for pupils to consider these messages and ensure they receive accurate information.

There are many ways in which the activities provided in the Relationships and Sexuality Education programme can complement and be supportive of the role of parents.

A variety of approaches are suggested to involve, consult and inform parents about the Relationships and Sexuality Education programmes. It is suggested that schools provide information about the health-related topics covered during each key stage and itemise what is covered with each year group. Where sensitive issues are being addressed, it is good practice to inform parents about the content to be covered and the activities which pupils will undertake. In some schools, parents are invited to the school to review the materials to be used with the pupils. Other schools supply information leaflets for parents, so that they can discuss any issues which pupils might raise.

## The Rights and Responsibilities of Parents

Parents of pupils in grant-aided schools have a right to have their children educated in accordance with their (the parents) wishes, in so far as this is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure. There is no statutory parental right to withdraw a child from classes in Relationships and Sexuality Education. However, schools should try to take account of any parental concerns expressed to them. They should, as far as possible, make alternative arrangements for any pupil whose parent wishes him/her to be excused from particular, or all, Relationships and Sexuality Education classes.

It is therefore important that proper consultation with parents is undertaken, thus minimising the need for any parent to withdraw their child. Consultation should involve:

- discussion of the content of the Relationships and Sexuality Education programme;
- explanation of the issues to be addressed; and
- consideration of the nature of the teaching materials to be used.

In this way parents are provided with the opportunity to express their views about the course content, the morals and values endorsed by the school and the teaching materials to be used.

Although full consultation may have been undertaken, a parent may still request that their child is excused from participating in some or all of the Relationships and Sexuality Education lessons. In this circumstance, the school should discuss the nature of the parent's concerns, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupil in terms of the parts of the statutory requirements which will be missed. The social and emotional effects of exclusion should be considered as well as the likelihood that pupils will discuss the content of Relationships and Sexuality Education lessons outside the classroom. The parents' wishes should, however, be respected.

## The Role of the ELB Curriculum Advisory Support Service (CASS)

The role of the Curriculum Advisory Support Service of the Education and Library Boards is to help train and support teachers in all curriculum aspects of their jobs. They provide in-service training both at out-centres and in schools as well as advice on current resources, and support materials. They are available to advice on specific curricular areas for which they have responsibility.

## The Role of Diocesan Advisers in Catholic Schools

The role of the Diocesan Adviser in maintained schools is to support, through in-service training and school visits, the on-going development of Religious Education Programmes. Diocesan Advisers liaise with other educational partners and agencies to ensure the on-going evaluation of Religious Education programmes in Catholic schools. Their vision is to encourage, support and affirm the implementation and enrichment of the Catholic faith through the teaching of Religious Education in Catholic schools.

## The Role of the School Health Team

The school health team comprises the school doctor, school nurse and health visitor. It is ideally placed to form strong links with a wide range of professionals both within and outside the health service.

## Providing Advice to Young People Under 17 Years

As part of the curriculum, teachers can provide general information to all pupils about a range of issues including; the types of contraception and the risks to health, advice on smoking, gambling, alcohol etc. They can provide all pupils with information about where, and from whom, they can receive confidential advice, treatment and support. Personal medical advice must not be given to individual pupils. Teachers must advise pupils to seek advice from parents, the school health team or medical practitioners. See DENI Circular 2010/01 which highlights that schools should be aware that, with effect from 2 February 2009, The Sexual Offences (Northern Ireland) Order 2008, lowered the age of consent in Northern Ireland from 17 to 16.

## Sexual Identity and Sexual Orientation

The issue of sexual orientation should be handled by schools in a sensitive, non-confrontational and reassuring way. See DENI Circular 2010/01 whose purpose is to make schools aware of guidance produced by the Equality Commission on Eliminating Sexual Orientation Discrimination in Northern Ireland. All students/pupils have the right to learn in a safe environment, to be treated with respect and dignity and not to be treated any less favourably on grounds of their actual or perceived sexual orientation. This guidance, which relates to the Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006, can be accessed at [www.equalityni.org/archive/pdf/SOEducationguide1\(1\).pdf](http://www.equalityni.org/archive/pdf/SOEducationguide1(1).pdf). In developing or reviewing their RSE policy, schools should take account of the Equality Commission's guidance.

## HIV/AIDS and Sexually Transmitted Infections (STIs)

The publicity in public health campaigns and media attention has ensured that most post-primary pupils have some knowledge about HIV/AIDS. However, pupils need to know that HIV/AIDS could affect them and not just drug users or gay men.

They should be provided with information about the most common Sexually Transmitted Infections the difference between HIV and AIDS, modes of transmission, practical hygiene and risky behaviours. Only those who are sexually active are potentially at risk from getting HIV/AIDS and sexually transmitted infections.

## Sexual Abuse

Increasing public concern about the widespread occurrence and long-term damaging effects of sexual abuse has been expressed in recent years. For teachers there are two dimensions, namely:

- teaching for protection, through the promotion of self-esteem, the skills of assertiveness, lack of guilt or embarrassment about sexual matters and the skills of self-expression including appropriate language and understanding;
- recognising signs of abuse, physical, emotional and social.

The class teacher or form tutor has a significant part to play in the early detection of abuse. It is essential that correct procedures are followed as outlined in the Department of Education Circular 1999/10 *Pastoral Care in Schools: Child Protection*.

In summary these are:

- school-based staff should immediately inform the designated teacher;
- the designated staff must inform/consult with social services and/or the police;
- no teacher should take on the role of investigator, this is the responsibility of social services and the police;
- teachers should give the pupil time to talk without probing, record exactly what the pupil says and not promise to keep secrets.

Teachers who can deliver Relationships and Sexuality Education with ease and comfort may demonstrate to young people that they are adults who can be confided in. However, they must make explicit statutory provision regarding disclosure of abuse.

## Confidentiality in the Classroom

The child's right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that no one will be expected to ask or answer any personal questions. It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life. However:

- Teachers should not promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported, as appropriate, to his or her parents and/or the principal. Both pupils and parents should be informed that confidentiality cannot be maintained;
- The principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the Department of Education's booklet *Pastoral Care in Schools: Child Protection* (Circular 1999/10);
- Teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents;
- There will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents to see how they would like the matter to be handled. Teacher colleagues or a member of the Personal Development team might also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents;
- Teachers should remember that since they are not medical professionals they should not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils.

It is important that all teachers, not only those directly involved in the provision of Relationships and Sexuality Education, are aware of their responsibilities regarding confidentiality. Parents should also be made aware of the confidentiality issues. The first concern of parents is likely to be for the safety and well-being of their children. It is important, if pupils cannot talk or do not wish to talk to their parents, that they have access to support from sympathetic teachers at school.

## The Use of the Expertise of Agencies and Individuals

Schools may wish to make use of the expertise and skills of education and health professionals from statutory or voluntary organisations or of individuals from the local community. The activities which the agency or individual is to undertake should complement the ongoing Personal Development curriculum. Pupils should be prepared for the visit, a suitable room should be allocated, the session should be uninterrupted and follow-up activities should be undertaken by the class teacher.

While many agencies and individuals are professional in their approach, teachers may find it useful to ask some or all of the following list of questions, which is reproduced with the kind permission of the Health Promotion Agency for Northern Ireland. Similar questions should be asked in relation to pupil visits outside school.

***Does the agency/individual have a specified Child Protection Policy?***

If so, ask to see a copy and, if necessary, question any points that are unclear or are not in accordance with recognised good practice.

***How will the issue of confidentiality be dealt with?***

The school will wish to ensure that the representative from the agency or other individual is clear that confidentiality cannot be maintained. The principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.

***Are resources such as videos/tapes/role plays appropriate?***

A member of the school staff should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.

***Has the agency/individual worked with any other schools?***

A simple and effective way of checking the ability of any agencies or individuals is to contact schools that have used them in the past. If this is done, the person making contact should specifically ask if there are any reasons why the agency or individual should not work with their pupils. Schools contacted in this way should voice any concerns they may have. Officers of the local Education and Library Board, the local Diocesan Office and members of the local area Child Protection Committee will also offer guidance on this matter.

***Does the agency/individual have a clear set of aims and objectives as well as lesson plans?***

Schools should ask to see these and question any items they may think are inappropriate or at odds with the school's ethos and policies. They should also enquire about the overall mission statement of the agency.

***Has the agency/individual read any relevant school policies and are they prepared to adhere to them (especially the ethos, morals and values of the school)?***

***Do parents know that an agency/individual is being used by the school?***

Contacting parents and explaining the type of activities which are taking place will ensure that parents have the opportunity to raise any objections prior to the event. It has the added effect of letting parents know what is going on.

***Will teachers be present?***

Teachers should always be present when a representative from an agency or other individual is taking a session with a class.

***Will the input by the agency or individual be monitored?***

After the session, the teacher should discuss the positive aspects and any difficulties which arose with the agency representative or individual. Any issues or concerns about the session should also be raised.

***Will the pupils be asked how the session/class with the agency/individual went?***

The teacher should check that pupils are not uncomfortable or unhappy with the topics being dealt with, and the methodologies used.

***Can the school terminate the work of the agency or individual if the classes or sessions are deemed inappropriate?***

It should be made clear to agencies or individuals that the school may end any input if the school thinks it is appropriate to do so. This should be a reciprocal agreement.

***Are evaluations carried out by the agency/individual and if so will the school have access to them?***

The school may wish to see what impact the agency or individual has had, especially if there is a financial arrangement. The school may wish to measure the effectiveness of any such programme along with its own evaluations.

## References

CCEA (1999) *Guidance on the Content of Personal and Social Education at Key Stage 3 and 4*, Belfast, CCEA

CCEA (2001) *Guidance for Post-Primary Schools. Relationships and Sexuality Education*, Belfast, CCEA

CCEA (2004) *Drugs: guidance for schools in Northern Ireland*, Belfast, CCEA

CCEA (2007a, forthcoming) *Personal Development at Key Stage 4. A Guide for Teachers and Coordinators*, Belfast, CCEA

CCEA (2007b) *Learning for Life and Work for Key Stage*, Belfast, CCEA

CCEA (2007c) *Personal Development at Key Stage 3. Guidance for Principals, Senior Managers and Governors*, Belfast, CCEA.

DENI (1999) *Pastoral Care in Schools: Child Protection*, Bangor, DENI

DENI (2001) *Pastoral care in Schools: Promoting Positive Behaviour*, Bangor, DENI

Leitch, R., Mitchell, S., Kilpatrick, R. (2005) *A Study into Current Practice and Potential models for the Effective Teaching of Personal Development at Key Stage 3 in the Northern Ireland Curriculum*, Bangor, DENI

Sipler, E. (2006) *The Power of Teachers in a Young Person's World. The rationale for teaching Personal Development in Post Primary schools in Northern Ireland*, Belfast, CCEA

## Other Useful Information

### Related documentation available in conjunction with this guidance:

DENI (1999) *Pastoral Care in Schools: Child Protection*, Bangor, DENI

DENI (2001) *Pastoral care in Schools: Promoting Positive Behaviour*, Bangor, DENI

CCEA (2004) *Drugs: guidance for schools in Northern Ireland*, Belfast, CCEA

CCEA (2007) *Learning for Life and Work for Key Stage*, Belfast, CCEA

CCEA (2007) *Personal Development at Key Stage 3. Guidance for Principals, Senior Managers and Governors*, Belfast, CCEA.

### Research Background:

Sipler, E. (2006) *The Power of Teachers in a Young Person's World. The rationale for teaching Personal Development in Post Primary schools in Northern Ireland*, Belfast, CCEA

Lange, A.A. (2006) *A review of school-based evidence for the efficacy of teaching Personal Development in post-primary schools*, Belfast, CCEA

Leitch, R., Mitchell, S., Kilpatrick, R. (2005) *A Study into Current Practice and Potential models for the Effective Teaching of Personal Development at Key Stage 3 in the Northern Ireland Curriculum*, Bangor, DENI



# Appendices

## Appendix 1

### Learning for Life and Work Area: Personal Development Strand

The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional guidance appears in plain text. All examples are in italics. All of the illustrations offered aim to relate this strand to Life and Work contexts.

<b>Key Concept - Self Awareness</b> Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.	<b>Key Concept - Personal Health</b> Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	<b>Key Concept - Relationships</b> Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.
<p><b>Pupils should have opportunities to:</b></p> <p><b>Explore and express a sense of self</b>, for example, <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.</i></p> <p><b>Explore personal morals, values and beliefs</b>, for example, <i>the origin of personal values, developing a moral framework, personal integrity, etc.</i></p> <p><b>Investigate the influences on a young person</b>, for example, <i>peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</i></p> <p><b>Explore the different ways to develop self-esteem</b>, for example, <i>enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</i></p> <p><b>Develop skills and strategies to improve own learning</b>, for example, <i>self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Explore the concept of Health as the development of a whole person</b>, for example, <i>defining what makes up a whole person; the need to develop his/her physical, mental, social, moral, cognitive self, etc.</i></p> <p><b>Investigate the influences on physical and emotional /mental personal health</b>, for example, <i>immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life/work balance, etc.</i></p> <p><b>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour</b>, for example, <i>puberty, body image, mood swings, etc.</i></p> <p><b>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse</b>, for example, <i>effects on behaviour, physical and mental health, life and work changes, etc.</i></p> <p><b>Develop preventative strategies in relation to accidents in the home, school and on the road</b>, for example, <i>safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns and fire; knowing emergency first aid, etc.</i></p> <p><b>Develop strategies to promote personal safety</b>, for example, <i>responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p><b>Explore the qualities of relationships including friendship</b>, for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> <p><b>Explore the qualities of a loving, respectful relationship</b>, for example, <i>how choices within a relationship affect both physical and emotional development, friendships, etc.</i></p> <p><b>Develop coping strategies to deal with challenging relationship scenarios</b>, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</i></p> <p><b>Develop strategies to avoid and resolve conflict</b>, for example, <i>active listening, assertiveness, negotiation, mediation, etc.</i></p> <p><b>Explore the implications of sexual maturation</b>, for example, <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.</i></p> <p><b>Explore the emotional, social and moral implications of early sexual activity</b>, for example, <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Personal Development.</p> <p><b>Pupils should be able to:</b></p>	<ul style="list-style-type: none"> <li>• develop an awareness of emergency first aid procedures;</li> <li>• research and manage information effectively to investigate Personal Development issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>• communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the Key Stage, all of the statutory aspects highlighted in BOLD (including each of the Key Elements) are met.

## Appendix 2

# Personal Development Audit Template (sample)

Schools can choose to audit provision at different levels, for example at the whole school/activity level, through other subject areas, by discrete provision or using agencies/ community support.

Below is a worked example for provision at the whole school level.

Period	Focus for Learning (topic/theme/ skills/knowledge)	Learning Outcomes (Thinking skills and Personal Capabilities)	Learning Experiences	How does this meet the requirements of the Northern Ireland Curriculum?	Depth of Cover: 1 = limited 3 = some 5 = fully	Supporting evidence
September to October	<b>Whole-school event</b> on drugs awareness	<ul style="list-style-type: none"> <li>Learn from and value others' ideas</li> <li>Research and manage information effectively</li> <li>Think critically and be flexible</li> <li>Communicate effectively</li> </ul>	<p>Drugs Prevention talk from guest speaker</p> <p>Complete project on types of drugs</p> <p>Consider the influences on individual and group behaviours</p> <p>Present project work to peers</p>	<p><b>Personal Health:</b> <i>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.</i></p> <p><b>Self Awareness:</b> <i>Explore personal morals, values and beliefs, Investigate the influences on a young person</i></p>	4	<ul style="list-style-type: none"> <li>Pupils use information from talk and additional sources to produce a project on a drug of their choice and present it to the class.</li> <li>Class debate on the legal status of cannabis.</li> <li>Pupils discuss and suggest why young people use drugs.</li> </ul>

## Appendix 3

# Blank template for auditing Personal Development provision

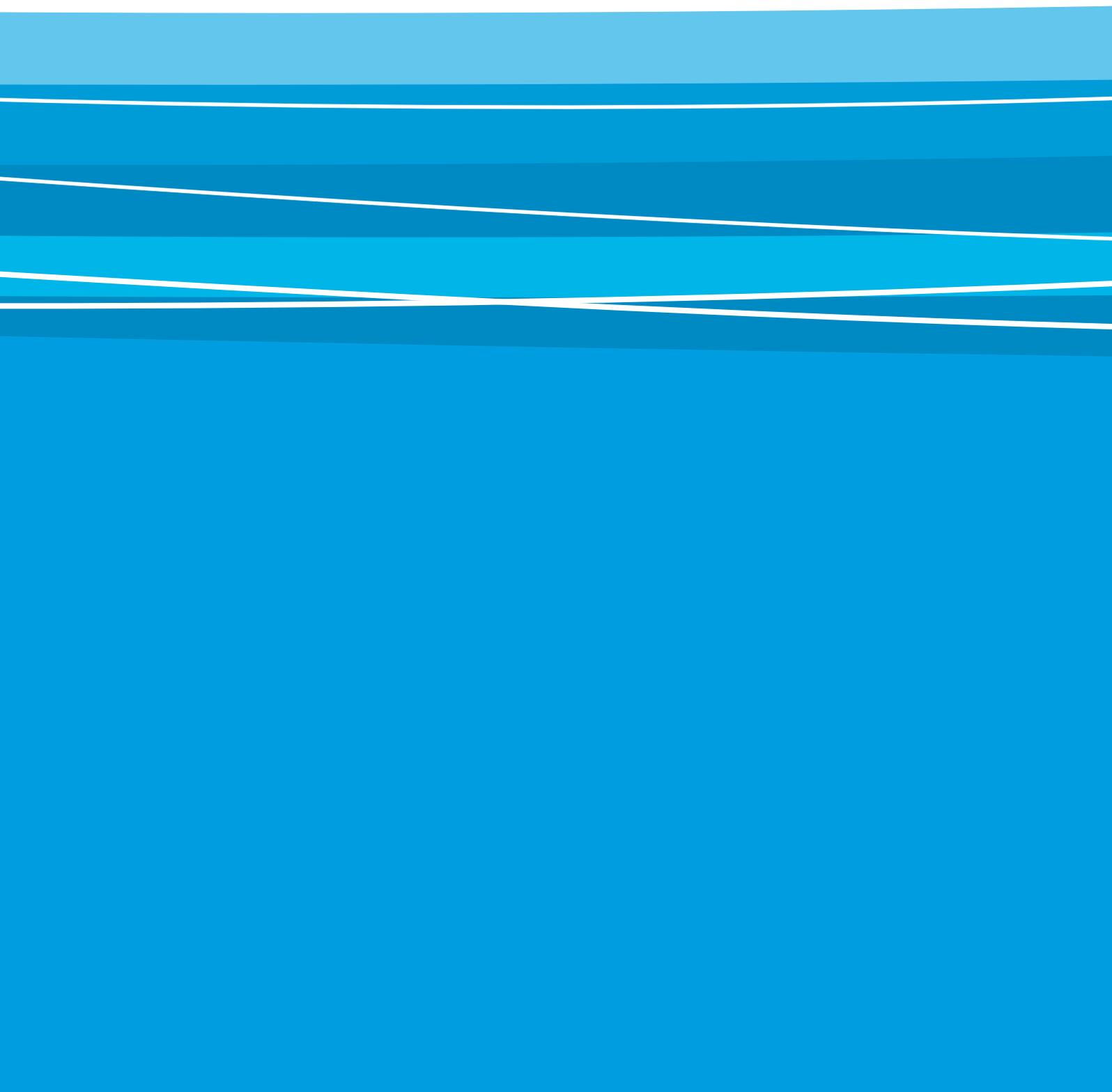
Supporting evidence	
Depth of Cover: 1 = limited 3 = some 5 = fully	
How does this meet the requirements of the Northern Ireland Curriculum?	
Learning Experiences	
Learning Outcomes (Thinking skills and Personal Capabilities)	
Focus for Learning (topic/theme/ skills/knowledge)	
Period	

## Learning for Life and Work: Personal Development

The minimum content is set out below. The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional non-statutory guidance and suggestions are set out in plain text and italics.

<p><b>Key Concept - Self Awareness</b> Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.</p>	<p><b>Key Concept - Personal Health</b> Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</p>	<p><b>Key Concept - Relationships</b> Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</p>
<p>Pupils should have opportunities to:</p> <p>Explore and express a sense of self, for example, <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.</i></p> <p>Explore personal morals, values and beliefs, for example, <i>the origin of personal values, developing a moral framework, personal integrity, etc.</i></p> <p>Investigate the influences on a young person, for example, <i>peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</i></p> <p>Explore the different ways to develop self-esteem, for example, <i>enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</i></p> <p>Develop skills and strategies to improve own learning, for example, <i>self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</i></p>	<p>Pupils should have opportunities to:</p> <p>Explore the concept of Health as the development of a whole person, for example, <i>defining what makes up a whole person; the need to develop his/her physical, mental, social, moral, cognitive self, etc.</i></p> <p>Investigate the influences on physical and emotional /mental personal health, for example, <i>immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life/work balance, etc.</i></p> <p>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, <i>puberty, body image, mood swings, etc.</i></p> <p>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse, for example, <i>effects on behaviour, physical and mental health, life and work changes, etc.</i></p> <p>Develop preventative strategies in relation to accidents in the home, school and on the road, for example, <i>safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns and fire; knowing emergency first aid, etc.</i></p> <p>Develop strategies to promote personal safety, for example, <i>responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</i></p>	<p>Pupils should have opportunities to:</p> <p>Explore the qualities of relationships including friendship, for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> <p>Explore the qualities of a loving, respectful relationship, for example, <i>how choices within a relationship affect both physical and emotional development, friendships, etc.</i></p> <p>Develop coping strategies to deal with challenging relationship scenarios, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</i></p> <p>Develop strategies to avoid and resolve conflict, for example, <i>active listening, assertiveness, negotiation, mediation, etc.</i></p> <p>Explore the implications of sexual maturation, for example, <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.</i></p> <p>Explore the emotional, social and moral implications of early sexual activity, for example, <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Personal Development.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>develop an awareness of emergency first aid procedures;</li> <li>research and manage information effectively to investigate Personal Development issues, including Using Mathematics and Using ICT where appropriate;</li> <li>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;</li> <li>demonstrate creativity and initiative when developing ideas and following them through;</li> <li>work effectively with others;</li> <li>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>develop an awareness of emergency first aid procedures;</li> <li>research and manage information effectively to investigate Personal Development issues, including Using Mathematics and Using ICT where appropriate;</li> <li>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;</li> <li>demonstrate creativity and initiative when developing ideas and following them through;</li> <li>work effectively with others;</li> <li>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.



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**COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT** 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG  
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

