

# Personal Development

## Guidance for Key Stage 4

# **Guidance for Coordinators and teachers of Personal Development (PD) at KS4**

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## **Personal Development: Key Stage 4 Guidance**

### **Section 1: Introduction**

From September 2007, Personal Development (PD) as part of Learning for Life and Work (LLW) become a new statutory requirement for the Northern Ireland curriculum for pupils in years 8 and 11.

PD is one of three strands of LLW at KS4.

This guidance has been written to assist PD Coordinators and teachers in planning, implementing and delivering effective PD in their school at KS4. The guidance responds to the requirements of the revised curriculum for Northern Ireland as stated in the Education (Northern Ireland) Order 2006. It defines the concept of PD and emphasises its importance in the education of young people. Consideration is given to content and delivery of PD and its links with other general learning areas in the curriculum. PD Coordinators and teachers should be aware of the KS3 provision for PD, details of which are outlined in the KS3 guidance document for PD.

This document complements the whole school guidance provided for LLW and is supplemented by guidance for Principals, SMT and School Governors.

It provides detailed subject specific information for PD and encompasses previous guidance published by CCEA for PSHE (CCEA, 1999) and Relationships and Sexuality Education (RSE) (CCEA 2001).

### **Related Documentation to be Read in Conjunction with this Guidance**

CCEA (2004) *Drugs: guidance for schools in Northern Ireland*, Belfast, CCEA  
CCEA (2007) *Learning for Life and Work for Key Stage*, Belfast, CCEA  
CCEA (2007) *Personal Development at Key Stage 3. Guidance for Coordinators and Teachers*, Belfast, CCEA  
CCEA (2007) *Personal Development at Key Stage 3. Guidance for Principals, Senior Managers and Governors*, Belfast, CCEA.  
DENI (1999) *Pastoral Care in Schools: Child Protection*, Bangor, DENI  
DENI (2001) *Pastoral care in Schools: Promoting Positive Behaviour*, Bangor, DENI

### **Research background**

PD at key stage 4 is intended to be much more than a replication of the knowledge, skills and understanding that pupils will have gained at key stage 3. During key stage 4 pupils should take increasing responsibility for their own

learning and actively demonstrate the skills and capabilities that they will have already acquired throughout the previous key stages in order to deepen and widen their experiences and understanding of the key concepts of PD.

The key concepts of PD at key stage 3 (Self Awareness, Personal Health and Relationships) are incorporated into the key stage 4 statements. These are supplemented with Home and Family Life and Independent Living, concepts that are explored in the Home Economics strand at Key Stage 3.

One of the aims of the ks4 PD programme is to provide pupils with opportunities to engage with increasingly complex and challenging issues which are relevant to their daily lives. Teachers are encouraged to allow young people more freedom to select the issues which they wish to explore.

### **Research background**

It is important in an ever changing educational climate, that PD should be built on and reflect changes in practice and educational theories. Therefore this guidance is supported by research evidence produced by;

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

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

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

## Section 2: What is Personal Development?

PD may be described as a process which;

*'Encourages each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives; To become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives'(CCEA 2002).*

Taking this description, PD means more than the continuum of life skills. It is a process that involves the entire world of the young person, of which school can play a significant part. Personal development involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values and relationships along with a range of life skills that assist young people in coping with the challenges of every day living. This is inclusive of their present needs and helps them in their development toward adulthood. PD encourages the development and promotion of emotional intelligence in young people.

*"Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships."*(Goleman, 1998).

While schools can play a significant part in the process of the personal development of young people, its endeavours are not in isolation. Factors in each young person's family and community will also be extremely influential.

PD supports the promotion of genuine relationships within the school community and enables young people to:

- work towards achieving their individual potential;
- become confident, interdependent and participative citizens;
- make informed and responsible choices and decisions throughout their lives.

The capacity to do this relies on a strong sense of identity, understanding how to maintain wellbeing, developing autonomy and gaining a sense of life purpose and direction.

The concept of wellbeing encompasses the social, physical, emotional, cognitive, and spiritual dimensions of the individual. It requires learners to have an understanding of these dimensions that contribute to the health of self, others and the community; to understand the complex nature of wellbeing and how each dimension contributes to a 'balanced individual'.

With recent research and compelling findings, it is now clearly evident that one ingredient is necessary for people to develop to their maximum potential - and that is Emotional Intelligence.

Research shows that for jobs of all kinds, emotional intelligence is twice as important as IQ plus technical skills. **Emotional intelligence is more than 85% of what sets star performers from the average.** (Hay Group: Emotional Intelligence Services)

| Personal Development <b>is</b> :  | Personal Development <b>is NOT</b> :   |
|---|--|
| <ul style="list-style-type: none"> <li>• a requirement—it is an integral part of the <b>statutory</b> curriculum;</li> <li>• the responsibility of every member of staff;</li> <li>• something that should be made discrete (along with other the other strands of Learning for Life and Work);</li> <li>• something that should be explored and supported through other subjects, whole school events, school ethos and community and extra curricular activities;</li> <li>• happening in every classroom positively or negatively dependant on the relationships;</li> <li>• providing young people with opportunities to develop as an individual;</li> <li>• a means of developing the skills and capabilities of the revised curriculum;</li> <li>• providing young people with engaging, challenging and meaningful experiences;</li> <li>• part of a lifelong process of learning and personal growth.</li> </ul> | <ul style="list-style-type: none"> <li>• an option;</li> <li>• an add-on;</li> <li>• a one off session from a visiting speaker;</li> <li>• the same thing as form class;</li> <li>• about providing easy right or wrong answers;</li> <li>• something that only happens for one hour a week;</li> <li>• the same thing as Citizenship or employability.</li> </ul> |

At ks3, the PD strand of LLW is based around the three key concepts of:

- **Self awareness** which provides opportunities to consider the importance of self confidence and self esteem to physical and emotional/mental health;
- **Personal health** which provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health;

- **Relationships** which provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health.

*For full details of the PD stand see Appendix 1*

At ks4 the PD stand of LLW is based around six statutory statements which are defined and elaborated in section 5

### **Section 3: Why is PD important?**

Schools can promote healthy behaviours as well as successful learning in young people by creating climates and teaching practices that honour and meet these developmental needs through personal development.

*"A climate which fosters effective learning, both within class and about the school, is at the heart of the education process" (DENI 2001p. 6)" When the ethos is right, pupils place a higher importance on education, learning and positive behaviour."*

*(E. Sipler 2005)*

More than any other institution, with the exception of the family, school has the potential to shape and nurture the skills, well being and potential of our young people in Northern Ireland.

PD is fundamentally about the holistic development of individuals. This involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge.

As PD will be a statutory requirement, how it is delivered in the classroom and within a whole school approach will be critical in its successful implementation.

#### **The evidence base for PD**

Recent research evidence (Leitch et al., 2005) suggests that a PD programme is more likely to be successful under conditions which may include:

- a strong sense of leadership which values the importance of PD;
- an holistic approach, involving the whole school;
- positive relationships between staff and pupils;
- the promotion of a positive school and classroom environment;
- teaching strategies which promote active participation and independent learning amongst pupils;
- the inclusion within the programme of concepts such as, risk and protective factors, life skills, connections and resiliency;
- effective partnerships with outside agencies;

Research (Leitch et al., 2005) has also suggested the following benefits from the delivery of PD programmes in schools including:

- a strong relationship between healthy behaviours and improved learning;
- improved attendance and attitude towards school;

- improved thinking skills and personal capabilities;
- improved health related behaviours.

## **Aim and Objectives of PD**

PD is consistent with the central aims and objectives of the revised curriculum, that is, the development of the whole person. This entails the acquisition of key concepts and skills and the promotion of values and dispositions.

### **Aim:**

The general aim of any Personal Development programme will be to develop a set of interrelated concepts, skills, attitudes and values which will promote the all-round development of the pupil.

### **Objectives:**

The above aim may be translated into the following set of objectives which are a central focus for personal development:

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

## **Section 4: PD infused throughout the curriculum**

PD should to reflect the workings and life of the whole school community. It needs to infuse all school policies and procedures and be at the heart of all school practice both inside and outside of the classroom.

To assist schools in meeting the statutory statements for PD schools may audit their current PD provision to identify curricular areas where it is already being delivered and to highlight possible areas where PD may be further developed. A PD audit may be considered at a number of levels including the following:

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

*See appendix 2 Possible audit template for PD*

## **Progression in Personal Development**

Progression in PD should be planned for. It is important for teachers to establish what prior PD learning has taken place. Provision should be planned to lay a firm foundation for future learning for PD.

In developing a key stage 4 PD programme, teachers should use the key stage 4 statutory statements as a point of reference and address the following key questions:

**What do we want our pupils to:**

- *be?*
- *know?*
- *do?*

**What do we want our pupils to be?**

In answering this question, teachers should focus on establishing a vision for their pupils as individuals. Teachers may wish to engage in discussing the values, attitudes and dispositions that their pupils may need to develop to become fully functioning individuals for the world of today and tomorrow.

**What do we want our pupils to know?**

PD has very discrete content that is based around the key themes of: Self Awareness, Personal Health and relationships. At key stage 4 , it is important for teachers to build upon the pupils' experiences and achievements at key stage 3 by seeking to provide depth and breadth and by being sensitive of the learning needs of the pupils.

**What do we want our pupils to do?**

In addressing this question teachers should reflect on the skills that they believe are important for pupils to develop in PD across the key stage. This question obviously has consequences for the learning and teaching methodologies.

In discussing these questions the final and most pertinent question may be how do we create *quality learning experiences* for our pupils?

## DEMONSTRATING PROGRESSION IN PERSONAL DEVELOPMENT

| Key Stage and Area of Learning      | Foundation Stage<br>Personal Development and Mutual Understanding:  | Key Stage 1<br>Personal Development and Mutual Understanding:  | Key Stage 2<br>Personal Development and Mutual Understanding:   | Key Stage 3<br>Learning for Life and Work:  | Key Stage 4<br>Learning for Life and work  |
|-------------------------------------|---|--|---|---|--|
| Personal Development                | Personal understanding and health. <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Feelings and Emotions</li> <li>• Health and Safety</li> </ul> Mutual understanding in the Local and Global Community <ul style="list-style-type: none"> <li>• Relationships with Families</li> <li>• Relationships with Friends</li> <li>• Relationships in School and the Community</li> </ul>   | Personal understanding and health. <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Health, Growth and Change</li> <li>• Keeping Safe</li> </ul> Mutual understanding in the Local and Global Community <ul style="list-style-type: none"> <li>• Relationships with Family and Friends</li> <li>• Relationships at School</li> </ul>   | Personal understanding and health. <ul style="list-style-type: none"> <li>• The Person I Am</li> <li>• Health, Growth and Change</li> <li>• Keeping Safe</li> </ul> Mutual understanding in the Local and Global Community <ul style="list-style-type: none"> <li>• Relationships with Family, Friends and at School</li> </ul>   | Strand 3<br><br>Personal Development  | Strand 3:<br><br>Personal Development  |
| Providing experiences to explore... | Personal understanding and health. <ul style="list-style-type: none"> <li>• themselves and their personal attributes;</li> <li>• their own and others' feelings and emotions;</li> <li>• their dispositions and attitudes to learning;</li> <li>• the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments;</li> </ul> Mutual understanding in the Local and Global Community <ul style="list-style-type: none"> <li>• their relationships with family and friends;</li> <li>• their responsibilities for self and others;</li> </ul> | Personal understanding and health. <ul style="list-style-type: none"> <li>• their self-esteem and self-confidence;</li> <li>• their own and others' feelings and emotions and how their actions affect others;</li> <li>• positive attitudes to learning and achievement;</li> <li>• strategies and skills for keeping themselves healthy and safe;</li> </ul> Mutual understanding in the Local and Global Community <ul style="list-style-type: none"> <li>• initiating and developing mutually satisfying relationships;</li> </ul> | Personal understanding and health. <ul style="list-style-type: none"> <li>• their self esteem, self confidence and how they develop as individuals;</li> <li>• their management of a range of feelings and emotions and the feelings and emotions of others;</li> <li>• effective learning strategies;</li> <li>• how to sustain their health, growth and well being and coping safely and efficiently with their environment;</li> </ul> Mutual understanding in the Local and Global Community <ul style="list-style-type: none"> <li>• initiating, developing and sustaining mutually satisfying relationships;</li> </ul> | Learning for life and Work:<br>Strand 3 "Personal Development".<br><br>...through the key concepts of... <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Personal Health</li> <li>• Relationships</li> </ul> | Learning for life and Work:<br>Strand 3 "Personal Development".<br><br>...through the key concepts of... <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Personal Health</li> <li>• Relationships</li> <li>• Parenting</li> <li>• Independent Living</li> </ul> |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  | <ul style="list-style-type: none"><li>• how to respond appropriately in conflict situations;</li><li>• similarities and differences;</li></ul> | <ul style="list-style-type: none"><li>• responsibility and respect, honesty and fairness;</li><li>• constructive approaches to conflict;</li><li>• similarities and differences between people;</li></ul> | <ul style="list-style-type: none"><li>• people's rights and responsibilities;</li><li>• causes of conflict and appropriate responses;</li><li>• valuing and celebrating cultural difference and diversity;</li></ul> |  |  |
|--|--|---|--|--|--|

## How to plan progression

Progression lies at the heart of the revised curriculum in its intention to empower young people to achieve their potential and to make informed and responsible decisions throughout their life.

In attempting to build progression for a key stage 4 programme, the following questions and prompts may be helpful in guiding teachers to develop a more methodical framework that can facilitate this process.

Given the fact that all pupils will have had some key stage 3 PD provision, it is suggested that this four stage process will allow teachers to evaluate their pupils key stage 3 achievements and use the process in close conjunction with the key stage 4 statutory PD statements.

| Step  | Key Questions  | Focus   | Evidence to evaluate  |
|---|--|---|---|
| 1<br>Recognising...<br>the existing<br>skills,<br>knowledge and<br>understanding<br>our pupils<br>possess | <p>What have our pupils already learned about PD?</p> <p>What are the discrete topics that have been explored?</p> <p>What areas have not been investigated as fully?</p> <p>What rich PD experiences have our pupils had?</p> <p>What events/ activities have our pupils been involved in?</p>  | <ul style="list-style-type: none"> <li>• Discrete PD lessons;</li> <li>• Within other lessons/subjects;</li> <li>• As part of suspended timetable events e.g. one off thematic days eg School Health Fair;</li> <li>• As part of extra-curricular events;</li> <li>• As part of out of school/ community initiatives.</li> </ul>  | <p>Pupil Portfolio evidence,<br/>Teacher records, units/schemes etc.<br/>Other forms of achievement and internal accreditation<br/>Oral feedback from teachers<br/>Audits<br/>Short interview with other HoDs<br/>Whole school events/initiatives /community links</p>  |
| 2<br>Establishing....<br>the needs and<br>aspirations of<br>our pupils                                    | <p>What are the specific learning needs of the pupils?</p> <p>How do the communities that our pupils come from relate to their needs and development?</p> <p>What skills do the pupils need to develop?</p> <p>What knowledge do the pupils need to access, manage and understand?</p> <p>What PD issues are relevant to the pupils' interests and needs?</p> <p>What are our pupils' aspirations?</p> <p>How can we make learning connections between PD and other subjects and other pupil</p> | <ul style="list-style-type: none"> <li>• Skills and knowledge deficits and areas for improvement</li> <li>• School and community contexts (social and emotional well-being, specific health related issues and initiatives)</li> <li>• Capacity to take personal responsibility for ongoing PD</li> <li>• Auditing issues</li> <li>• Monitoring and evaluating current and future provision</li> </ul> <p>Making connections</p> <ul style="list-style-type: none"> <li>• Co-ordination issues (see LLW- KS3</li> </ul> | <p>Teacher records units/ schemes etc.<br/>Current achievement of pupils (academic/ accredited, non-accredited, extra- curricular and community successes)<br/>Other forms of achievement<br/>Oral feedback from teachers<br/>Pupil evaluations (formal and informal)<br/>Monitoring and evaluating processes and practice<br/>Existing levels of achievement</p> |

|  |   |   |  |
|--|---|---|--|
|  | <p>experiences/ activities?<br/> How can we build capacity in and around the timetable?<br/> How do we baseline where we are at and where we are going?</p>   | <p>General Guidance) on four key levels:<br/> <i>Whole school</i><br/> <i>Discrete provision</i><br/> <i>Cross-curricular delivery and support</i><br/> <i>Extra-curricular and community links and initiatives</i></p>   | <p>Pupil questionnaires<br/> Pupils' feedback regarding levels of satisfaction and engagement<br/> Pupils' leaving destinations<br/> Options available to pupils</p>   |
| <p>3<br/> Optimising resources and building capacity</p> | <p><u>Human Resources</u><br/> What teacher PD expertise do we have?<br/> Is there a knowledge or a skills deficit among teachers?<br/> How can we access support and ensure effective dissemination of training?<br/> How do we use expertise from outside groups and speakers?</p> <p><u>Other Resources</u><br/> What existing resources do we already use?<br/> Have <b>all</b> our pupils access to these?<br/> Do we need to amend/ modify or add to pupil resources?<br/> Do we need extra resources?<br/> Do our resources accommodate different learning styles and are they evaluated by pupils and teachers?<br/> Can our resources accommodate experiential and active methodologies?</p> | <p><u>Human Resources</u></p> <ul style="list-style-type: none"> <li>• Teaching, staffing and time-tabling issues</li> <li>• Identifying the precise training needs for teachers</li> <li>• Identifying the most effective ways of sharing and disseminating resources and expertise</li> <li>• Using NGOs and other groups from the wider community to support the PD programme</li> <li>• Using/ linking developmental needs to PRSD or other areas of CPD</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>• Selection, access, use and management of resources</li> </ul> <p>Monitoring and evaluating the resources and materials that the school is already using</p> | <p>Feedback from teachers involved in PD<br/> Teacher evaluation and any formal reports from co-ordinators/ Heads of PD etc.<br/> Minutes of meetings that may address such issues<br/> Consultations/ reports to/from Principal, curriculum leaders/ SMTs or other curriculum planners<br/> Use of ELBs' survey of needs to identify training needs and requests<br/> Access to training and outside support<br/> Use of outside agencies collated and evaluated</p> <p>Resources already in use and materials that may be of use</p> |
| <p>4<br/> Monitoring and evaluating</p>                  | <p>How do we monitor and evaluate our work?<br/> What does effective PD provision at KS4 look like?<br/> What evidence base are we building progression on?<br/> What formal processes and informal processes can we use?</p>   | <ul style="list-style-type: none"> <li>• Monitoring and evaluating processes and practices</li> <li>• Assessment processes</li> <li>• Evaluating skills, knowledge and understanding</li> <li>• Evaluating attitudinal changes</li> </ul>   | <p>Teacher records<br/> Planning documents<br/> Self and peer assessment<br/> Pupil achievement<br/> Pupil feedback<br/> Personal journals<br/> Accreditation and other recognition<br/> A4L and target setting by pupils<br/> Minutes from meetings<br/> Baseline comparison</p>  |

## Section 5: Interpreting the statements of requirement at Key Stage 4?

Personal Development at ks 4 is a progression of the ks 3 key concepts of Self Awareness, Personal Health and Relationships ( PD) and Home and Family Life and Independent Living ( HE)

At ks 4 these concepts are written as statements of requirement, which ensure that there is progression from the previous key stage. These concepts will be familiar to teachers and pupils, who have completed a PD programme at ks 3.

What are the statements of requirement at key stage 4?

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

Elaboration of the statements at KS4

| Statement   |
|---|
| <b>Develop an understanding of how to maximise and sustain their own health and well-being.</b>   |
| This statement follows on from the key stage 3 study of personal health and the statements that are contained there. In particular, this statement emphasises the responsibility of the individual for their health and well-being and explores ways to maximise it. The level of depth and breadth should accommodate prior study and avoid unnecessary repetition.  |
| The first part of this statement would require pupils to identify, explore and evaluate their personal status of health and well-being in terms of how they have progressed and developed in the five areas of health (Social, physical, emotional, cognitive and spiritual). Pupils could also investigate the determinants of health, particularly economic and social status with the strong link between poverty and poor health. |

In developing the statement, pupils would be required to identify, explore and respond to opportunities and challenges that impact on the promotion of personal health and well-being. In doing this pupils have an opportunity to explore the concept of emotional intelligence and its strong links with maximising potential in life.

In completion of this statement will also require pupils to explore the consequences to the individual, community and economy if potential health issues are not addressed. This may include consideration of for example; mental health including stress and depression, obesity, smoking, alcohol abuse, addictions including drugs and sexually transmitted infections.

### Statement

#### **Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences**

This statement follows on from the key stage 3 study of self awareness and the statements that are contained there. In particular, this statement emphasises the continual need analyse ones self and how this links with understanding and managing emotions.

The first part of this statement would require pupils to identify and explore ways in which their sense of self is evolving in relation to internal and external factors. In doing so pupils will need to explore internal influences such as; the role of values and attitudes, conscience and resilience and esteem on their development of self. Along with external factors such as opportunities and experiences, parents, school and friends which all impact on the development of self.

In developing the statement, pupils have an opportunity to explore the concept of emotional intelligence and its strong links with maximising potential in life. Pupils also have an opportunity to investigate the link between emotional intelligence and positive self management, considering the emotional intelligence framework and the four competencies of emotional intelligence.

The last part of this statement will require pupils to identify, explore and respond to a range of appropriate life changing circumstances such as relationship break-up, death of a relative/friend, leaving home etc. Pupils should make the link between, thinking, feeling and their behaviour in their selected circumstances and understand how the three are inextricably linked. They should explore possible strategies that would help them respond effectively to changes in their life.

### Statement

#### **Recognise, assess and manage risk in a range of real life contexts**

This statement follows on from the key stage 3 study of personal health and relationships and the statements that are contained there. In particular, this statement encourages

pupils to develop their skills of risk assessment and identify when risks are necessary in order to learn and personally develop.

The first part of this statement requires pupils to identify and review different types of risk and examines how a change in context can alter the exposure to risk. Pupils should have the opportunity to identify different kinds of risk, considering the context in which the risk is occurring and whether it is a necessary or unnecessary risk. The level of depth and breadth should accommodate prior study and avoid unnecessary repetition.

In developing the statement, pupils would be required to assess the level of risk in a range of situations and examine the potential positive and negative consequences. This will necessitate deeper discussion around risk and how it is assessed, as well as their view on what constitutes positive and negative consequences. Pupils should also be encouraged to consider longer term consequences and how these can differ from the short term.

The last part of this statement will require pupils to identify ways to manage risk leading to positive outcomes. This will require pupils to demonstrate skills in forward planning, managing emotional responses and thinking through all of the issues. Pupils will be encouraged to make informed choices regarding risk which help facilitate a positive outcome. They should use real life contexts for these activities, some of which may be reflective on past events.

### Statement

#### **Develop an understanding of relationships and sexuality and the responsibilities of healthy relationships.**

This statement follows on from the key stage 3 study of relationships and the statements that are contained there. In particular, this statement will necessitate deeper investigation and understanding of many issues already addressed in Key Stage 3 as pupils' emotional and physical development progresses.

The first part of this statement requires pupils to identify and explore the meaning of 'sexuality' and how it influences all relationships. Pupils should understand that from birth humans are all sexual beings and that sexuality affects many aspects of life including; behaviour, communication (verbal and non-verbal), clothing, personal preferences and emotional responses.

The statement requires pupils to identify, explore and respond to the role of values and attitudes in the development and maintenance of healthy and appropriate relationships. Pupils should have a clear understanding of what constitutes a healthy relationship. They should consider how they think and feel about a variety of relationship scenarios and the impact of personal values and attitudes on their decisions. In particular, pupils should explore the need to respect themselves and others while in a relationship.

Further development of the statement will require pupils to recognise, explore and assess the impact of various forms of abuse on a young person. This will require sensitive handling by the teacher, taking into consideration the needs and maturity of the pupils. Such areas as sexual, emotional, physical and psychological abuse can be considered along with abuse of power and position.

From this, pupils move on to identify and explore options which promote healthy sexual relationships. Key to this is the promotion of respect, both for themselves and the other person in the relationship. They should consider the role of marriage in a relationship. Pupils should have a sound understanding of the range of contraceptives available and the advantages and disadvantages of each. They should discuss abstinence as a viable option in a relationship. Pupils should consider the consequences of unhealthy sexual relationships eg STIs, unplanned pregnancy, emotional stress etc.

Finally, the statement will require pupils to identify a range of strategies to resolve challenging relationship scenarios. This may range from falling out with a close friend, breaking up with girl/boyfriend, family rows, disagreements with a teacher, to unwanted attention from another person. Pupils research support services available to young people. This may include, school support structures, family members, friends, counselling services, GPs, and NGO's.

### Statement

#### **Develop an understanding of the roles and responsibilities of parenting**

This statement follows on from the key stage 3 study of home and family life from the Home Economics (HE) strand and the statements that are contained there. In particular, this statement encourages pupils to explore the range of family structures that exist today and examine the many challenges placed on families and parents in today's society, and particularly if the child has a disability or the parents are teenagers.

The early part of this statement would require pupils to investigate the roles played by parents, the impact of parenting on child development and the challenges that parents may face. Pupils have the opportunity to explore how child development is significantly influenced by the quality of parenting, particularly in the early years of development. This can be linked to other work on emotional intelligence and how the behaviour of significant adults impacts on the emotional development of children. They should consider the potential challenges and opportunities created for different types of parents eg, single, teenage, older etc.

The last part of this statement will require pupils to explore the issues surrounding teenage pregnancy and parenthood with reference to the individual, family, community and society. Pupils should consider the emotional, physical, social, academic and financial implications of teenage pregnancy and parenthood in all these areas for both

boys and girls. Pupils should review the range of options available to teenagers who discover they are pregnant and the impact these options may have on the individuals involved.

### Statement

#### **Develop further their competence as discerning consumers in preparation for independent living**

This statement follows on from the key stage 3 study of self awareness and Independent Living from the HE strand and the statements that are contained there. In particular, this statement encourages pupils to consider the influences on the consumer in today's society and how best they can prepare themselves to cope as an independent adult.

The first part of this statement requires pupils to identify and explore how to manage finances effectively. Pupils should be made aware of the implications of getting into debt and the emotional and psychological impact it can have on the individual. Pupils should also evaluate the 'buy now pay later' schemes that are widely available.

Another aspect of this statement will require pupils to investigate how to draw up a budget for themselves or for a family given a specific income. This exercise should develop an appreciation of the cost of living and the need for sound financial planning now and in the future.

In developing the statement, pupils would be required to examine the government and non-governmental agencies that young people can go to for help and advice. For example; General consumer council, Citizens Advice Bureau, and Trading Standards (Consumer line).

The last part of this statement will require pupils to develop an appreciation of savings plans and investments. Pupils should investigate the need to save for the future and for old age.

## An exemplar Learning Programme for PD at KS4

| Statutory statement for Personal Development   | Pupils will have opportunities to develop their knowledge, skills and understanding by:  | Possible learning and teaching activities   |
|--|--|---|
| <p><b>Pupils should be enabled to:</b></p> <p>Develop an understanding of how to maximise and sustain their own health and well-being;</p> | <p>Evaluating their personal status in terms of health and well-being.</p>   | <ul style="list-style-type: none"> <li>• Pupils audit their progress and development in the five areas of health and well-being (Social, physical, emotional, cognitive and spiritual health)</li> <li>• Using the results from the audit, pupils identify areas for improvement in their own health and in pairs, discuss some strategies that may help.</li> <li>• Pupils examine through scenarios or role play, the likely consequences of failing to balance the development of the five areas of health.</li> </ul>   |
|  | <p>Identifying, exploring and responding to opportunities and challenges that impact on the promotion of personal health and well-being.</p> | <ul style="list-style-type: none"> <li>• Pupils research and present their finding on the 'determinants of health' and their impact on promotion of personal health and well-being.</li> <li>• In groups, pupils identify opportunities that are or may be available to them that will help promote their own health and well-being, eg getting involved in clubs, sports, youth groups, voluntary work, study groups, making informed choices etc. These could be categorised under the 5 areas of health.</li> <li>• Pupils list the challenges relevant to them now and in the future that may have a negative impact on their health eg external pressures such as drugs and alcohol, exam pressures, challenging relationships etc. Explore through discussion, the nature of each impact, what area of health would be affected and identify strategies to address it effectively.</li> </ul> |
|  | <p>Exploring the consequences to the individual, community and economy if potential health issues are not addressed.</p>                     | <ul style="list-style-type: none"> <li>• In groups, pupils identify a range of relevant health issues. eg, binge drinking, smoking, taking drugs, depression, obesity, lack of physical activity, underage sexual activity, poverty etc. Each group selects one issue and carries out research into the factors that contribute to it using appropriate agencies were necessary.</li> <li>• Groups identify consequences to the individual, community and the economy if these health issues are not addressed. Class could debate several issues and make their recommendations to their local MP/Council.</li> </ul>  |
| <p>Reflect on, and respond to, their developing concept of self, including managing emotions</p>   | <p>Identifying and exploring ways in which their sense of self is evolving in relation to internal and external factors.</p>                 | <ul style="list-style-type: none"> <li>• Through class discussion, pupils identify and record a range of internal factors that have an impact on their sense of self eg personal skills, values, attitudes and beliefs, conscience, confidence, self worth, resilience, connections etc.</li> <li>• In pairs, pupils identify when an internal factor had a significant impact on their sense of self and discuss how they reacted. Explore through discussion whether the reaction resulted in a positive or negative outcome and whether their age affects how they</li> </ul>  |

| Statutory statement for Personal Development                        | Pupils will have opportunities to develop their knowledge, skills and understanding by:                                | Possible learning and teaching activities  |
|---|--|--|
| and reactions to on-going life experiences;                         |  | <p>currently react.</p> <ul style="list-style-type: none"> <li>• Through class discussion, pupils identify and record a range of external factors that may have an impact on a sense of self eg, parents, friends, teachers, school, sports event, taking a test, the media, life events etc.</li> <li>• Pupils create scenarios to role play in order to explore a chosen event to assess the nature of its impact on their sense of self. Pupils examine how their reaction and thinking towards the event can affect the impact on the sense of self.</li> <li>• Pupils develop the language and skills of resilience and positive self talk.</li> </ul>  |
|   | Investigating the link between emotional intelligence and positive self management.                                    | <ul style="list-style-type: none"> <li>• Pupils research the concept of 'emotional intelligence' and produce a report summarising how it is linked to the promotion of personal health and well-being.</li> <li>• Using the emotional intelligence framework, pupils identify and explain the competencies that differentiate individuals with emotional intelligence.</li> <li>• In groups, pupils create a visual diagram demonstrating the connection between emotional intelligences, positive self management and responding to life's challenges.</li> <li>• Pupils assess their levels of emotional intelligence through the use of appropriate questionnaires sourced through a relevant search engine. They identify areas for improvement and suitable strategies for doing so.</li> </ul> |
|   | Identifying, exploring and responding to a range of appropriate life changing circumstances                            | <ul style="list-style-type: none"> <li>• Using a carousel activity pupils identify a range life changing circumstances relevant to them now and in the future. Map these on a grid of 'positive/Negative' and 'likely/unlikely' arrange as a cross on a page. Pupils then discuss the outcome of the clustering and the implications on their personal development.</li> <li>• In small groups, pupils explore and discuss their thoughts and feelings about these circumstances and consider how they link to and trigger subsequent behaviour, including decisions.</li> <li>• Groups create a range of scenarios in different contexts and through whole class discussion / circle time, develop strategies that would help respond more effectively to changes in their life.</li> </ul>         |
| Recognise, assess and manage risk in a range of real life contexts; | Identifying and reviewing different types of risk and consider how a change in context can alter the exposure to risk. | <ul style="list-style-type: none"> <li>• Whole class thought shower risks relevant to young people. They repeat this process for different types of contexts, eg the age at which the behaviour occurs. Make the suggestions into cards and by randomly dealing a risk and a context, pupils assess how both together affect the potential exposure to risk.</li> <li>• Class debate. 'Risk is the spice of life'. Agree or disagree?</li> </ul>   |
|   | Assessing the level of   | <ul style="list-style-type: none"> <li>• In pairs, pupils use scenario cards to assess level of risk in a variety of situations.</li> </ul>  |

| Statutory statement for Personal Development   | Pupils will have opportunities to develop their knowledge, skills and understanding by:  | Possible learning and teaching activities   |
|--|--|---|
|  | risk in a range of situations and examining the potential positive and negative consequences.  | <ul style="list-style-type: none"> <li>• Pupils consider the potential consequences of each situation both for themselves and others, and categorise into positive or negative.</li> <li>• Whole class discussion to compare results and discuss differences that may occur.</li> <li>• Pupils develop the skill of risk assessment through the establishment of a suitable framework.</li> </ul>   |
|  | Identifying ways to manage risk leading to positive outcomes.  | <ul style="list-style-type: none"> <li>• Using the information from previous activities, pupils identify strategies that would help manage the risk leading to a more positive outcome.</li> <li>• Pupils consider the role of risk assessment, forward planning, decision making skills, positive thinking and managing emotions as potential strategies to affect outcome.</li> </ul>   |
| Develop an understanding of relationships and sexuality and the responsibilities of healthy relationships; | Identifying and exploring the meaning of 'sexuality' and how it influences our behaviour.  | <ul style="list-style-type: none"> <li>• Pupils research the meaning of the word 'sexuality' and come up with a group definition.</li> <li>• Pupils identify ways in which human sexuality is expressed, for example through behaviour, communication (verbal and non verbal), clothing, personal preferences and emotional responses.</li> </ul>   |
|  | Identifying, exploring and responding to the role of values and attitudes in the development and maintenance of healthy and appropriate relationships. | <ul style="list-style-type: none"> <li>• Pupils recap on the essential ingredients required for a healthy relationship.</li> <li>• Using scenario cards of a range of relationships, pupils explore if they think the relationship is healthy or unhealthy, appropriate or inappropriate considering how their own values and attitudes shape their decisions.</li> <li>• Pupils discuss how self respect and respect for others maintains healthy relationships and consider the consequences if respect is absent.</li> </ul>   |
|  | Recognising and assessing the impact of various forms of abuse on a young person.  | <ul style="list-style-type: none"> <li>• Whole class thought shower what they understand by the term 'abuse'.</li> <li>• In small groups, pupils discuss and list as many examples of abuse they can think of.</li> <li>• Feedback and create whole class list. Ask the class to suggest categories under which each example could be placed, eg sexual, physical, emotional/psychological, self-harm etc.</li> <li>• In groups pupils discuss the potential consequences of abuse on the individual and their subsequent relationships.</li> <li>• Whole class discussion on the abuse of power and position. In groups, come up with</li> </ul> |

| Statutory statement for Personal Development                             | Pupils will have opportunities to develop their knowledge, skills and understanding by:  | Possible learning and teaching activities   |
|--|--|---|
|  |  | <p>examples of where it happens and the impact it could have on individuals.</p> <ul style="list-style-type: none"> <li>The class should be encouraged to think of impact in terms of the 5 areas of health.</li> </ul>   |
|  | Identifying and exploring options which promote healthy sexual relationships.  | <ul style="list-style-type: none"> <li>In groups, pupils suggest essential components for a healthy sexual relationship and rank them in order of priority eg, love, trust, honesty etc. Whole class feedback, discuss differences and agree a top 3 set of components.</li> <li>Pupils debate issues around having sex outside of marriage or a stable, loving relationship. The question 'How does someone know they are ready to have sex?' could be used to stimulate debate.</li> <li>Pupils consider the consequences of unhealthy sexual relationships; emotional impact, self worth and esteem, other relationships, STIs, unplanned pregnancy, damaged reputation etc How would having the essential components of a healthy sexual relationship prevent some of these consequences?</li> <li>Pupils research the range of contraceptive available and consider the pros and cons of each type.</li> <li>Pupils discuss abstinences as a viable and realistic option in a relationship.</li> </ul> |
|  | Identifying a range of strategies to resolve challenging relationship scenarios.   | <ul style="list-style-type: none"> <li>Use scenario cards to depict a range of challenging relationships. Each group considers a different scenario, identifies what the problems are and suggests possible strategies to resolve the conflict.</li> <li>Pupils research the range of support services available to young people and design an advertising poster that would summaries the information.</li> </ul>  |
| Develop an understanding of the roles and responsibilities of parenting; | Exploring the range of family structures that exist today and examining the many challenges placed on families and parents in today's society. | <ul style="list-style-type: none"> <li>In groups, pupils construct a definition for 'a family' that reflects today's society.</li> <li>Class debate the role of marriage in the context of family structure.</li> <li>Pupils' think-pair-share the many challenges that families and parents face. Whole class share their ideas and categorise under agreed headings, eg financial, emotional, physical, and social. Discuss possible contributing factors for example a disability, that may exaggerate the challenges.</li> </ul>  |
|  | Investigating the roles played by parents, the impact of parenting on child development and the challenges that                                | <ul style="list-style-type: none"> <li>Research the roles of parents in the past and compare them to parents today. Identify any significant differences in parenting or the individual roles that parents adopt eg stay at home fathers, mothers who work, use of child care etc.</li> <li>Pupils investigate child development. They identify what a child needs in order to develop fully taking into consideration the 5 areas of health.</li> <li>Pupils explore hoe parenting can affect child development. (Link this back to work on</li> </ul>   |

| Statutory statement for Personal Development  | Pupils will have opportunities to develop their knowledge, skills and understanding by:  | Possible learning and teaching activities  |
|---|--|--|
|   | parents may face.  | <p>Emotional Intelligence and how its development is affected during childhood) They consider the challenges and opportunities for parents who are; single, teenagers, wealthy, older, mixed race, mixed religion, blended(non biological parent), fostering etc.</p> <ul style="list-style-type: none"> <li>• Pupils write a job description for a parent and role play interviewing applicants for the job. Each group could come up with their own set of questions to be asked in the interview. This should be light hearted but emphasis the very difficult job being a parent is.</li> </ul>  |
|   | Exploring the issues surrounding teenage pregnancy and parenthood with reference to the individual, family, community and society. | <ul style="list-style-type: none"> <li>• Divide the class into 4 groups, each group will discuss and record their thought on the impact of teenage pregnancy and parenthood (on boys as well as girls) at one of the 4 levels; individual, family, community and society. Each group presents their findings to the class followed by whole class discussion.</li> <li>• The points raised could be categorised under the following headings; emotional, physical, social, academic and financial.</li> <li>• Pupils investigate the range of options open to teenagers who discover they are pregnant and the impact of each option on the individuals concerned.</li> </ul>  |
| Develop further their competence as discerning consumers in preparation for independent living. | Exploring how to manage finances effectively.  | <ul style="list-style-type: none"> <li>• Groups provides an explanation of what they understand 'managing finances effectively' to mean. Pupils thought shower reasons for managing their finances effectively. Representatives' feedback from their group and the class agree on a top 5 reasons for sound financial management.</li> <li>• Pupils research recent media stories around the impact of debt on individuals, relationships, emotional and physical health.</li> <li>• In groups use a carousel activity to identify the reasons why people get into debt. Groups develop an advice leaflet for young people leaving school to start work on 'how to avoid getting into debt and still have a life!'</li> <li>• Pupils should evaluate the 'buy now pay later' schemes widely available and provide recommendations to the class about their potential use. They should understand the impact of interest rates in these schemes.</li> </ul> |
|   | Investigating how to draw up a budget for themselves or for a family given a specific  | <ul style="list-style-type: none"> <li>• Use scenario cards to provide pupils with information on income and details of particular bills that must be paid each month. In groups, they have to design a budget and explain and justify who they spend their money each week. Other groups can ask questions and challenge any controversial spending.</li> </ul>   |

| Statutory statement for Personal Development | Pupils will have opportunities to develop their knowledge, skills and understanding by:                 | Possible learning and teaching activities  |
|--|---|--|
|  | income.   |  |
|  | Examining the government and non-governmental agencies that young people can go to for help and advice. | <ul style="list-style-type: none"> <li>• Pupils investigate the support available to advise them on issues such; managing finances, debt management; consumer rights, housing, mortgages and renting property, using credit cards and debit cards. Small groups take one area, research it and present their findings to the class.</li> </ul>   |
|  | Developing an appreciation of savings plans and investments.  | <ul style="list-style-type: none"> <li>• Pupils evaluate the advantages and disadvantages of savings plans and investments. They could do this as a class debate with one side promoting savings plans and investments and the other side opposing them. Both side will need to do research and use it to back up their arguments.</li> <li>• Pupils discuss the need to save for the future, for things that they want and for old age. The benefits of saving should be identified and include self discipline, delayed gratification and patience.</li> <li>• Class discuss who should pay for old age, the individual, government or families. They could debate the role of pensions, private and state, whether they are working and what action needs to be take to address the rising numbers of elderly people in our communities and the amount of money available for state pensions</li> </ul> |

## **Section 6: Issues to consider when planning, implementing and delivering PD**

### **Creating the right environment for Personal Development**

Research (*E. Sipler 2005*) into the effective delivery of personal development has revealed that if various factors are promoted in the school environment, the opportunity to achieve positive outcomes is enhanced. Detail on these factors can be found on the CCEA website but are briefly summarised below;

#### **The teacher's role**

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

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

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

#### **Caring and respectful relationships**

Core to Personal Development and building resilience in pupils is a trusting relationship, even with just one adult. What seems to matter most in building these connections is that schools foster an atmosphere in which pupils feel fairly treated, feel safe both physically and emotionally, feel close to others and feel part of the school. (National Longitudinal Study on Adolescent Health, 1997)

It has been recognised that caring environments are an essential foundation for effective learning. Young people will work harder and respond positively to people who care about them and that they can trust.

**Table 1: Skills and qualities for teaching Personal Development**

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

## **Clear and consistent boundaries**

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

## **Non judgemental**

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

## **Active and participatory**

Teachers should be encouraged to adopt a range of teaching strategies related to active learning and the development of life skills. This is an approach which emphasises group and collaborative strategies, maximising opportunities for pupil control, decision-making and problem-solving. Its main focus is on experiential learning. Additional details on effective teaching and learning methodologies can be found under active teaching and learning methods (pdf file) on the CCEA website.

## **Emotional dimension**

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

## **What does research tell us about best practice in schools?**

A range of management and teacher qualities were identified which, if combined with a variety of teaching strategies, would potentially lead to effective delivery of PD.

Best practice in teaching qualities and strategies were typified by:

- a genuine commitment on the part of all teachers to the importance and value of PD principals and practices;

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

## Providing for Relationships and Sexuality Education. (RSE)

In 2001 schools were provided with specific guidance on the implementation of RSE in Post Primary schools, accompanied by the DENI circular 2001/15.

RSE at that stage was included on a statutory basis within the Northern Ireland Curriculum through the science programme of study and the health education cross curricular theme.

In the revised curriculum for NI, RSE is now a statutory component of Personal Development and Home Economics, as well as the biological aspects of the science curriculum.

Consequently, the 2001 guidance document has been incorporated into the guidance for PD and the following information needs to be considered when schools plan their PD provision to include RSE.

As with other issues addressed through PD, RSE should be delivered in line with the values and ethos of the school.

## Specific issues involving RSE

The provision of RSE is an equal opportunities issue. All pupils have a right to an education which adequately prepares them for adult life, and good RSE plays an integral part. Health, education and social services professionals have identified that the current provision may not address sufficiently the experiences and concerns of boys and young men.

- It is therefore vital that an RSE section of a PD programme is provided for and made relevant to the identified needs of boys and young men.

Many young people are maturing earlier. It is therefore important that young people are provided with appropriate factual information and have opportunities to discuss their feelings and concerns.

- This preparation should help pupils to be better able to manage the emotional and physical changes at puberty.

Parents tend to allow young people increased independence during their years at post-primary school and greater freedom to participate in a wider range of social activities. This stage of development may also be marked by the first significant experiences of sexual attraction, by boyfriend/girlfriend relationships and by the experience of falling in and out of love. There is greater freedom, increased responsibility, and exposure to a bewildering variety of messages about sexuality and gender issues. RSE helps young people deal with these challenges.

- It provides opportunities for young people to critically evaluate the wide range of information, opinions, attitudes and values with which they are bombarded.

Our sexuality is a central and significant part of who we are and how we see ourselves in relation to others. It is part of our overall health and contributes to our physical, mental, emotional and spiritual well-being.

- RSE can help to promote a positive view of sexuality and sexual health by helping young people to feel good about themselves, to respect others and to be able to make safe, responsible and satisfying relationships.

Many pupils cannot or are unwilling to talk to their parents about growing up and about sexual matters.

- Schools can offer information and provide opportunities to consider feelings and concerns within a secure environment.
- The age at which young people first become sexually active is decreasing; this issue needs to be addressed within an agreed moral and values framework.

While it is recognised that some pupils will have experienced sexual abuse, this is not a reason for avoiding education about relationships and sexuality. Indeed it makes it more essential, since

- good teaching enables pupils to challenge inappropriate and unwanted attention from others.

Northern Ireland has one of the highest teenage pregnancy rates in Europe, with approximately 1,700 babies born each year to young women under 20 years.

The incidence of sexually transmitted infections (STIs') continues to rise. The most common STIs' diagnosed in Genito Urinary Medicine (GUM) clinics are chlamydia and genital warts both of which, if untreated, can lead to long-term health problems.

- Teaching about safer sex remains one of the key strategies in combating the spread of STIs' in general, and of HIV in particular.

## Involving parents

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

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

A variety of approaches are suggested to involve, consult and inform parents about the RSE programmes:

- it is suggested that schools provide information about the health-related topics covered during each key stage and itemise what is covered with each year group;
- where sensitive issues are being addressed, it is good practice to inform parents about the content to be covered and the activities which pupils will undertake;
- in some schools, parents are invited to the school to review the materials to be used with the pupils;
- other schools supply information leaflets for parents, so that they can discuss any issues which pupils might raise.

## The rights and responsibilities of parents

Parents of pupils in grant-aided schools have a right for their children to be educated in accordance with their (the parents.) wishes, in so far as this is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.

Parents also have a duty to cause their child to receive efficient full-time education suitable to his/her age, ability and aptitude and to any special needs he/she may have, either by regular attendance at school or otherwise. (See Articles 44 and 45 of the Education and Libraries (Northern Ireland) Order, 1986) There is no statutory parental right to withdraw a child from classes in RSE. Schools should, though, try to take account of any parental concerns expressed to them. They should, as far as possible, make alternative arrangements for any pupil whose parent wishes him/her to be excused from particular, or all, sex education classes.

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

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

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

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

### **The role of the ELB curriculum advisory support service (CASS)**

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

### ***The role of diocesan advisers in catholic schools***

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

### **The role of the School health team**

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

## Providing Advice to Young People Under 17 Years

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

## Sexual Identity and Sexual Orientation

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

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

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

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

## Sexual Abuse

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

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

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

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

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

### Confidentiality in the classroom

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

- teachers should not promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported, as appropriate, to his or her parents and/or the principal. Both pupils and parents should be informed that confidentiality cannot be maintained;
- the principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the Department's booklet *Pastoral Care in Schools: Child Protection* (Circular 1999/10).

- teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents;
- there will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents to see how they would like the matter to be handled. Teacher colleagues or a member of the Personal Development team might also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents;
- teachers should remember that since they are not medical professionals they should not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils.

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

### **The use of the expertise of agencies and individuals**

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

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

|  |
|--|
| <b>Does the agency/individual have a specified Child Protection Policy?</b>  |
| If so, ask to see a copy and, if necessary, question any points that are unclear or are not in accordance with recognised good practise.   |
| <b>How will the issue of confidentiality be dealt with?</b>  |
| The school will wish to ensure that the representative from the agency or other individual is clear that confidentiality cannot be maintained. The principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.  |
| <b>Are resources such as videos/tapes/role plays appropriate?</b>  |
| A member of the school staff should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.   |
| <b>Has the agency/individual worked with any other schools?</b>  |
| A simple and effective way of checking the ability of any agencies or individuals is to contact schools that have used them in the past. If this is done, the person making contact should specifically ask if there are any reasons why the agency or individual should not work with their pupils. Schools contacted in this way should voice any concerns they may have. Officers of the local Education and Library Board, the local Diocesan Office and members of the local area Child Protection Committee will also offer guidance on this matter. |
| <b>Does the agency/individual have a clear set of aims and objectives as well as lesson plans?</b>   |
| Schools should ask to see these and question any items they may think are inappropriate or at odds with the school's ethos and policies. They should also enquire about the overall mission statement of the agency.   |
| <b>Has the agency/individual read any relevant school policies and are they prepared to adhere to them (especially the ethos, morals and values of the school)?</b>  |
| <b>Do parents know that an agency/individual is being used by the school?</b>  |
| Contacting parents and explaining the type of activities which are taking place will ensure that parents have the opportunity to raise any objections prior to the event. It has the added effect of letting parents know what is going on.  |
| <b>Will teachers be present?</b>   |
| Teachers should always be present when a representative from an agency or other individual is taking a session with a class.   |
| <b>Will the input by the agency or individual be monitored?</b>  |
| After the session, the teacher should discuss the positive aspects and any difficulties which arose with the agency representative or individual. Any issues or concerns about the session should also be raised.  |

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

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

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

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

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

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

## Section 7: Appendices

### Appendix 1

Learning For Life and Work Area: Personal Development Strand

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

Statements  
of  
requirement

| Key Concepts<br>1, 2 and 3   |  |   |
|--|--|---|
| <p><b>Key Concept – Self-awareness</b><br/>Exploring Self Awareness provides opportunities to consider the importance of self confidence and self esteem to physical and emotional/mental health throughout life.</p>  | <p><b>Key Concept – Personal Health</b><br/>Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</p>   | <p><b>Key Concept - Relationships</b><br/>Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</p>   |
| <p><b>Young people should have opportunities to:</b><br/> <b>Explore and express a sense of self</b>, for example, <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc.</i><br/> <b>Explore personal morals, values and beliefs</b>, for example, <i>the origin of personal values, developing a moral framework, personal integrity etc.</i><br/> <b>Investigate the influences on a young person</b>, for example, <i>peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.</i><br/> <b>Explore the different ways to develop self esteem</b>, for example, <i>enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</i><br/> <b>Develop skills and strategies to improve own learning</b>, for example, <i>self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work etc.</i></p> | <p><b>Young people should have opportunities to:</b><br/> <b>Explore the concept of Health as the development of a whole person</b>, for example, <i>defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc</i><br/> <b>Investigate the influences on physical and emotional /mental personal health of</b>, for example, <i>immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc.</i><br/> <b>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour</b>, for example, <i>puberty, body image, mood swings , etc.</i><br/> <b>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse</b>, for example, <i>effects on behaviour, physical and mental health, life and work changes etc.</i><br/> <b>Develop preventative strategies in relation to accidents in the home, school and on the road</b>, for example, <i>safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns, fire and emergency first aid etc.</i><br/> <b>Develop strategies to promote personal safety</b>, for example, <i>responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries etc.</i></p> | <p><b>Young people should have opportunities to:</b><br/> <b>Explore the qualities of relationships including friendship</b>, for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i><br/> <b>Explore the qualities of a loving, respectful relationship</b>, for example, <i>how choices within a relationship affect both physical and emotional development, friendships etc.</i><br/> <b>Develop coping strategies to deal with challenging relationship scenarios</b>, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.</i><br/> <b>Develop strategies to avoid and resolve conflict</b>, for example, <i>active listening, assertiveness, negotiation, mediation etc.</i><br/> <b>Explore the implications of sexual maturation</b>, for example, <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.</i><br/> <b>Explore the emotional, social and moral implications of early sexual activity</b>, for example, <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting etc.</i></p> |
| <p><b>Learning Outcomes</b><br/>The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.<br/><b>Young people should be able to:</b></p>   | <ul style="list-style-type: none"> <li>•develop an awareness of emergency first aid procedures;</li> <li>•research and manage information effectively to investigate PD issues; using Mathematics and ICT where appropriate;</li> <li>•show deep understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>•demonstrate creativity and initiative when developing ideas and following them through;</li> <li>•work effectively with others;</li> <li>•demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance;</li> <li>•communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>   |   |

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

Learning Outcomes

## Appendix 2: Sample Personal Development Audit Template

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

Below is a worked example for whole school provision.

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

## Template for auditing Personal Development provision

| Period | Focus for Learning<br>(topic/theme/<br>skills/knowledge) | Learning Outcomes<br>(Thinking skills and<br>Personal<br>Capabilities) | Learning<br>Experiences | How does this meet<br>the requirements<br>of the Revised<br>Curriculum? | Depth<br>of<br>cover;<br>1=<br>limited<br>3= some<br>5= fully | Supporting<br>evidence |
|--------|--|--|-------------------------|---|---|------------------------|
|        |  |  |                         |   |   |                        |