



Progression in Personal Development and Mutual Understanding

Key Stage One

Progression in Personal Development & Mutual Understanding (PDMU)

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



**By Sonia O'Neill
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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.

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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 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>

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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>

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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. 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). Contribute to agreeing individual or class success criteria. Contribute to identifying and working towards personal targets. Collect evidence that targets have been met and share successes within the class or school. 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>	

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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):</i> <i>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
<p>Know what to do or whom to seek help from when feeling unsafe.</p>	<p>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.</p>	<p>Being Creative Have experiences with all the senses. Generate as many ideas as possible.</p>	<p><i>Living.Learning.Together. (LLT): Year 3, Yellow Unit and suggested stories/further reading/additional resources.</i></p>
<p>Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.</p>	<p>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?</p>	<p>Working with Others Recognise and respect other people's feelings and ideas.</p>	<p>www.savethechildren.org.uk/en/docs/NI_something_to_say.pdf</p> <p>www.road2safety.org</p> <p>www.doeni.gov.uk</p> <p>'Tales of the Road' at www.dft.gov.uk</p>
<p>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.</p>	<p>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.</p>	<p>Managing Information Use their own and others' ideas to identify, locate and select various sources of information.</p>	<p>'Walk to School' initiative (DOE) <i>Road Safety calendar.</i></p>

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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>

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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.	

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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>

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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.	

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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