



Progression in Personal Development and Mutual Understanding

Key Stage Two

Progression in Personal Development & Mutual Understanding (PDMU)



Progression in Personal Development and Mutual Understanding

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

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

PD&MU places the child at the centre of the curriculum and through engagement in a broad range of *caught and taught* activities seeks to equip and prepare young people for life, work and the challenges of being an adult in an increasingly complex society.

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

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

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

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Theme 1: Self Awareness

Key Stage Two

Strand One: Personal Understanding and Health

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

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

Continued on next page ►

Theme 1: Self Awareness

Key Stage Two

Strand One: Personal Understanding and Health

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

Theme 2: Feelings and Emotions

Key Stage Two

Strand One: Personal Understanding and Health

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

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

Theme 2: Feelings and Emotions

Key Stage Two

Strand One: Personal Understanding and Health

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

Theme 3: Learning to Learn

Key Stage Two

Strand One: Personal Understanding and Health

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

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

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Theme 3: Learning to Learn

Key Stage Two

Strand One: Personal Understanding and Health

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

Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

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

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

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Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

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

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Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

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

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Theme 4: Health, Growth and Change

Key Stage Two

Strand One: Personal Understanding and Health

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

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

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

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Theme 4a: Safety

Key Stage Two

Strand One: Personal Understanding and Health

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

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Theme 4a: Safety

Key Stage Two

Strand One: Personal Understanding and Health

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

Theme 5: Relationships

Key Stage Two

Strand Two: Mutual Understanding in the Local and Wider Community

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

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

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Theme 5: Relationships

Key Stage Two

Strand Two: Mutual Understanding in the Local and Wider Community

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

Theme 6: Rules, Rights and Responsibilities

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

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

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Theme 6: Rules, Rights and Responsibilities

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

Theme 7: Managing Conflict

Key Stage Two

Strand Two: Mutual Understanding in the Local and Wider Community

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

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

Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

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

Continued on next page ►

Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

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Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

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Theme 8: Similarities and Differences

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

Theme 9: Learning to Live as Members of the Community

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

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

Theme 9: Learning to Live as Members of the Community

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

Theme 9: Learning to Live as Members of the Community

Key Stage Two

Strand Two: Mutual Understanding in the
Local and Wider Community

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

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Key Stage 2

Managing Information	Theme
Be able to ask deeper and wider questions to clarify the task, to plan and to set goals.	1 2 4 7
Begin to challenge conventions and assumptions.	5 6 8 8 9 9
Be able to classify, compare and evaluate information, and to select the most appropriate methods for the particular task.	4 4 5 6 9
Develop methods for collating and recording information and monitoring progress on a task.	1 4 9
Have a sense of audience and purpose.	4 4 9

Thinking, Problem-Solving and Decision-Making	Theme
Show the ability to use memory strategies to deepen understanding and comprehension.	4a
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, comparing and contrasting.	9
Make and test predictions, examine evidence and make links between possible causes and effects.	2 4 4 4a 6 7 9
Discriminate between fact and opinion and question the reliability of evidence.	2 5 6 8 9 9
Explain and justify methods, opinions and conclusions.	6
Understand more than one point of view.	2 5 6 8 9
Examine options and weigh up pros and cons.	2 5 5 6 8 9
Try alternative problem-solving solutions and approaches.	4a 4a 5 8
Use different types of questions systematically and with purpose.	4a 8 9

Being Creative	Theme
Pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method.	6 8
See opportunities in mistakes and failures.	1 2 3
Use all the senses to stimulate and contribute to ideas.	8
Experiment with different modes of thinking (e.g., visualisation).	2 3
Learn from and build on own and others' ideas and experiences.	2 2 3 4 5 6 8
Value other people's ideas.	1 2 2 3 3 5 6 8
Experiment with objects and ideas in a playful way.	3 8
Make ideas real by experimenting with different designs, actions and outcomes.	3 4 8 8
Begin to develop their own value judgements about the merits of their work.	3

Thinking Skills & Personal Capabilities mapped to PDMU themes by Key Stage

Working with Others	Theme
Become more independent in their social and interpersonal skills.	2 4 4a 5 8
Show that they can work in different roles in a group and take responsibility for appropriate tasks.	3 4 4a 4a 8 9
Be willing to help others with their learning.	1 8
Understand and learn to respond to feedback.	8
Work with their peers to reach agreements and begin to manage disagreements.	2 5 6 7 8

Self-Management	Theme
Evaluate what they have learned and compare their approaches with others.	3 4
Make links between their learning in different contexts.	3 4 4a 6
Become self-directed by working on their own or with a group.	5 6
Learn ways to manage their own time.	3
Seek help from a variety of sources.	4 4a 5 8
Work towards personal targets identified by themselves, or jointly with the teacher.	3 4
Be more confident in their knowledge of personal strengths and weaknesses.	1 2 3 4 5