

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Contents

- **Introduction**
 - Strands and concepts
- **Section 1: PDMU Implementation**
 - Emotional Health and Wellbeing
 - Creating a Positive Learning Environment
 - A Classroom Charter
 - Trust
 - Trauma-informed Practice
 - Preventative Curriculum
 - Online Safety
 - Diversity
 - Links
- **Section 2: Progression Guidance for PDMU**
 - Concept 1: Self-Awareness
 - Concept 2: Feelings and Emotions
 - Concept 3: Learning to Learn
 - Concept 4: Health, Growth and Change
 - Concept 5: Safety
 - Concept 6: Relationships
 - Concept 7: Rights and Responsibilities
 - Concept 8: Managing Conflict
 - Concept 9: Similarities and Differences
 - Concept 10: Learning to Live as Members of the Community

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Introduction

This guidance provides support for ongoing reflection and whole-school review of Personal Development and Mutual Understanding (PDMU), particularly its connection to other educational, health and curriculum programmes and strategies that have emerged since the launch of this Area of Learning in 2007.

From Foundation Stage to Key Stage 2, PDMU is delivered through two interconnected strands. Teachers must use these strands to deliver the nine statutory Statements of Minimum Requirement. These statements can also be broken down into 10 distinct concepts, offering a comprehensive overview of all the essential elements necessary to develop a school's PDMU program.

Strands and Concepts

		Concepts
Strand 1	Personal Understanding and Health Addresses personal and emotional issues as well as health, wellbeing and safety matters	<ul style="list-style-type: none">• Self-awareness• Feelings and Emotions• Learning to Learn• Health, Growth and Change• Safety
Strand 2	Mutual Understanding in the Local and Wider Community Examines issues relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world	<ul style="list-style-type: none">• Relationships• Rights and Responsibilities• Managing Conflict• Similarities and Differences• Learning to Live as Members of the Community

The PDMU curriculum is drawn up in a spiral manner, where similar concepts are revisited at each key stage in ways that support further understanding. However, the strategies, approaches and information adopted at each key stage will reflect the differing needs and abilities of those children.

Knowledge and skills gained from PDMU accumulate as children progress through the key stages. Section 2 provides suggested progression in the Statements of Minimum Requirement through the 10 PDMU concepts from the Foundation Stage through Key Stages 1 and 2.

SECTION 1

PDMU Implementation



PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



PDMU Implementation

Emotional Health and Wellbeing

PDMU is the key area of the curriculum which promotes emotional wellbeing in our children. It recognises the importance of nurturing not only academic skills but also social, emotional, and moral development in children. It aims to support the holistic growth of pupils, helping them become well-rounded individuals.

In February 2021, the Department of Education and Department of Health jointly published the Children & Young People’s Emotional Health and Wellbeing in Education Framework for Northern Ireland.

The Framework aims to assist schools and educational settings in promoting emotional health and wellbeing for all pupils through support from education and health services. Its primary goal is to build resilience in our children and young people so they can better deal with life’s challenges.

Both the PDMU Curriculum and the Framework are grounded in the concept that children are not born with a predetermined set of social and emotional skills. Instead, they emphasise that these skills can be acquired and refined over the course of childhood and beyond, ultimately contributing to their overall wellbeing.

Creating a Positive Learning Environment

A caring classroom environment is an essential foundation for supporting academic success, and a safe and secure environment provides a context within which issues may be addressed in a positive way. A positive learning environment allows children to express their views honestly and openly and to discuss challenging topics without fear of reprisal or judgement from others.

In PDMU this environment is particularly necessary, as the topics covered as part of this Area of Learning may elicit extreme or even ‘inappropriate’ views from your school’s children. In a positive learning environment, this presents an opportunity for profound learning – one where children are encouraged to challenge and discuss viewpoints and the way in which they were expressed.

From time to time, school, classroom, and learning issues may result in conflict. All conflicts have both rational and emotional dimensions. Your school’s PDMU provision must allow children to explore ways to manage conflict, manage their own emotions, and show sensitivity to the emotions of others. This emotional dimension has important consequences for teaching and learning approaches, especially when exploring controversial or sensitive issues.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



There are a number of useful strategies for creating a safe, secure environment that encourages participation, supports conflict resolution, and models democratic values. These are described in greater detail in the progression guidance in Section 2 and include strategies such as circle work; recognising, naming and managing emotions; active listening skills; co-operative games; and ground rules/contracts, or a classroom charter. These strategies are also employed throughout the CCEA PDMU resource [Living.Learning.Together](#).

A Classroom Charter

A classroom charter is an agreement about the ways in which the PDMU classroom will operate. It clarifies expectations of behaviour both inside and outside of the classroom. Expectations about children's behaviour should be clearly written and communicated.

We suggest that your school's teachers develop the charter by negotiating its contents with children in their class. When teachers impose an agreement rather than negotiate it, they miss an important opportunity to develop children's learning, and children are less likely to develop a sense of ownership. The negotiation can be an important step in developing an open and trusting atmosphere in the classroom. In some cases, your teachers may also choose to involve teaching and learning assistants, senior management and parents. Many schools connect classroom charter development to embedding a [child rights](#) approach into all aspects of school life.

When agreeing a classroom charter, have your school's teachers and children discuss the following:

- why a classroom charter is useful;
- what the classroom charter should be about;
- the needs and wants of those directly or indirectly involved in the life of the classroom;
- what conditions the teacher needs to be able to teach effectively;
- what conditions the children need to learn effectively;
- how the teacher and children will interact;
- how controversial issues will be managed; and
- what happens if someone breaks the classroom charter.

The final agreement should be written and displayed in the classroom. It should be referred to frequently, and amended as required, and children should be encouraged to take responsibility for the effective implementation of the agreement.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Trust

The creation of trust between children at your school and members of your staff is fundamental to the success of PDMU, even if a trust relationship is established with only one member of staff. (In this context, a trust relationship means a nurturing bond where children feel safe expressing themselves, knowing they are respected, heard, and supported by adults who consistently show care and understanding.)

Each member of your staff has a role to play in developing relationships with children at your school. Every contact with a child and teacher matters. Your staff can convey care and support to children by listening to them; validating their feelings; demonstrating kindness; and showing them compassion and respect.

Trauma-informed Practice

Trauma takes place when a person feels scared, worried, threatened, and unable to cope with an event or situation. Trauma can also stem from experiences like neglect, chronic stress, or exposure to violence. When these adverse events occur, they are commonly described as ‘adverse childhood experiences’ (ACEs).

There is a growing understanding of how ACEs negatively affect the developing brain and the nervous system. Evidence shows that those who experience more ACEs will have much higher rates of mental health difficulties, poor physical health and social and emotional problems compared to others. When children and young people experience severe and prolonged adversity, it is more likely to cause long-term harm if they do not receive support.

Developing positive relationships with adults who care about their wellbeing in safe and consistent settings such as school can mitigate the effects of trauma and promote resilience in children and young people.

Becoming more trauma-informed or trauma-sensitive, however, is a journey that involves reflection and consideration of practice across different aspects of school life including the programme for PDMU.

Prioritise building positive relationships with all children. Greet them warmly, show genuine interest in their lives, and offer opportunities for one-on-one interactions. Acknowledge their strengths and efforts regularly. Establish clear expectations for behaviour and boundaries using classroom contracts. Ensure physical safety by organising the classroom layout to minimise triggers and provide spaces for relaxation or sensory breaks if needed.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Teach all children coping skills and emotional regulation techniques in your PDMU programme, such as deep breathing, mindfulness, or guided imagery. Incorporate these practices into daily routines or transitions.

Maintain a consistent schedule and routine, as unpredictability can be triggering for children who have experienced trauma. Clearly communicate any changes in advance and provide visual schedules or timers to help children anticipate transitions during the school day.

Foster empowerment and choice by giving children opportunities to make choices and have a sense of control over their learning environment. Allow them to choose activities, seating arrangements, or methods of demonstrating understanding whenever possible.

Cultivate a strengths-based approach by focusing on children's strengths and assets rather than deficits or challenges. Celebrate their achievements, no matter how small, and encourage a growth mindset by emphasising effort and progress using an Assessment for Learning approach.

Promote support and collaboration from peers by fostering a sense of community and co-operation among pupils. Encourage peer support and collaborative learning activities where children can work together, share ideas, and problem solve collectively.

Educate yourself and your staff about common trauma triggers and how trauma may manifest in behaviours: emotionally, or academically. Be prepared to respond with empathy, patience, and flexibility when children exhibit trauma-related reactions. You will also need to collaborate with external professionals to identify children who may need additional assistance.

Preventative Curriculum

The concept of a 'preventative curriculum' refers to educational practices aimed at safeguarding children, particularly through a well-planned PDMU programme that includes Relationship and Sexuality Education (RSE). In essence, a preventative curriculum emphasises proactive measures to ensure the wellbeing and safety of children and young people. It goes beyond merely reacting to instances of harm or neglect; instead, it focuses on fostering a comprehensive and well-structured curriculum that promotes healthy relationships and provides essential knowledge and skills through engaging learning experiences.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Online Safety

In today's digital landscape, it's crucial for children to develop understanding of how they can navigate the online world safely and responsibly. This means not only understanding how to protect themselves online but also learning what constitutes appropriate online behaviour. By acquiring these skills, children can effectively engage with digital platforms while minimising risks and contributing positively to the digital community.

Even young children can understand basic principles like not sharing personal information online and being respectful to others. Role-play scenarios can help children to practise responses to different online situations and develop critical thinking as they learn how to make safe and responsible decisions.

Teachers should encourage open communication with children about their online experiences. Make sure they feel comfortable coming to you with any questions or concerns they may have about their online interactions.

Diversity

Northern Ireland society is becoming more diverse.

Schools play a vital role in preparing our children for a society in which diversity is respected and where people of all backgrounds are acknowledged and feel valued in an ever-evolving world.

Our individual and collective wellbeing includes living in safety and with stability; making a positive contribution to society; and living in a society which respects rights and in which equality of opportunity and good relations are promoted.

Including real-life situations from our more diverse communities in classroom learning fosters a deeper understanding of all of our identities. The Mutual Understanding in the Local and Wider Community strand of PDMU is designed to help children explore their own identities and understand others better, encouraging values such as inclusivity, tolerance, respect, and open-mindedness.

Using Shared Education opportunities can also support children to be better prepared for living in, and contributing to, a diverse society for collaboration, development of social and emotional skills, exploration of shared values, community engagement, and recognising similarities and appreciating differences among individuals in their local communities, and beyond.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Links

[Being Well Doing Well Programme](#)

The Education Authority's training programme to support schools to develop a whole-school approach to Emotional Health and Wellbeing.

[CCEA Wellbeing Hub](#)

The CCEA Wellbeing Hub shows how the Northern Ireland Curriculum promotes learning and development skills that support pupil wellbeing and mental health.

[Children & Young People's Emotional Health and Wellbeing in Education Framework](#)

The Department of Education's framework to promote health and wellbeing in education.

[Community Relations Council](#)

Resources and information from the Community Relations Council which promote the development of a peaceful and shared society based on reconciliation and mutual trust.

[Digital for Life and Work](#)

CCEA guidance for primary schools which provides a progression overview of the skills children require to access technology and use it safely. It also includes links to external advice and resources.

[Education Authority: Positive Behaviour Policy Resources](#)

Training and resources to support schools with pupils who have Social, Emotional and Behavioural Difficulties (SEBD).

[Global Learning Schools NI](#)

This website includes case studies and resources on how global issues and learning can be integrated into the Northern Ireland Curriculum to support the Mutual Understanding strand of PDMU.

[Mental Health Champion of Northern Ireland](#)

The Mental Health Champion for Northern Ireland is Professor Siobhan O'Neill. The aim of the Office of the Mental Health Champion is to advise and assist in the promotion of mental health and wellbeing through all policies and services throughout Northern Ireland.

[Mutual Understanding in Primary Schools](#)

A report by the Education Training Inspectorate about Mutual Understanding in primary schools (February 2024).

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



[Relationships and Sexuality Education \(RSE\) \(CCEA\)](#)

The RSE Hub provides teachers with clarity on classroom strategies for teaching RSE. It ensures that schools have access to a range of up-to-date, relevant resources and sources of support.

[Safeguarding Board for Northern Ireland \(SBNI\)](#)

The SBNI website includes information about its programme of training events and consultations on child protection and trauma-informed practice.

[Supporting Shared Education](#)

The Shared Education section of the CCEA website includes information about how the Northern Ireland Curriculum supports Shared Education and includes CCEA resources and external links to relevant information from the Education Authority and other stakeholders.

[The Preventative Curriculum](#)

A report by the Education Training Inspectorate about the preventative curriculum (April 2023).

SECTION 2

Progression Guidance for PDMU

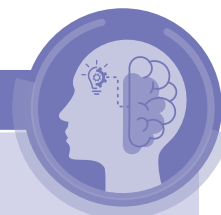


PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness

Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore themselves and their personal attributes.



Suggested Learning

Learning Intentions

We are learning to:

- explore who we are and recognise what makes us special;
- recognise what we can do and identify our favourite things; and
- promote positive awareness of different learning behaviours and different styles of communication in the classroom.

Teaching and Learning

- Encourage the children to make choices in activities. Support them to feel good about themselves and their choices to increase their confidence.
- Provide a range of resources and activities for the learning environment indoors and outdoors so there are appropriate choices to engage and extend the interests of the variety of children in the class.
- Share picture books, animations, videos, rhymes and songs that explore and help children build self-esteem and self-confidence.

Resources

Living.Learning.Together. (LLT) Unit 1 (Red) from [Year 1](#) and [Year 2](#) and any suggested stories/further reading/additional resources (CCEA)

[Wellbeing Hub: Primary Wellbeing Resources and Links \(CCEA\)](#)

[Learning through Play – Pre-School and Foundation Stage \(CCEA\)](#)

[Learning Outdoors in Pre-School and Foundation Stage \(CCEA\)](#)

[Digital Storytelling at Foundation Stage \(CCEA\)](#)

[Digital Art and Design \(CCEA\)](#)

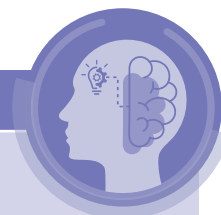
BBC Bitesize: [Foundation Stage PDMU All About Me](#)

[Anna Freud: A Guide to Neurodiversity in the Early Years](#)

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore themselves and their personal attributes.

Suggested Learning	Resources
<ul style="list-style-type: none">• Talk about the importance of doing things we enjoy and that make us feel good. Identify and illustrate those activities and interests shared by the children and classroom adults which make us feel good (and by family members if appropriate).• Identify and acknowledge the achievements made by all children during a school day/week through circle activities, verbal feedback during circle time, and a shared review of the learning week.• Help children to develop and extend their language and communication skills to be able to express themselves clearly, and to give specific examples of their interests and achievements.• Identify and reinforce distinguishing physical features. Talk about the physical traits that we have in common, and about those which make us unique.	<p>Borrow pictures and storybooks with a focus on Self-Esteem, Wellbeing and Identity from the School Library Service.</p> <p>Some suggested picture books <i>What I like</i> by C and L Anholt <i>This is My Hair</i> by T Parr <i>I Want to Be</i> by T Ross <i>Giraffes Can't Dance</i> by G Andreae</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness

Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore their self-esteem and self-confidence.



Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• feel positive about ourselves, and develop an understanding of our self-esteem and self-confidence;• become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals; and• promote positive awareness and acceptance of the different personality traits, and the different ways of learning and seeing the world, which we all have.	<p>LLT Unit 1 (Red) from Year 3 and Year 4 and any suggested stories/further reading/additional resources (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Wise Up and Think StoryBook (5) Keep Going, Brenda (CCEA)</p> <p>Positive Self-Talk How to Teach Positive Self-Talk Positive Self-Talk for Kids –Centervention®</p> <p>Anna Freud: Mentally Healthy Schools: How many positives class activity</p> <p>Circle time activities</p> <p>BBC Bitesize: KS1 PDMU Self-Awareness</p> <p>Promote self-confidence and positive thinking by taking part in fun physical activities with BBC Teach: PSHE KS1 and KS2 Moodboosters</p>
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Ensure that your pupils know and understand that you care for and value them as individuals through the everyday words you use and actions you take (see LLT Year 4 Unit 1 (Red) 'It's all about balance' activity).• Model and encourage pupils to use positive self-talk (see LLT Year 3 Unit 1 (Red) 'Sticks and stones' activity). Carefully consider the words you use with children, tone of voice, facial expressions and any critical thoughts in your head.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness (continued)

Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore their self-esteem and self-confidence.



Suggested Learning	Resources
<ul style="list-style-type: none">• Support pupils to have confidence to integrate into a group through playing guided team games; this will help them build trust and rapport with others, either in your own classroom or if they are meeting pupils in or from another school (for example, a Shared Education Partnership).• Use circle activities to encourage pupils to discuss what they are good at and discuss all their different ways of experiencing the world. Always include any pupils with learning or physical disabilities.• Celebrate their strengths and abilities by asking the children how they can illustrate or record their talents through symbols, objects, photographs or writing. Keep these in a class treasure chest of talents, and add to it throughout the year.• Share picture books, stories and video clips that explore and help pupils build self-esteem and self-confidence, particularly those with disabilities, to help them to recognise the power of both positive and negative comments, and the effects they can have on us.• Encourage pupils to share any talents and/or expertise they have in a specific interest from both inside and outside of school.	<p>All Play Learn: Including all Kids</p> <ul style="list-style-type: none">• Being different poster• Character strengths poster• Primary activity book – ADHD• Primary activity book – Autism <p>Get suggestions for and borrow pictures, storybooks and non-fiction promoting Self-Esteem and Personal Wellbeing from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness



Key Stage 2 Statement of Minimum Requirement:

Pupils should be enabled to explore their self-esteem, self-confidence and how they develop as individuals.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• develop our self-awareness, self-respect and self-esteem;• identify our current strengths and weaknesses;• know how to confidently express our own views and opinions in unfamiliar circumstances;• develop and be able to use positive coping strategies when faced with problems; and• promote understanding and acceptance of the different ways in which we all learn and experience the world.	<p>LLT Unit 1 (Red) from Year 5, Year 6 and Year 7 and any suggested stories/further reading/additional resources (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Thematic Unit (CCEA) Year 5 Me Inc.</p> <p>Free, short explainers and videos on Self-Esteem and Self-Awareness: Wellbeing for Children: Confidence and Self-Esteem and Wellbeing for Children: Identity and Values</p> <p>BBC Bitesize: KS2 PDMU All About Me: Self-Awareness</p>
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Use a range of affirming and active listening games and activities to identify things the pupils are good at and to ensure that everyone feels included and special.	<p>Promote self-confidence and positive thinking by taking part in fun physical activities with BBC Teach: PSHE KS1 and KS2 Moodboosters</p> <p>Circle time activities</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness (continued)

Key Stage 2 Statement of Minimum Requirement:

Pupils should be enabled to explore their self-esteem, self-confidence and how they develop as individuals.



Suggested Learning	Resources
<ul style="list-style-type: none">• Identify and celebrate their uniqueness through:<ul style="list-style-type: none">– a personal timeline of important events that have happened to them;– art and design, or poetry to identify and celebrate their uniqueness; and/or– stories, video, role play and circle time activities to identify and celebrate their positive qualities and values.• Identify and practise strategies (through role play or scenario cards) which they can use to express their opinion when they are in unfamiliar circumstances. Examples could include moving to a new school, going on an overnight trip, meeting a new class (such as a shared education partnership) or joining a club.• Use activities, ‘explainer videos’, and stories to illustrate neurotypical* and neurodivergent* perspectives and school experiences. This will promote understanding and acceptance of the different ways we learn and experience the world, so that everyone has a chance to identify with and celebrate their positive qualities.	<p>Place2Be activities: Find Your Brave Being Ourselves</p> <p>Anna Freud: Mentally Healthy Schools: Celebrating Neurodiversity</p> <p>More about Neurodiversity (explainer animations/videos): Amazing Things Project: Autism and ADHD Let’s talk about ADHD Nancy learns about Autism See dyslexia differently</p> <p>Coping mechanisms and strategies: Resilience Toolkit</p> <p>Wellbeing for Children: Resilience (Resilience explainer video: having tools to deal with difficult things)</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 1: Self-Awareness (continued)

Key Stage 2 Statement of Minimum Requirement:

Pupils should be enabled to explore their self-esteem, self-confidence and how they develop as individuals.



Suggested Learning

- Explore challenges and difficult situations through stories (for example, 'Bronagh's Story' LLT Unit 1 (Red) Year 7) and videos, and use role play or group activities to explore coping mechanisms and strategies so they can find which works best for them, for example 'success bombardment' (see 'I am doing it for myself' LLT Unit 1 (Red) Year 5); taking control of feelings and being proactive about their attitude when things are difficult; being flexible and having a backup plan when things go wrong; relaxing; and asking for help.

Resources

Notes:

While everyone is unique, most people are **neurotypical*** – their brains process information in a relatively similar way. People who process information differently may be **neurodivergent***.

Neurodivergence results from a difference in the way the brain develops before birth and during childhood. Types of neurodivergence include ADHD, autism, dyslexia, dyspraxia, and Tourette's syndrome. It's estimated that 15–20% of children and young people in the UK are neurodivergent.

Some neurodivergent people may have more than one diagnosis, while others may not have a diagnosis at all. When considered in the context of neurodiversity, neurodivergence does not necessarily describe a disorder, deficit, or a disability – but simply a different way of thinking and learning.

While some neurodivergent pupils may need extra support, others will not. All pupils can benefit from a greater awareness of neurodiversity, and more inclusive environments and attitudes.

Every classroom is neurodiverse – because every pupil will have a different way of thinking, feeling, and learning. These differences should be recognised, understood, respected, and celebrated. Like anyone else, neurodivergent individuals will have their own individual skills and strengths, which should be encouraged and developed.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their own and others' feelings and emotions.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> begin to recognise how we feel; develop ways of expressing how we feel; know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings; realise what makes our friends feel happy or sad; and recognise how other people feel when they are happy, sad, angry or lonely. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Provide a happy, safe, secure and predictable classroom environment – both indoors and outdoors – with planned and spontaneous opportunities to learn. Explore pictures of faces expressing basic feelings (happy, sad, scared and angry) and talk about what they represent. Develop a simple vocabulary of feelings words. Use puppets or toys with names to tell stories about certain feelings. Pose problems for puppet characters. Integrate puppets into dramatic, small worlds and creative play to explore feelings and emotions. Suggest how to be helpful and respond to stories where a character (or a puppet/toy) feels happy, sad, scared or angry, using the phrase 'would it help if?' 	<p>Living.Learning.Together. (LLT) Unit 2 (Orange) from Year 1 and Year 2 presentations Angry Arthur, Frightened Fred, Happy Hannah, Sad Sarah (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-school and Foundation Stage (CCEA)</p> <p>Digital Storytelling in the Foundation Stage (CCEA)</p> <p>Digital Art & Design (CCEA) Foundation Stage Section has activities on colours and feelings.</p> <p>Circle time activities</p> <p><i>Respecting Difference: The Media Initiative for Children</i> at www.early-years.org includes the short animations Jim is Scared, Kim is Sad, Tom is Happy, Jenny gets Angry</p> <p>BBC Bitesize: Foundation Stage PDMU Feelings and Emotions</p> <p>General Principles of Nurture in Education</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their own and others' feelings and emotions.

Suggested Learning	Resources
<ul style="list-style-type: none">• Share picture books, animations, videos, rhymes and songs that explore different feelings.• Create connections between scenarios and different feelings and emotions.• Model, scaffold and explore appropriate responses to others when sharing their feelings and emotions during circle activities to develop language and empathy.• Help children to identify and talk about how they feel emotions in their body, for example 'butterflies in your tummy', or how they use their body to express what they feel, such as facial expressions or body movements for different emotions.• Teach coping/self-management* strategies for managing uncomfortable feelings and emotions through:<ul style="list-style-type: none">– modelling;– suggesting strategies; and– providing scaffolding to support children to use these skills.• Create a safe/calming space inside the classroom which contains relaxation materials such as stress balls, music, photographs, and sensory materials.	<p>Save the Children: relaxation exercises for children Join your pupils in trying the Lazy Cat, the Turtle or Lemon exercises</p> <p>Photographs of designated teachers for Child Protection to show to children and discuss how these people can help us.</p> <p>Digital tools such as camera, tablet, recordable pegs, cards or buttons to record children's suggestions about how they deal with difficult feelings so they can be shared with the class.</p> <p>Borrow/Get suggestions for pictures and storybooks about Feelings and Emotions from the School Library Service.</p> <p>Some suggested picture books <i>A Horse Called Now</i> by Ruth Doyle and Alexandra Finkedley <i>The Colour Monster</i> by Anna Llenas <i>What if, Pig?</i> by Linzie Hunter</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore their own and others' feelings and emotions and how their actions affect others.

Suggested Learning

Learning Intentions

We are learning to:

- recognise, name and manage our feelings and realise they are a natural, important and healthy part of being human; and
- recognise and manage the effects of strong feelings such as anger, sadness or loss.

Teaching and Learning

- Create connections between stories and scenarios and a range of different ways to feel. Support pupils to respond to characters in stories experiencing various emotions through retelling the story orally, in pictures, through digital tools, and/or in writing.
- Record extended feelings vocabulary beyond the four basic feelings (anger, sadness, fear and happiness) on classroom displays. Then, encourage the children to use the new words through an individual or class feelings 'barometer' (see 'Feeling Good, Feeling Sad' LLT Unit 2 (Orange) Year 3 for details).

Resources

LLT Unit 2 (Orange) from [Year 3](#) and [Year 4](#), and suggested stories/further reading/additional resources (CCEA). You can find out how to develop a 'Feelings Barometer' in these resources.

[Wellbeing Hub: Primary Wellbeing Resources and Links \(CCEA\)](#)

[Active Learning and Teaching Methods for Key Stage 1 & 2 \(CCEA\)](#)

[Digital Storytelling: Film and Animation at Key Stage 1 \(CCEA\)](#) has suggestions for specific short films and animations with activities that explore feelings and emotions.

[Education Authority Wellbeing Resources: Selfcare for Me](#)

[Education Authority Behaviour Support Training: Developing a Calm Plan](#)

[Education Authority: Being Well, Doing Well](#)

[General Principles of Nurture in Education](#)

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions (continued)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore their own and others' feelings and emotions and how their actions affect others.

Suggested Learning	Resources
<ul style="list-style-type: none">• To help pupils to explore and express feelings and emotions on an ongoing basis, including difficult situations such as loss or exclusion, you can use art, music, film and animation, and creative play. Examples might include 'Think, Pair, Share', role play, Character Hot Seating, Conscience Alley, Scenario Cards, exploring alternative endings, Consequence Wheel, Freeze Frame/ Tableau, or Walking Debate.• Continue to teach coping/self-management* strategies for managing uncomfortable feelings and emotions through modelling, suggesting strategies, providing frequent opportunities to practise, and scaffolding to support children to use these skills, for example: count to ten (anger management), positive self-talk (self-confidence), or memory box (dealing with loss).• Create a safe/calming space within the classroom which contains relaxation materials such as stress balls, music, photographs, or sensory materials.	<p>Circle time activities</p> <p>BBC Bitesize: KS1 PDMU: Feelings and Emotions</p> <p>BBC Teach: KS1 PSHE Dealing with Emotions</p> <p>A collection of short films presented by Dr Radha Moghil that explore a whole range of feelings and emotions, as well as providing talking points and tools to feel better.</p> <p>Helping Hands for Children www.womensaidni.org</p> <p>Save the Children: relaxation exercises for children Join your pupils in trying the Lazy Cat, the Turtle or Lemon exercises</p> <p>Place2Be activities: Weather: Noticing Feelings Art Project Calm: Soothing Feelings</p> <p>Winston's Wish: Teaching about Loss and Bereavement www.winstonswish.org</p> <p>Borrow/Get suggestions for pictures, storybooks and non-fiction that focus on Feelings and Emotions from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore their management of a range of feelings and emotions and the feelings and emotions of others.

Suggested Learning

Learning Intentions

We are learning to:

- examine and explore our own and others' feelings and emotions;
- know how to recognise, express and manage feelings in a safe and positive way; and
- recognise that feelings may change at times of change and loss.

Teaching and Learning

- Use scenarios and thinking diagrams, for example Consequence Wheel, Fishbone Strategy and Conscience Alley to further deepen pupils' understanding of feelings and emotions – what causes them, how they are experienced and how they affect our behaviour and attitudes. Support the ongoing use of a 'feelings barometer' which pupils can use to indicate how they are feeling.
- Use circle time activities to explore a range of feelings and how the way we think is connected to the way we feel.
- Support pupils to express ideas and situations involving feelings and choices through digital tools animation, digital art and design, and digital storytelling tools.

Resources

LLT Unit 2 (Orange) from [Year 5](#), [Year 6](#) and [Year 7](#) and any suggested stories/further reading/additional resources (CCEA).

LLT Unit 7 (Violet) from [Year 6](#)

[Thematic Unit \(CCEA\) Year 5 Me Inc.](#)

[Active Learning and Teaching Methods for Key Stage 1 & 2 \(CCEA\)](#)

[Wellbeing Hub: Primary Wellbeing Resources and Links \(CCEA\)](#)

C2k Newsdesk

'Too Much, Too Young' Short Stories deals with a variety of issues, including anxiety, bereavement, transition and death. Encourage pupils to read or listen to a story and use the discussion points as a focus for paired, group or class discussions.

BBC Bitesize: [KS2 PDMU Feelings and Emotions](#)

[Circle time activities](#)

[Education Authority Wellbeing Resources: Selfcare for Me](#)

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore their management of a range of feelings and emotions and the feelings and emotions of others.

Suggested Learning	Resources
<ul style="list-style-type: none">• Develop pupils' talking and listening skills by supporting them to tell, retell and interpret memories and personal experiences related to feelings and emotions.• Use relaxation/visualisation sessions to encourage pupils to focus on feelings and how to manage them. Introduce other self-help strategies such as 'Bring It, Bag It or Bin It', positive self-talk, or affirmations on post its, and model how to use them for the pupils.• Identify how feelings are involved in peer pressure and bullying in fiction or in real life using a range of drama techniques such as role play, character Hot Seating, Conscience Alley, Scenario Cards, Exploring Alternative Endings, Consequence Wheel, Freeze Frame/ Tableau, or Walking Debate.• Use circle activities, media presentations and structured programmes to highlight feelings associated with pupils' transition to post-primary school. Principals and class teachers should model feelings and emotions during assembly presentations, and at celebrations for leavers: for example, by using a big smile and enthusiastic tone when a pupil has worked exceptionally hard to win an award, or openly discussing the feelings of sadness, nervousness and excitement associated with the change of pupils moving to a new school.	<p>Education Authority Behaviour Support Training: Developing a Calm Plan</p> <p>Education Authority: Being Well, Doing Well</p> <p>General Principles of Nurture in Education</p> <p>Women's Aid NI: Helping Hands: A Preventative Education Programme for Children</p> <p>Place2Be activities: Weather: Noticing Feelings Art Project Calm: Soothing Feelings Tuning In: Mindful Listening</p> <p>Childline: Feelings and emotions includes tips and advice about dealing with strong emotions such as anger and despair.</p> <p>Free, short explainers and videos about feelings and emotions and coping skills, for example Coping skills for kids – feelings and emotions</p> <p>British Heart Foundation – The Small Creature, an animated story to help bereaved children</p> <p>Winston's Wish: Teaching about Loss and Bereavement</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 2: Feelings and Emotions (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore their management of a range of feelings and emotions and the feelings and emotions of others.

Suggested Learning	Resources
<ul style="list-style-type: none">• Facilitate visits to and by local feeder post-primary schools, perhaps with past pupils sharing how they felt and what they did to cope with difficult feelings.• Link with Relationships and Sexuality Education (RSE) activities and structured programmes to focus on feelings and emotions approaching and during puberty, perhaps linking with the school nurse or another visitor.• Ask the pupils to create a memory box, book or wall that represents something or someone related to strong feelings they had about a change, a loss, or a bereavement (this memory could be about a child, an adult, an event, or anything that the pupils associate with strong feelings).• Create a safe/calming space within the classroom which contains relaxation materials such as a stress ball, music, photographs, sensory materials, or mindfulness colouring pages.	<p>Bereaved NI: Bereavement support for Children and Young People</p> <p>CCEA: Key Stage 2 to Key Stage 3 Transition Guidance</p> <p>BBC Bitesize: KS2 PDMU Transition</p> <p>Borrow/Get suggestions for relevant pictures, storybooks and non-fiction from the School Library Service.</p>

Notes:

* In the context of social and emotional learning, self-management is the ability to manage your thoughts, emotions, and behaviours in a healthy way in order to make decisions and reach goals that benefit both you and others. This includes learning skills that help you become more resilient, and to be able to cope and move on from the difficult or stressful situations that we all face in life. The PDMU curriculum concepts of Self-awareness, Feelings and Emotions and Learning to Learn all address aspects of this ability.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn



Foundation Stage Statement of Minimum Requirement:

Pupils should be enabled to explore their dispositions and attitudes to learning.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • focus attention, concentrate and remember, by taking part in a variety of activities that reflect the way we learn; and • develop a positive attitude to learning. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Ensure that the classroom environment and approaches to learning are inclusive and welcoming for all children. • Ask each child to carry out a ‘Show and Tell’ activity. They can focus on retelling an experience, explain how something works, or how an object was made during play. • Use games to promote the children’s concentration and recall such as Kim’s Game, or other circle activities that focus on concentration and remembering (for example welcoming each other by name, clapping, or number games). • Ask the children to retell a story or event in sequence. They can do this orally, in pictures, or by writing. Then, hold a plenary session with the class to recall what/how they have learned/enjoyed. • Encourage the children to make their own choices in activities. Support the children to feel good about themselves and their choices. 	<p>Living.Learning.Together. (LLT) Unit 1 (Red) from Year 1 and Year 2 and suggested stories/further reading/additional resources</p> <p>Assessment for Learning: A Practical Guide (CCEA, 2009)</p> <p>Listen and Think Storybooks: (CCEA, 2010)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-School and Foundation Stage (CCEA)</p> <p>Circle time activities</p> <p>Language and Literacy in the Foundation Stage (CCEA)</p> <p>Digital Storytelling in the Foundation Stage (CCEA)</p> <p>Digital Art and Design (Foundation Stage section) (CCEA)</p> <p>Digital Audio: Foundation Stage (CCEA)</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn (continued)



Foundation Stage Statement of Minimum Requirement:

Pupils should be enabled to explore their dispositions and attitudes to learning.

Suggested Learning	Resources
<ul style="list-style-type: none">• Provide a range of resources and activities for the learning environment both indoors and outdoors to engage and extend the children's interests, and to develop their individual interests.• Explore a number of strategies that children can use when they struggle with new learning or a new activity or become 'stuck' (see Assessment for Learning: A Practical Guide (CCEA)). Build independence in with these strategies, using visual reminders of 'What I do when I'm stuck'.• Build in 'brain breaks' during learning sessions, for example, the children could walk around the classroom/playground, engage in other physical movement, sing a song, or drink some water.• Demonstrate and model routines to encourage the children to listen, take turns, share, and co-operate and reach agreement.• Support children to notice and talk about times when they:<ul style="list-style-type: none">– concentrated;– solved problems; and/or– co-operated with others while engaged in activities.• Develop a language to talk about their learning, using the Learning to Learn Wall coloured blocks (Assessment for Learning: A Practical Guide, CCEA).	<p>Borrow/Get suggestions for pictures and storybooks about Learning, Setting Goals and Not Giving Up from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn (continued)

Foundation Stage Statement of Minimum Requirement:

Pupils should be enabled to explore their dispositions and attitudes to learning.

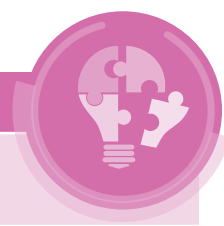


Suggested Learning	Resources
<p>Take part in a class discussion or use a puppet to talk about what we are learning (Learning Intentions) and how we will know we have learned it (Success Criteria).</p> <ul style="list-style-type: none">• Develop, maintain and share a Class Learning Log with the children. This should have contributions from every child that includes photographs of the children's learning opportunities and samples of work from their learning across the year.• Make use of technology to capture the learning that has taken place, for example software such as Tapestry, Just2Easy, or SeeSaw.• Share learning with parents and the whole-school community through the school website and other school communication channels.• Organise a class celebration of learning where each child presents an example or evidence of an achievement in learning. Parents/Carers or older children could be invited to attend.• Ask the children to contribute to class displays of learning and achievement. They could contribute to a personal home/school portfolio of learning and achievement. Ask them to respond to peers' work (for example art, construction, or writing) and provide them with simple criteria with which to do this.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn



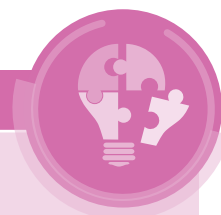
Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore positive attitudes to learning and achievement.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• become aware of our own strengths, abilities, qualities, achievements, personal preferences and goals;• acknowledge that everyone makes mistakes, that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning; and• recognise how we can develop and improve our learning. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Use circle activities and rounds, for example 'I am proud of...', 'I am good at...', 'the bit of my work that is hardest for me is...' and 'how am I smart'.• Encourage the pupils to collaborate with you in agreeing individual or class success criteria.• Use plenary sessions to explore what went well, and why, and what did not go so well, and why. When reflecting on learning at the end of a week or topic, use Two Stars and a Wish to discuss what went well, or what could improve in future learning.• Encourage the pupils to indicate current understanding of a concept or topic using Traffic Lights or Thumbs Up/Thumbs Down tools.	<p>LLT Unit 1 (Red) from Year 3 and Year 4 and suggested stories/further reading/additional resources</p> <p>Assessment for Learning: A Practical Guide (CCEA, 2009)</p> <p>Active Learning and Teaching Methods for Key Stage 1 & 2 (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>The Think Pack (CCEA)</p> <p>4Rs classroom posters in Assessment for Learning: A Practical Guide (CCEA) can help pupils to develop a language to talk about their learning, using the detail of the 4Rs – Be Reflective, Be Resilient, Be Resourceful and Be Reciprocal in plenary sessions, group work or through Think, Pair and Share activities.</p> <p>Wise Up and Think Storybooks (5) Keep Going Brenda (CCEA)</p> <p>BBC Bitesize: Key Stage 1 PDMU Learning to Learn</p> <p>BBC Teach: Key Stage 1 Super Mood Movers Ways to learn and play</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn (continued)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore positive attitudes to learning and achievement.

Suggested Learning	Resources
<ul style="list-style-type: none">• Ask pupils to use Talking Partners or Think, Pair, Share to help them to focus on their skills, talents, and goals, and what they have learned. They should also use these two activities to identify and affirm each other's abilities and ideas, and the learning strategies they have used.• Ask the pupils to respond to situations in stories where a character experiences setbacks and how these setbacks are overcome, and how the character develops resilience, for example <i>Keep Going Brenda</i>.• Facilitate the pupils in developing a language to talk about their learning, using the specific strategies detailed in the 4Rs (Resourceful, Reflective, Resilient and Reciprocal) posters (Assessment for Learning: A Practical Guide).• Help the pupils to reflect on their work and explore how to improve through drafting and redrafting, as shown in <i>Austin's Butterfly</i>.• Help the pupils to identify and work towards their own personal targets.• Celebrate and share successes within the class or school, for example invite the principal, governors, buddy class, and parents to the classroom to showcase pupil learning.• As a class, explore how a healthy diet, exercise and sleep can help with learning.	<p>Austin's Butterfly – exploring feedback and the use of multiple drafts to improve the quality of work</p> <p>Education Authority: Effective feedback learning module</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn



Key Stage 2 Statement of Minimum Requirement:

Pupils should be enabled to explore effective learning strategies.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• know how to confidently express our views and opinions in unfamiliar circumstances;• be able to face problems, try to resolve and learn from them, / and to understand a growth mindset and ‘take that’ approach;• identify our current strengths and weaknesses and develop an insight into our potential and capabilities;• reflect upon our progress and set goals for improvement;• be aware of the different ways we learn and communicate and be able to identify how we learn best; and• identify and practise effective learning strategies. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Help pupils to develop a language to talk about their learning, for example by using the 4Rs classroom posters.• Support pupils to develop their own value judgements about the quality of their work.• Teach the concept of Fixed v Growth Mindset (Carol Dweck) and develop classroom visuals to demonstrate and encourage the use of a Growth Mindset for pupils.	<p>LLT Unit 1 (Red) from Year 5, Year 6 and Year 7 and suggested stories/further reading/additional resources. The Fourth Son story can highlight the importance of learning (LLT Unit 1 from Year 7).</p> <p>Active Learning and Teaching Methods for Key Stage 1 & 2 (CCEA)</p> <p>The Think Pack (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>4Rs classroom posters in Assessment for Learning: A Practical Guide (CCEA) can help pupils to develop a language to talk about their learning, using the detail of the 4Rs – Be Reflective, Be Resilient, Be Resourceful and Be Reciprocal in plenary sessions, group work or through Think, Pair and Share activities.</p> <p>BBC Radio 4 Mindchangers: Carol Dweck and Growth Mindset (BBC podcast)</p> <p>BBC Teach: Key Stage 2 Class Clips Developing a Growth Mindset</p> <p>BBC Bitesize: Key Stage 2 PDMU Learning to Learn</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn (continued)



Key Stage 2 Statement of Minimum Requirement:

Pupils should be enabled to explore effective learning strategies.

Suggested Learning	Resources
<ul style="list-style-type: none">• Explore their learning potential through role models and self-talk, for example ‘I can’t do this – yet,’ ‘I learned ... through my mistake,’ ‘I’m going to have to work harder on this and not give up’.• Discuss and explore mistakes we sometimes make/challenges we experience/things we’re not strong at – affirm that this is ok; this is normal, and we can learn from this.• Discuss coping strategies we can use when we are struggling with something – have another go; persistence; perseverance; and resilience.• Record group activities or physical and practical skills developed in PE or outdoor learning in video clips or take photographs so pupils can self – and peer-reflect on what they were learning and how they might develop further.• Use self – and peer-assessment and evaluations to further explore feelings and emotions, for example how do we feel and respond when we receive suggestions for improvement or know that we need to improve?• Promote the importance of how a healthy diet, exercise, limits on screen time and enough sleep can help us to learn more effectively.• Include regular exercise and physical activity in the school/classroom to help children stay focused and improve their concentration and motivation for learning.	<p>I Have a Go – videos and songs for children that promote a growth mindset approach towards struggles, successes, capabilities and potential (growth mindset)</p> <p>Austin’s Butterfly – exploring feedback and the use of multiple drafts to improve the quality of work</p> <p>Little People Big Dreams is a series of books illustrating how famous people have overcome challenges</p> <p>How to help Children Manage Screen Time (7–11 years Key Stage 2)</p> <p>Celebrate Neurodiversity Week</p> <p>Anna Freud: Neurodiversity Celebration Week toolkit</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 3: Learning to Learn (continued)

Key Stage 2 Statement of Minimum Requirement:

Pupils should be enabled to explore effective learning strategies.



Suggested Learning	Resources
<ul style="list-style-type: none">• Pupils keep an individual learning journal OR a class record of each time a new learning strategy is used in class, for example Mind Maps, PMI, Five Questions, Diamond Ranking. The pupils/class record the method and how it helped them learn, when they could use it again, and so on. The pupils/class build up a bank of strategies which they can refer to as the year/key stage progresses.• Ask the class to choose a famous person who has achieved despite setbacks. Ask the class to represent their journey on a timeline and record the famous person's notable achievements and setbacks using colours or symbols. Alternatively, use Drama Techniques or digital media to retell and interpret their story. Design circle activities about potential, strengths, goals, resolutions, for example rounds and affirmations.• Use inclusive events such as 'Celebrate Neurodiversity Week' to help the pupils learn more about how one in seven of us have brains that developed differently, and how this affects how some pupils learn and communicate.• Use clips from films to demonstrate how a character has overcome challenges, for example <i>Moana</i>, <i>Brave</i>, or <i>Inside Out</i>.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change



Foundation Stage Statement of Minimum Requirement:

Children should be enabled to explore the importance of keeping healthy.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • be aware of how to care for our bodies in order to keep healthy and well; • recognise and practise basic hygiene skills; and • realise that growth and change are part of the process of life and are unique to each individual. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Ensure that the classroom environment and approaches to health education are inclusive and welcoming for all children. • With the children, discuss different role models from popular children’s TV programmes, videos and public health campaigns. • Encourage the children to share the different ways they are active at school and at home, for example sporting clubs, activity logs, varied programmes of outdoor play, and so on. • Involve the children in activities to support healthy break snacks. You can do this by helping them to take photographs of healthy snacks and make models of healthy snacks. Get the children involved in preparing and distributing healthy breaks/snacks. • Model good hygiene practice in the classroom. 	<p>Living.Learning.Together (LLT) Unit 3 (Yellow) from Year 1 and Year 2 and any suggested stories/further reading/additional resources.</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Listen and Think Storybook: An Apple a Day (Year 1) (CCEA)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-School and Foundation Stage (CCEA)</p> <p>Digital Storytelling (Foundation Stage) (CCEA)</p> <p>Digital Art and Design (CCEA)</p> <p>BBC Bitesize: Foundation Stage PDMU Being Healthy</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change (continued)



Foundation Stage Statement of Minimum Requirement:

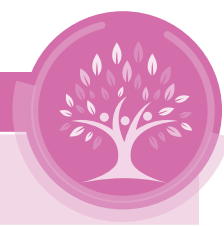
Children should be enabled to explore the importance of keeping healthy.

Suggested Learning	Resources
<p>As a class, discuss and model good toothbrushing techniques. Encourage the children to join in songs and stories about keeping clean. Invite a dental nurse to the class to talk about/ demonstrate dental health techniques.</p> <ul style="list-style-type: none"> • With the class, explore the reasons for good hygiene, and the importance of handwashing after using the toilets or before eating. • Help the children to learn about the types of care we need for common ailments, for example drinking more water, resting, and visiting the pharmacist or doctor when they need to. • Identify the common things that are put on or into the body, such as such as food, drinks, medicines, a thermometer, injections, sunscreen, and clothes, and tell the children which are safe and unsafe. Create a body template by drawing around a child and record these things on it. • Ask the children to compare photos of themselves now and in the past. Sequence the photos as a timeline for each child. If appropriate, encourage the children to talk to parents and carers about what they were like/did as a baby and retell these experiences in class. • Involve the children in an active 'health week' in school, looking at all the different things they can do to keep healthy. 	<p>Hygiene and hand washing: E-bug resources for teachers</p> <p>Common childhood ailments and care (for Years 1 and 2): Pharmacy Schools Programme (You must register to access the resources).</p> <p>Borrow/Get suggestions for pictures and storybooks focusing on Self-Esteem, Wellbeing and Identity from the School Library Service.</p> <p>Some suggested picture books <i>Our Gorgeous Baby</i> by Smriti Halls <i>Oliver's Vegetables</i> by Vivian French <i>How to Wash a Woolly Mammoth</i> by Michelle Hoffman <i>Topsy and Tim go to the Doctor</i> by Jean Adamson <i>I Love My Body Because</i> by Shelly Anand and Nomi Ellenson</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping healthy.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• recognise and value the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene;• have respect for our bodies and those of others;• be aware of the stages of human growth and development;• recognise how responsibilities and relationships change as people grow and develop;• understand that medicines are given to make you feel better, but that some drugs are dangerous;• understand that if not used properly, many products can be harmful; and• be aware that some diseases are infectious, and some can be controlled. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Ensure that the classroom environment and approaches to health education are inclusive and welcoming for all pupils.• Use a range of physical activities (indoors and outdoors) to deepen pupils' knowledge and understanding of the relationship between physical activity, sleep, good health and wellbeing.	<p>LLT Unit 3 (Yellow) from Year 3 and Year 4 and any suggested stories/further reading/additional resources</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>CCEA: Active Learning and Teaching Methods for Key Stages 1 & 2</p> <p>Growing for the Future (CCEA) This resource aims to encourage children to grow fruit and vegetables throughout the gardening year and explore where food comes from while promoting healthy eating.</p> <p>BBC Bitesize: PDMU Key Stage 1 Health, Growth and Change</p> <p>Place2Be activities: The Creative Gardener: Nurturing Self-Belief</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change (continued)

Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping healthy.



Suggested Learning	Resources
<ul style="list-style-type: none">• Talk about and use scenarios to explore how the pupils' choices can affect their bodies and those of others, for example, caring for siblings and friends, smoking, fighting, taking risks, or infection control measures. Pupils should work in groups to sort pictures of people having/not having respect for themselves or others.• Use topical media issues to explore this point with the pupils. Use examples such as Covid, flu, and infectious diseases, and explore the things we can do to avoid them with the pupils (handwashing, using tissues, and so on).• Establish and discuss rules for taking medicines. As a class, examine empty medicine packaging and highlight important information and learning points. Use the Pharmacy Schools Programme resources for Years 3 and 4 to learn more about medicines and common childhood ailments.• Talk about the importance of needing food and drink to stay alive and about how we need food to grow, be active, and maintain health.• Ask the pupils to collaborate in groups to create class displays or presentations on 'How does food help my body?'. They can use Art, ICT, voiceovers and their own text to describe how food helps their bodies. Help them to research this using a range of resources to support these activities, for example 'Food: A Fact of Life.'	<p>Discuss the links between healthy physical activity, self-care, feelings and good emotional health with BBC Teach: Key Stage 1 Mood boosters Super Movers</p> <p>Pharmacy Schools Programme (You must register to access the resources).</p> <p>Safe4me resources for Drugs and Alcohol education</p> <p>E-bug resources for teachers</p> <p>Food: A Fact of Life: These resources are for teaching young people aged 3-16 years about where food comes from, healthy eating, and cooking.</p> <p>Borrow/Get suggestions for pictures and storybooks on Keeping Healthy from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change (continued)

Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping healthy.



Suggested Learning	Resources
<ul style="list-style-type: none">• Help the pupils to explore the different stages of life using a range of sources and presentations; for example, create a timeline of the six stages of human growth (Baby; Toddler; Child; Teenager; Adult; Elderly adult).• Develop observation skills through exploring images of the different physical changes and features of each life stage, for example height, shape, bone and muscle development and hair changes, and make comparisons between all of them.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to sustain their health, growth and wellbeing.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;• recognise what shapes positive mental health;• know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on ourselves and others;• understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed;• know how the body grows and develops;• be aware of the physical and emotional changes that take place during puberty;• know how babies are conceived, grow, and are born;• be aware of the skills for parenting and the importance of good parenting;• recognise how responsibilities change as we become older and more independent; and• know that there are prevalent diseases throughout the world which are major health issues for many countries.	<p>LLT Unit 3 (Yellow) from Year 5, Year 6 and Year 7 and any suggested stories/further reading/additional resources</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (CCEA): The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>RSE Hub: Menstrual Wellbeing (CCEA)</p> <p>RSE Hub: LGBTQ+ Matters (CCEA)</p> <p>RSE Hub: Consent (CCEA)</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Period Dignity Primary Resources (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Growing for the Future (CCEA) This resource aims to encourage children to grow fruit and vegetables throughout the gardening year and explore where food comes from while promoting healthy eating.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to sustain their health, growth and wellbeing.

Suggested Learning	Resources
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Ensure that the classroom environment and approaches to learning in health education are inclusive and welcoming for all pupils.• Ask the pupils to work in groups to role play a number of difficult, but common, situations involving feelings and emotions, for example worries about schoolwork; being left out of games; falling out with a friend; or getting limited screentime at home. Follow up with a Carousel activity where pupils generate strategies for keeping mentally healthy and happy in these (or similar) situations.• Discuss the links between healthy physical activity, sleep, and self-care, and how they affect our feelings and emotional health.• Actively promote the importance of physical activity, both indoors and outdoors, to support wellbeing. You can do this through promoting activities such as walk-to-school week, the daily mile, a range of PE activities and outdoor physical activities, and displays of pupils being active at assembly.	<p>Food: A Fact of Life: These resources are for teaching young people aged 3–16 years about where food comes from, cooking and healthy eating.</p> <p>E-bug resources for teachers</p> <p>Promote self-confidence and positive thinking by taking part in fun physical activities with BBC Teach: Key Stage 1 and Key Stage 2 Moodboosters</p> <p>Promote the benefits of self-care and a healthy lifestyle, including good emotional health with BBC Teach: Key Stage 2 Super Mood Movers</p> <p>How to help Children Manage Screen Time (7–11 years Key Stage 2)</p> <p>Pharmacy Schools Programme (You must register to access the resources).</p> <p>Safe4me resources for Drugs and Alcohol education</p> <p>Cancer Focus Northern Ireland: Smokebusters</p> <p>www.cancerfocusni.org</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to sustain their health, growth and wellbeing.

Suggested Learning	Resources
<ul style="list-style-type: none">• Help the pupils to research where food comes from. Encourage them to work together to grow and harvest vegetables from a school garden, take part in cooking activities, or set up a school cookery club. Help them to use a range of resources to learn about a healthy diet.• Carry out a spectrum debate with the pupils, or ask them to create a continuum on risky health behaviours.• Ask the pupils to role play resisting peer pressure scenarios, for example what to say if they were offered a cigarette or vape, or how to react if friends are drinking alcohol.• Help them to research the effects of different drugs, and use a body template to record their findings.• The pupils can use the Diamond Ranking technique to sort substances from the most to the least dangerous.• In accordance with the school's Relationships and Sexuality Education (RSE) policy, create a safe and inclusive environment for delivering RSE which promotes equality and respect for all children. Explore the content of the CCEA RSE hub for further suggested approaches to RSE at Key Stage 2 which are appropriate for your setting.	<p>Northern Ireland Chest, Heart and Stroke: Primary Schools</p> <p>Support from the School Nurse to explore health issues and answer questions</p> <p>Borrow/Get suggestions for pictures and storybooks that focus on Health, Growth and Change from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 4: Health, Growth and Change (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to sustain their health, growth and wellbeing.

Suggested Learning	Resources
<ul style="list-style-type: none">• In accordance with the school's Relationships and Sexuality Education policy, discuss the physical and emotional changes which take place during puberty, such as changes in skin, hair, mood, and voice, and clarify which relate to male/female/both.• In accordance with the school's RSE policy, use appropriate resources to explain how babies are conceived and show the stages of foetal development.• Organise pupils to work in 'expert' groups to research and present information to other groups on global diseases/epidemics.• Use e-Bug lesson plans to teach the pupils about hygiene, microbes, vaccinations, and antimicrobial resistance.• Use a fictional 'Agony Aunt' approach where pupils discuss fictional problems or concerns relating to growing up, and suggest solutions.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore how to keep safe in familiar and unfamiliar environments.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • explore appropriate personal safety strategies; • identify situations that are safe and those where our personal safety may be at risk; • begin to realise the importance of road safety; • understand that many substances can be dangerous; • know the safety rules that apply when taking medicines; • understand that staying safe online is similar to staying safe in real life, and know the basic rules for staying safe online. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Provide a secure classroom environment. • Explore feelings associated with being safe/not safe with the children in circle time activities. • Help the children to learn the NSPCC PANTS rules that teaches children that: <ul style="list-style-type: none"> – their body belongs to them; – no one is allowed to touch their body in a way that makes them feel uncomfortable; – they have the right to say no; and – that they should tell a trusted adult if they're upset or worried about anything. 	<p>Living.Learning.Together (LLT) Unit 3 (Yellow) from Year 1 and Year 2 and any suggested stories/further reading/additional resources</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (Safety and Wellbeing) (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>Digital for Life and Work (CCEA)</p> <p>RSE Hub: Consent (CCEA)</p> <p>RSE Hub: Internet Safety (CCEA)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-school and Foundation Stage (CCEA)</p> <p>NSPCC Learning: PANTS resources for schools and teachers</p> <p>Circle time activities</p> <p>NI Direct: road safety education resources</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore how to keep safe in familiar and unfamiliar environments.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use a topic such as ‘People Who Help Us’ to identify people who help to keep us safe throughout the day.• Share picture books, animations, videos, rhymes and songs with the children that depict characters in safe and unsafe situations. Develop their understanding of what is safe/unsafe in these situations through sorting tasks such as walking vote, sorting pictures, and stand up/sit down.• Support the children to explore a range of safety-related scenarios through play-based learning, for example balancing on kerbs, climbing, sliding, making structures, and so on.• Talk about safety rules for outdoor learning. Agree what these should be with the children. Display the rules and refer to these regularly.• Role play safety scenarios suggested by teachers and children, including topical and seasonal issues. Use road mat and outdoor tracks in play areas to explore road safety and practise the correct use of the Green Cross Code. Ask the children to create their own traffic lights during play, and design an outdoor road using markings and signage. They should then cycle or scoot on this, obeying the rules of the road, and crossing as appropriate. Invite the school crossing patrol officer to the classroom to explain their role in keeping children safe.	<p>THINK! – Road safety (education resources)</p> <p>BBC Bitesize: Foundation Stage PDMU Keeping Safe has animations which illustrate a range of situations where their safety may be at risk.</p> <p>UK Safer Internet Centre: Children and Young People (Resources for 3–11 year-olds)</p> <p>Childnet: Smartie the Penguin Hannie and the Magic Window</p> <p>Borrow/Get suggestions for pictures and storybooks about Safety Issues from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore how to keep safe in familiar and unfamiliar environments.

Suggested Learning	Resources
<ul style="list-style-type: none">• Reinforce road safety messages by using the Northern Ireland Road Safety Calendar and other resources (see link in resources).• Ask the children to explore equipment such as seatbelts, safety seats, bright or hi-vis clothing and helmets which can keep us safe in different situations. Use these within play-based learning and discuss their function within the context, for example, hard hats for a building site, helmets and hi-vis clothes when on bikes/scooters, and so on.• The children should watch ‘Ted’s Tumble’ THINK! to explore the importance of seat belts and safety seats and play the ‘Be bright be seen’ THINK! game to recognise the importance of wearing bright clothing in winter.• Discuss scenarios of staying safe online using activities from the Safer Internet Centre with the children.• Use the stories of Smartie the Penguin and Hannie and the Magic Window (Childnet) to help the children explore life online and understand how and when to ask for help if they see upsetting images, read unreliable information, or are worried about talking to strangers online.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore how to keep safe in familiar and unfamiliar environments.

Suggested Learning

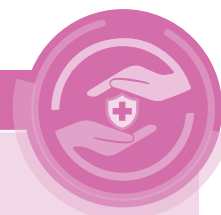
- Use the role play area to create a Doctor's Surgery where children can explore first aid kits and what should/should not be in one. Ask the children to sort pictures or objects that are/are not medicines, and to create posters for safe use of medicines in the home.

Resources

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping safe.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• know what to do and from whom to seek help from if we feel unsafe;• be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour, including ways to seek help, such as telling a trusted adult;• explore the rules for and ways of keeping safe on the roads and co-operate with adults involved in road safety, including knowing how to travel safely in cars and buses;• know about the potential dangers and threats in the home and environment;• develop simple safety rules and strategies to protect themselves from potentially dangerous situations;• understand the potential dangers in online environments, and that children can be pressured into watching or doing something online that might be harmful to them; and• identify ways of protecting themselves against extremes of weather, for example being safe in the sun, and in freezing conditions.	<p>LLT Unit 3 (Yellow) from Year 3 and Year 4 and any suggested stories/further reading/additional resources</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (Safety and Wellbeing) (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>RSE Hub: Consent (CCEA)</p> <p>RSE Hub: Internet Safety (CCEA)</p> <p>NSPCC Learning: PANTS resources for schools and teachers</p> <p>BBC Bitesize: KS1 PSMU Safety: Staying safe isn't always as simple as it seems</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping safe.

Suggested Learning	Resources
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Provide a secure classroom environment. • Invite suitable experts to the classroom to explore with pupils what they could do in various risky situations. Based on this visit, create an assembly activity where pupils teach others about strategies for personal safety: for example, if you got lost; if you were left alone; if you had to cross a busy road; if you were scared; or if you were attacked by a dog. • Create a basic home safety chart with the name, addresses and phone numbers of the people pupils should contact in an emergency. Encourage the pupils to memorise a family phone number for emergencies. • Ask the pupils to work in pairs to identify examples of bullies and bullying behaviour in real life and online. Ask them to develop simple 'What to do, what not to do' suggestions for each example. • Taking examples from TV adverts and programmes, discuss the negative impact of bullying with the pupils. Help them to decide what is and is not bullying behaviour by presenting a number of scenarios and carrying out a Walking Debate – is this bullying: Yes or No? • Ask the pupils to design anti-bullying signs. 	<p>Anti-Bullying Alliance (Resources for Anti-Bullying Week)</p> <p>TV Teachwire: Anti-Bullying Week: Best Teaching Resources for 2024</p> <p>Northern Ireland road safety education resources</p> <p>THINK! – Road safety (education resources)</p> <p>Staywise Filter for age-relevant teaching resources</p> <p>Women's Aid NI: Helping Hands: A Preventative Education Programme for Children</p> <p>UK Safer Internet Centre: Children and Young People (Resources for 3–11 year-olds)</p> <p>Childnet: Digiduck Stories</p> <p>Borrow/Get suggestions for pictures and storybooks that focus on Safety Issues from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping safe.

Suggested Learning	Resources
<ul style="list-style-type: none">• Model and practise how to respond to inappropriate behaviours, for example using the three-step model:<ol style="list-style-type: none">1. say no;2. go away; and3. talk to someone you trust.• Revisit the NSPCC PANTS rules with the pupils.• Access appropriate interactive learning activities on various websites for the pupils, including road sign recognition, pedestrian rules and safe cycling.• The pupils should use the Northern Ireland Road Safety Calendar regularly to learn safety messages.• Take the pupils on guided walks of local areas to identify road hazards and learn pedestrian skills.• Ask the pupils to create their own seatbelt experiment with two teddies in two cars: one with a ribbon as a seatbelt, and one with none. The pupils can carry out experiments on slopes/obstacles to demonstrate the importance of using a seatbelt.• As a class, explore and recognise the effectiveness of hi-vis and reflective vests or bands in being clearly seen by other road users. The pupils can do this by closing blinds and shining torches on hi-vis and not hi-vis materials, or reflective and non-reflective materials to observe the effect.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore strategies and skills for keeping safe.

Suggested Learning	Resources
<ul style="list-style-type: none">• Devise short seasonal stories for the pupils and use puppets to show how to prevent or care for injuries such as sunburn or sprains. Alternatively, use storyboards or apps such as Puppet Pals to tell the stories.• Use interactive games (for example www.staywise.co.uk) to identify and explain dangers in the home, and in play and outside environments, for example water play in summer.• As a class, examine labels on medicines and everyday substances to identify key safety information. Ask the pupils to create a child-friendly label for a popular product.• Use the Digiduck series of stories from Childnet with pupils to explore online safety rules such as:<ul style="list-style-type: none">– only using games or websites that their family or carers have said are ok;– telling an adult straight away if anything worries or upsets them;– always asking before doing something new online;– using the internet where an adult in their family can see them; and– only talking to people online that they have already met face-to-face.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore ways of coping safely and efficiently with their environment.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • develop strategies to resist unwanted peer/sibling pressure and behaviour in real life and online; • recognise, discuss and understand the nature of bullying in real life and online, and the harm that can result; • become aware of the potential danger of relationships with strangers or acquaintances in real life and online, including good and bad touches; • become aware of: <ul style="list-style-type: none"> – appropriate road use; – how to apply the Green Cross Code; – how being visible reduces road collisions; – passenger skills, including boarding and disembarking from cars and home; – how to use school transport safely; and – how bicycles are best maintained and ridden; • develop a proactive and responsible approach to safety; • know where, when and how to seek help; and • be aware of basic emergency procedures and first aid. 	<p>LLT Unit 3 (Yellow) Year 5, Year 6 and Year 7 and any suggested stories/further reading/additional resources</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (Safety and Wellbeing) (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>RSE Hub: Consent (CCEA)</p> <p>RSE Hub: Internet Safety (CCEA)</p> <p>Active Learning and Teaching Methods for Key Stage 1 & 2 (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Digital Audio: Music and Sound (CCEA) (how pupils can create their own podcasts)</p> <p>Gambling and Gaming Awareness (CCEA)</p> <p>NSPCC Learning: PANTS resources for schools and teachers</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore ways of coping safely and efficiently with their environment.

Suggested Learning	Resources
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Use ‘What if?’ scenarios with the pupils to explore the different ways they might manage challenging situations, and the consequences of the choices they have made.• Use the Consequence Wheel to show how the pupils how our behaviours can affect others, and the Walking Debate to help them decide what constitutes ‘bullying’ behaviour – in real life and online.• Teach pupils the steps to take during various emergencies, linking these steps to the appropriate emergency services. Reinforce their understanding using sequencing activities (create cards or slides with different emergency scenarios and corresponding steps). Include steps such as identifying the emergency, calling for help, and basic first aid action. Link events to appropriate emergency services: who does what? Read and share stories where the central character has had to act quickly to save a life.• Use thinking skills diagrams with the pupils to promote thinking and discuss options when making decisions.	<p>Northern Ireland road safety education resources</p> <p>BBC Bitesize: KS 2 PSMU Keeping Safe</p> <p>THINK! – Road safety (education resources)</p> <p>St John Ambulance: Key Stage 2 First Aid Lesson Plans and Teaching Resources</p> <p>Safer Internet Centre: Children and Young People (Resources for 3–11 year-olds)</p> <p>BBC OWN IT: Teachers – Online safety teaching resources for 7–11s</p> <p>Pupils can use the Tales of the Road to identify their own unsafe/risky behaviours and to create a personal ‘pledge’ to be more responsible for their own personal safety.</p> <p>Borrow/Get suggestions for books that focus on Safety Issues from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore ways of coping safely and efficiently with their environment.

Suggested Learning	Resources
<ul style="list-style-type: none">• Revisit the NSPCC PANTS rules with the pupils. Ensure that pupils are aware of how to approach the designated teacher for child protection and others who can help them in school, and of the school’s position in regard to confidentiality.• Create a class digital campaign for children their age to help stay safe online that includes podcasts and/or short films/animations/posters.• The pupils can explore safe behaviour within the context of online gaming using scenarios, for example by using the CCEA Gambling and Gaming Awareness activities.• Ask the pupils to explore the concept of personal information. They can do this by listing all their personal information and then deciding who they would be comfortable sharing each with, for example, your doctor, or the person beside you on the bus? Then extend this activity to online interactions, for example, a person you have never met who uses an alias, or a close friend who is on your social media?• Ask the pupils to develop a code of conduct for school transport.• Support the pupils in experimenting with a range of materials and designing the best hi-vis jacket that can help them be seen clearly on the road. Hold a Bright Lights/Neon Day in school and link this in with ‘Walk to School Week’.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 5: Safety (continued)



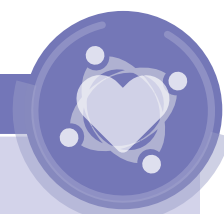
Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore ways of coping safely and efficiently with their environment.

Suggested Learning	Resources
<ul style="list-style-type: none">• Identify their own unsafe/risky road safety behaviours and create a personal 'pledge' to be more responsible for their own personal safety.• Ask the pupils to work in pairs or small groups to create public safety messages in the form of posters/fliers on local and current issues. These could include safety issues around fireworks, farms, fire or water safety, and so on. Ask the pupils to identify situations where their personal safety may be at risk, and ask them where and how would they seek help?• Use St John's Ambulance lesson plans and scenario cards to explicitly teach the pupils First Aid. Help the pupils to explore the contents of the First Aid kit, explaining each item.• Provide a Cycling Proficiency programme.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships



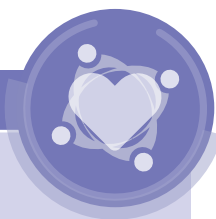
Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their relationships with family and friends.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • find out about our own families (as appropriate); • talk about what families do together (as appropriate); • recognise how we relate to adults and to other children; • identify who our friends are; • explore what we do together; and • know how to treat others. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Talk about and explore ‘who lives inside my front door’ with the children. Ask them to identify the ‘special people in my life’ using photographs and show and tell. • Encourage the children to describe their family to others to show that family units differ. They can do this orally, or through art or writing. • Use play-based learning with the children to explore family relationships, such as small world play (doll’s house), or a role play area (different home corner scenarios such as going on a trip, doing a shop together, eating together, or family celebrations). 	<p>Living.Learning.Together (LLT) Unit 4 (Green) from Year 1 and Year 2 and any suggested stories/further reading/ additional resources</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Listen and Think Storybooks (CCEA): The Birthday Surprise (Year 1) Tell it Again Granda (Year 2) (CCEA)</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-school and Foundation Stage (CCEA)</p> <p>Digital Storytelling in the Foundation Stage (CCEA)</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their relationships with family and friends.

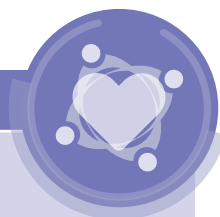
Suggested Learning	Resources
<ul style="list-style-type: none"> • Ask each child to create a family tree using, dolls, teddies, string, and sticks/ rulers from the play resources. Create a family circle with the child in the middle and their family/friends around them. The children can then talk about the important members in their family. • Use the fictional characters in books or animations to help the children to learn more about being a good friend or family member. Discuss the things that they do at home to be a good family member – how do I help at home? • Encourage the children to discuss who is important in their school life, and why. This could include teachers, classroom assistants, canteen staff, and crossing patrol. • Talk to the children about the importance of listening and taking turns. Use games, circle activities and classroom routines to practise turn-taking. • Ask the children to create a class contract: ‘How we treat each other.’ • Create a ‘Writing Centre’ and encourage the children to make and to send cards to each other at appropriate times, such as ‘Get Well Soon’, ‘Thank You’, and ‘Happy Birthday’. • Talk about friends, and the qualities that the children appreciate in a friend. Together in class, create a list called ‘What do I need to do to be a good friend?’ 	<p>BBC Bitesize: Foundation Stage PDMU My Family, Getting on with other people</p> <p>Circle time activities</p> <p>Education Authority: Primary Children Looked After Advisory Service (PCLAAS): The Attach Programme (TAP) Support for schools and teachers to develop positive relationships for Looked After Children in primary school.</p> <p>Borrow/Get suggestions for storybooks on Friendship and Family Life from the School Library Service.</p> <p>Some suggested picture books <i>Pumpkin Soup</i> by Helen Cooper <i>Blue Monster Wants It All</i> by Jeanne Willis and Jenni Desmond <i>A Friend for Henry</i> by Jenn Bailey <i>The Invisible String</i> by Patrice Kurst <i>The Boy Who Loved Everyone</i> by Jane Porter <i>Farmer Duck</i> by Martin Waddell <i>Mini Monsters – Can I Play?</i> by Caryl Hart and Tony Neal <i>On Sudden Hill</i> by Linda Sarah & Benji Davies <i>Double Trouble for Anna Hibiscus</i> by Atinuke</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)

Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their relationships with family and friends.

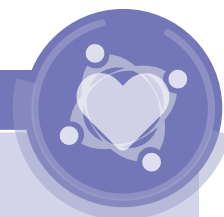


Suggested Learning	Resources
<ul style="list-style-type: none">• Make a ‘friendship bag’: put the names of the class in a bag, pick each child’s name out, and ask the other children to think of something they like about that person, or something they have done that is helpful or caring.• Discuss strategies that the children can use when they don’t have someone to play with, for example a Buddy Bench, or Playground Pals. Invite older children who take the role of Playground Pals to meet the class and get to know them. The children can give the Pals feedback on how they are doing their job, and any improvements the younger children would like.• Create a digital photo story of the children’s experiences through the day with others, for example, engaging in play-based learning. As a class, use thought shower activities on how to be a good friend.• Ask the children to use different art techniques to create a friendship display. They can include activities that friends do together such as playing, eating and going to parties.• Create captions for the display with the children on practical ways that they help each other, including using agreed strategies to ensure no-one feels left out. Fair Pair the children from different groups for specific time-bound tasks throughout the week and encourage co-operation.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



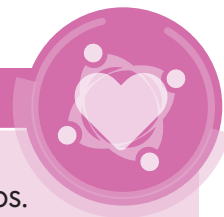
Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their relationships with family and friends.

Suggested Learning	Resources
<ul style="list-style-type: none">• The children can work with the teacher to create a friendship tree. The roots can be the strategies you need to be a good friend; the trunk can be pictures of all the children; and the leaves can be photos of the children demonstrating how to be a good friend (for example playing together, sharing, holding a door open, and so on).• Teach children coping strategies for when a friendship breaks down and encourage them to use them when needed. These strategies could include listening to each other, normalising the situation, modelling calmness, practising calmness strategies, exploring how to say sorry, making friends, and moving on.• Encourage the children to be grateful for the friends they have: the children, the teachers, the classroom assistants, and so on. Share ideas about how they can show gratitude in school and at home.• Ask the children to celebrate class relationships by making a class friendship paperchain together to hang up in the classroom.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships



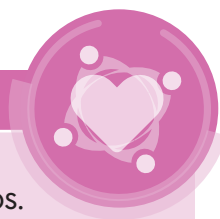
Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore how to develop and initiate mutually satisfying relationships.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• examine the variety of roles in the family and the contribution made by each member (as appropriate);• be aware of our contribution to home and school life and the responsibilities this can bring;• know how to be a good friend; and• understand that we can take on some responsibility in our family and friendship groups. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Talk about times of change in a family and how this can make us feel. With the pupils, list ‘changes I liked’, and ‘changes I didn’t like’. Discuss with Talking Partners or during circle activities and help the pupils to normalise feelings associated with this.• Explore the roles pupils play in their family – daughter, brother, niece and so on, and the jobs they do around the home – what are your responsibilities?• Ask the pupils to create a ‘My Family’ memory box/wall/book with personal photos or objects, as appropriate.	<p>LLT Unit 4 (Green) from Year 3 and Year 4 and any suggested stories/further reading/additional resources: these units have ideas for friendship activities and co-operative classroom games.</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (CCEA)</p> <p>The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p>Digital Storytelling: Film and Animation at Key Stage 1 (CCEA) has suggestions for specific short films and animations with activities that explore relationships.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore how to develop and initiate mutually satisfying relationships.

Suggested Learning

- Model democratic practice in choosing or allocating roles within the class/school, for example class helpers, playground buddies, members of school council, and pupils who do charity work. Hold a class meeting to discuss and assign jobs. Let pupils suggest what roles are needed, decide together what they entail and have a vote about which roles to create. Ensure a regular rotation of jobs so all pupils experience different roles.
- Encourage the pupils to explore the qualities of friendship, for example, they could:
 - design a friendship poster with friendly things to say and do at the centre;
 - create a recipe for friendship by listing the main ingredients, and the steps that need to be taken to make a friendship last.
- Encourage the pupils to promote gratitude, for example, they could send a postcard/letter to a friend/family member showing gratitude for what they do and how they have helped them.
- Create a class kindness calendar. Pupils can decide on small acts of kindness for each day of the week/month. Take photos of the pupils demonstrating this and display them in the classroom.

Resources

[Education Authority Primary Children Looked After Advisory Service \(PCLAAS\): The Attach Programme \(TAP\)](#) Support for schools and teachers to develop positive relationships for Looked After Children in primary school.

[Circle time activities](#)

Place2Be activities: [Space: Navigating Friendships](#)

Some suggested picture books

Leon and Bob by Simon James
Read the story (or watch it being read on YouTube). Use a puppet to represent Bob; pupils can pass the puppet around the circle and say something positive about him.

A Safe Place for Rufus by Jill Seeney
explores the importance of feeling safe and banishing fears around the theme of change and transition in family circumstances. It also relates to fostering and adoptions.

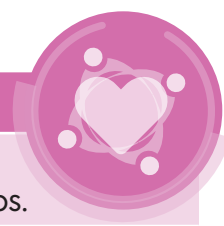
Duck and Penguin are Not Friends by Julia Wolf
explores friendship fall outs, and having to get along with someone you think you don't like.

Borrow/Get suggestions for pictures and story books that focus on Friendships and Families from the [Education Library Service](#).

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore how to develop and initiate mutually satisfying relationships.

Suggested Learning	Resources
<ul style="list-style-type: none">• Ask the pupils to discuss how they could help a pupil in need (for example, someone who is new to our class and does not speak our language). Pose questions such as ‘How can we make them feel welcome even if we do not speak the same language?’, ‘How do we involve them in our games?’ or ‘Can we learn some of their language?’ Examine how they have developed friendships with children from a partner school, for example in shared education.• Use a variety of scenarios with the pupils to demonstrate why and when we may need to be assertive, including when friends influence our choices negatively.• Encourage the pupils to practise speaking assertively by using ‘I’ statements and being aware of their body language.• Use a Conscience Alley approach – provide a variety of situations/scenarios where the pupils have to make good choices, even when there is peer pressure amongst the group of friends.• Discuss and examine how to manage the breakdown of a friendship with the pupils. Encourage them listen to each other. Normalise the feelings and emotions they feel when this happens. With the pupils, you can model behaviour (such as staying calm), discuss coping strategies, examine how to ‘make up’, and move on.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• examine and explore the different types of families that exist;• recognise the benefits of our friends and families;• find out about sources of help and support for individuals, families and groups;• explore and examine what influences our views, feelings and behaviours; and• consider the challenges and issues that can arise – at home, at school, or between friends – and how they can be avoided, lessened or resolved. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Use class novels/reading scheme/short films/animations to gather information on the range of different family structures that exist for the pupils, including gender roles (if suitable, use the pupils' own experiences too).• Record the different roles that people play in families in this country. Compare these to other cultures and global situations, for example, working children.• Help the pupils to research children/families in conflict, for example in Syria, the Ukraine, or Sudan. Ask the pupils to examine the role played by the children in these households.	<p>LLT Unit 4 (Green) from Year 5, Year 6 and Year 7 and any suggested stories/further reading/additional resources</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Relationships and Sexuality Education (RSE) Progression Framework (CCEA) The themes and associated content covered in the framework build on the PDMU statutory requirements and are aligned to international evidence-based frameworks.</p> <p><i>Growing Friendships: A Kids' Guide to Making and Keeping Friends</i> by Eileen Kennedy-Moore and Christine Maturro McLaughlin</p> <p>Short films about family relationships and friendships are available from Into Film Northern Ireland.</p> <p>YouTube has short explainers and videos about friendships and family relationships.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



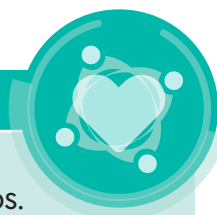
Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships.

Suggested Learning	Resources
<ul style="list-style-type: none">• As a class, use compare and contrast thinking frames to look at modern-day families and families in the past.• Explore a variety of situations and scenarios of family relationships with the pupils. List the positive things about your family (if appropriate) such as what we do together (for example, we can go the cinema, the park, eat together, and celebrate together). Talk about the benefits of family relationships, (if appropriate), for example, belonging and positive relationships.• Divide the class into 'expert groups' to research and report on support services for families, for example Citizens' Advice Bureau, bereavement organisations, Childline, the Northern Ireland Commission for Children and Young People (NICCY), and the Child Support Service.• Ask the groups to examine sources of help for children in conflict such as Save the Children, Amnesty International, or UNICEF.• Ask the class to reflect how we are influenced by family, friends, society, the media, and so on, Are these influences positive or negative? What impact do they have on our lives? Mind Map the influences with the pupils, using different thickness and colours for the lines to describe the strength of the influence.	<p>Digital for Life and Work (CCEA): KS2 Digital Wellbeing and Online Safety: Peer Pressure</p> <p>KS2 Digital Etiquette and Identity: Personal Behaviour, Behaviour of Others, Identity and Reputation</p> <p>Circle time activities</p> <p>Women's Aid NI: Helping Hands: A Preventative Education Programme for Children</p> <p>Place2Be activities: Space: Navigating Friendships</p> <p>www.unicef.org.uk</p> <p>www.trocaire.org</p> <p>www.oxfam.org.uk</p> <p>www.savethechildren.org.uk</p> <p>BBC Bitesize: PDMU Key Stage 2 Relationships</p> <p>BBC Bitesize: PDMU Key Skills 2 Transition</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships.

Suggested Learning

- Explore the role of media (digital games, internet, social media, television and YouTube) on choices and attitudes with the class. Lead a discussion on how people present their lives on social media in different ways. Ask the pupils to consider the impact that this has on friends and family, and how our posts can affect others. Help them to examine how to stay safe while online, and how to deal with unwanted friendships/friendship requests.
- Help the pupils to practise strategies for saying No when they prefer not to do something they feel uncomfortable about.
- Use different scenarios with the pupils to explore how to deal with the emotions they might feel in difficult situations such as jealousy, uncertainty, feeling left out, and pressure to belong and conform. Use a **Consequence Wheel** to record potential outcomes.
- Explore stories about friendships with the pupils. Ask them, how do you cope when friendship groups change?
- Encourage the pupils to share coping strategies about dealing with change with the class. These changes could include the transition to a new school, or other situations which worry them. Explore their concerns with a 'Can you help?' notice board. Provide sticky notes for the class to individually contribute their suggestions.

Resources

BBC Bitesize: [PDMU Key Skills 3 Wonder by RJ Palacio](#): This KS3 resource from BBC Bitesize can be adapted for use with KS2 pupils learning about school relationships.

C2k NewsDesk has stories about children in conflicts around the world. The NewsDesk also regularly explores friendship issues through topical events.

Borrow/Get suggestions for fiction and non-fiction books that focus on Friendships and Family Relationships from the [School Library Service](#).

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 6: Relationships (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore how to initiate and develop mutually satisfying relationships.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use a Conscience Alley approach to examine a range of situations and scenarios with the pupils on how to make good, informed decisions.• Use a Walking Debate structure (agree/disagree/unsure) for the pupils to examine a range of difficult, thought-provoking scenarios and possible solutions. Focus on exploring how they can become more conscious of the consequences of our actions.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their responsibilities for self and others.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> realise why it is important to have rules in the classroom and school; and develop a sense of what is fair. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Collaborate with the class to create a class charter including agreements about behaviour, sharing, and taking turns. Use visual displays to make these rules clear and memorable. Discuss and revisit the rules regularly during circle activities using problem-solving techniques (Plan, Do, Review). Encourage each child to endorse the charter by adding their thumbprint, handprint, footprint, or signature. Discuss issues relating to fairness in pictures, stories, poems and non-fiction, for example, Cinderella – was it right for the Ugly Sisters to treat Cinderella in that way? Was it fair? Examine a range of scenarios from the children’s own experiences, then extend this to global situations: for example, how children in another country might have different family or school rules. Create role play activities where children can experience a day in the life of a child from another country, focusing on different rules they might encounter. Use books, websites or the experiences of different families in your school community. 	<p>Living.Learning.Together (LLT) Unit 5 (Blue) from Year 1 and Year 2 and suggested stories/further reading/additional resources</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-School and Foundation Stage (CCEA)</p> <p>Digital Storytelling in the Foundation Stage (CCEA)</p> <p>Circle time activities</p> <p>The Rights Respecting Schools Award UNICEF UK</p> <p>www.unicef.org.uk</p> <p>www.trocaire.org</p> <p>www.oxfam.org.uk</p> <p>First Steps Resource: activities to explore human rights www.amnesty.org.uk</p> <p>Some suggested picture books <i>Children of the World</i> by N Edwards <i>Children Around the World</i> by D Montari</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore their responsibilities for self and others.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use puppets or characters to illustrate a situation focusing on sharing, taking turns and fairness in the classroom or playground.• Create opportunities for the children to experience a wide range of strategies for making decisions fairly and taking turns in the classroom, playground and during Physical Development and Movement.• Introduce the children to a scenario to the house area/café area. Through role play, they must decide what is the best thing to do – for example, Lucy (the doll) has been misbehaving and not sharing with the other dolls – what can they say/do to make her play fairly?• Begin to use some of the language of children’s rights, for example the right to play. As a class, discuss how you would feel if you weren’t able to play.• Using a simple Walking Debate, support the children to talk about why they made that decision by using the language of fair/not fair.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore responsibility, respect, honesty and fairness.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • identify members of our school community and the roles and responsibilities we have; • recognise the interdependence of members in the school community; • be aware of how the school community interacts; • understand why and how rules are made in class, in the playground and at school; and • understand that rules are essential in an ordered community. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Develop the classroom charter to reference children’s rights and responsibilities. Agree and draw up suitable rewards and sanctions to complement the class charter and the school positive behaviour policy. • As a class, explore and discuss the UNCRC and the various Rights within it, Ask the pupils to use a Diamond Nine strategy for the top nine rights, and then order them according to importance. • Ask the pupils to discuss the difference between a want and a need. Pupils can sort a range of cards debating if it is a want or a need. 	<p>LLT Unit 5 (Blue) from Year 3 and Year 4 and suggested stories/further reading/ additional resources</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>BBC Bitesize: KS1 PDMU Rules, Rights and Responsibilities</p> <p><i>‘Lift Off’ series: The Right Start</i> (published by www.amnesty.org.uk)</p> <p>The Rights Respecting Schools Award UNICEF UK</p> <p>The Convention on the Rights of the Child: The child-friendly version</p> <p>Your Families’ and ‘Your Communities’ (published by Young Enterprise Northern Ireland (YENI))</p> <p>National Literacy Resources for Refugee Week (Refugee week take place every year in June)</p> <p>Borrow/Get suggestions for pictures and storybooks that focus on Children’s Rights from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities (continued)



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore responsibility, respect, honesty and fairness.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use a Walking Debate to encourage pupils to articulate their thoughts and opinions about their wants and needs.• Use scenarios and real-life examples with the pupils to explore the need for rules.• The pupils should discuss practical ways of working together with members of the school community in class meetings and through the school council. They can discuss how they can help others to identify members of the school community, their roles, and how they interact with each other, for example by creating a wall display of staff and pupils.• Explore the pupils' financial needs and wants with them, including reference to UNCRC and relate this to local, national and global aspects of their lives. Give them a set of printed pictures of things that relate to their wants and needs and some simplified UNCRC articles. Ask the pupils to get into small groups, and ask them to match each need with the corresponding right: for example, match a picture of healthy food with Article 24 (right to health and health service). Discuss if all that they want, or need is covered in the UNCRC. Then, using local and global websites, encourage the pupils to compare their lifestyles to those of children around the world.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities (continued)



Key Stage 1 Statement of Minimum Requirement:

Pupils should be enabled to explore responsibility, respect, honesty and fairness.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use discussion and scenarios with the pupils to explore how individuals including themselves make choices about how they spend their money, and how this can affect their lifestyle.• As a class, develop a wide range of 'class jobs'. Draw up job descriptions and discuss how these are to be allocated, organised and communicated to others.• Ask the pupils to use digital technology to document sessions with visitors to the classroom, and to document walks or trips they make in their local community.• The pupils should explore the roles and responsibilities of people in their community. What is my role at home, in school, in my local community – how can I help?• Ask the pupils to investigate charities in their school and the local community. They can then discuss how they help others in their own community.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore human rights and social responsibility.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • explore and examine the rules within our families, friendship groups, and at school; • understand the need for rules and that they are necessary for harmony at home and at school; • identify the variety of groups that exist within our community and their roles and responsibilities; • consider our rights and responsibilities as members of the community; • understand that rules are essential in an ordered community, and the need for different rules in different contexts; • examine the effects of anti-social behaviour; and • appreciate how and why rules and laws are created and implemented. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • As a class, explore and compare the links between the class charter, school rules/charter, and the language of children's rights and responsibilities. Explore the idea of family charters, based on the pupils' own or fictional families. • Use class reading materials and drama techniques with the pupils to explore and develop a deeper understanding of roles and rules at home and at school. 	<p>LLT Unit 5 (Blue) from Year 5, Year 6 and Year 7 Unit and suggested stories/further reading/additional resources</p> <p>Thematic Units (CCEA) Years 5, 6 and 7: <i>Liquid Gold</i> <i>Fair Enough</i> <i>Actions Speak Louder</i></p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Understanding Homelessness (CCEA)</p> <p>BBC Bitesize: KS2 PDMU Rules, Rights and Responsibilities</p> <p>'Lift Off' series: Me, You, Everyone (published by www.amnesty.org.uk)</p> <p>The Rights Respecting Schools Award UNICEF UK</p> <p>The Convention on the Rights of the Child: The child-friendly version</p> <p>National Literacy Resources for Refugee Week (Refugee week take place every year in June)</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore human rights and social responsibility.

Suggested Learning	Resources
<ul style="list-style-type: none">• Ask the pupils to collect and collate information regarding the life of the community from a variety of local sources, for example newspapers, websites, community facilities and individuals. They can visit or invite representatives from local organisations to further develop their understanding of community wants and needs.• Ask the pupils to investigate the range of local ‘community rules’, for example park rules, recycling or local club rules, and communicate with representatives from local organisations (such as council, PSNI or Emergency Services) to further develop understanding of community rules.• The pupils can use drama and/or digital tools to explore local issues relating to anti-social behaviour such as littering, graffiti, underage drinking or vandalism.• The pupils can take part in campaigning for the rights of others, either locally or globally, for example upgrading local facilities, protecting natural resources, Fair Trade, or Send My Friend to School.• They can take part in or organise a community event, or set up and run a small business to raise funds for a chosen cause.• The pupils should explore the UNCRC and the importance of Children’s Rights.	<p>Joined Up (NICIE and Corrymeela) includes an activity called the Ideal Island (p.117) to prompt thinking on what rules you would create for an imaginary civic society.</p> <p>www.schools.fairtrade.org.uk</p> <p>Send My Friend to School</p> <p>Suggested picture books <i>It’s a No-Money Day</i> by K Milner <i>Nowhere to Call Home</i> by K Milner</p> <p>Picture books to discuss Children’s Rights in the classroom – Scottish Book Trust</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore human rights and social responsibility.

Suggested Learning	Resources
<ul style="list-style-type: none">• Tell the pupils that they are going to examine whether we live in a fair and just society. Play the Giant Steps game:<ul style="list-style-type: none">– everyone has a different character from a different country/culture;– they line up at the back wall;– the teacher asks a series of questions, and the pupil takes a step forward if they are able to enjoy this, for example, take a step forward if you have a school to attend ... if you have clean water ... adequate shelter ... and so on.• As a class, discuss how life would be if we were denied our rights.• Ask the pupils if they can recognise the difference between a want and a need – sort a number of materials into two groups. Examples of needs could include food and water, clothing, shelter, school, health care, love and support from family, friends and schools. Wants could include toys and games, electronic devices, expensive branded clothes or shoes, snacks/treats, sports or hobby equipment.• Ask the pupils to create a class project around children’s rights.• Encourage the pupils to look at their responsibilities at school, at home, in our community.• Ask them, how can we ensure everyone is enjoying their rights? (It is NOT a child’s responsibility to ensure the rights of others.)	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 7: Rights and Responsibilities (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore human rights and social responsibility.

Suggested Learning	Resources
<ul style="list-style-type: none">• Lead a discussion with the pupils on exploring the issues related to hardships in our society such as the cost of living, foodbanks, or homelessness (with sensitivity to the situation of all the children in your class.)• Encourage the pupils to explore their role in society and their rights by using activities such as Walking Debates, Conscience Alley, Consequence Wheel, or Hot Seating.• Ask the pupils: 'If I made all the rules' – what would your world be like? What would the benefits be ... what would the potential consequences be?• Take a photo of your playground at lunchtime or breaktime. Using the UNCRC, ask the pupils to pick out the rights that the children are enjoying. Is anyone being denied their rights? How can we behave in school to make sure everyone enjoys their rights?	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 8: Managing Conflict



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore how to respond appropriately in conflict situations.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> take responsibility for what we say and do. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Introduce and model turn-taking methodologies such as circle activities or plenary sessions, or use self-decorated lollipop sticks to choose children for a task. Use your own classroom scenarios to discuss and manage problems that arise. Adapt Dot Voting or Thumb Tool to help the children take responsibility for their own choices, and to cope when options other than their preferences are chosen. Use stories, puppets and soft toys with the children to help them to identify and manage fair and unfair behaviour. Use picture books to explore conflict situations with the children and prompt discussion with some of the ideas suggested by the stories. As a class, work together to draw up a charter/classroom rules so that the children realise that agreeing to keep them will encourage positive relationships in the classroom. Encourage the children to use a proactive approach to conflict resolution. 	<p>Living.Learning.Together. (LLT) Unit 5 (Blue) from Year 1 and Year 2 and any suggested stories/further reading/additional resources</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-school and Foundation Stage (CCEA)</p> <p>BBC Bitesize: Foundation Stage PDMU Getting on with Other People</p> <p>Circle time activities</p> <p><i>'Lift Off' series: The Right Start</i> (published by www.amnesty.org.uk) (Search and download this resource from the website and refer to Activities: Theme 5 Conflict Resolution (page 81)).</p> <p>Middletown Centre for Autism: My Feelings Thermometer</p> <p>www.childmind.org: Teaching children to deal with conflict</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 8: Managing Conflict (continued)

Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore how to respond appropriately in conflict situations.



Suggested Learning

- Encourage them to develop responsible attitudes and behaviour in day-to-day situations such as classroom lists, helper charts, and the use of times to allocate turns.
- Encourage the children to identify how they feel during any conflict situation and to use self-management strategies to help them calm down, for example an emotions barometer/thermometer. You can use emotion cards or posters to help the children identify and label their feelings (as recognising their emotions is the first step in managing them) before supporting them to address the problem that caused the conflict. Use a 'no-blame' approach to conflict management – What happened? How did you feel? What do we need to do now?

Resources

[Children and conflict in the classroom \(communityplaythings.co.uk\)](http://communityplaythings.co.uk) Conflict resolution in Foundation Stage

Borrow/Get suggestions for pictures and storybooks about Resolving Conflicts from the [School Library Service](#).

Some suggested picture books

Help Your Dragon Resolve Conflict: A

Children's Story About Conflict Resolution

by Steve Henman

My Naughty Little Sister by Dorothy

Edwards and Shirley Hughes

The Second Princess by Hiawyn Oram and

Tony Ross

[Questions to Use with Picture Books about Conflict Resolution](#)

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 8: Managing Conflict



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore constructive approaches to conflict.

Suggested Learning

Learning Intentions

We are learning to:

- identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved; and
- identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved.

Teaching and Learning

- Create a scenario of a team game where one person is left out, to demonstrate what being left out feels like, and talk about how we can prevent and/or deal with it.
- Encourage the pupils to write words which describe how being left out feels (including their own experiences) on an outline body shape of a pupil, and talk about how we can prevent and/or deal with it.
- Discuss real-life conflict situations at school with the pupils. Examine words, gestures, body language and actions to model how to join in or make up after falling out.
- Teach the pupils simple conflict management skills.
- Teach the pupils how to apply self-management skills to deal with any strong negative feelings caused by conflict.

Resources

LLT Unit 5 (Blue) from [Year 3](#) and [Year 4](#) and any suggested stories/further reading/additional resources

[Wellbeing Hub: Primary Wellbeing Resources and Links \(CCEA\)](#)

[Active Learning and Teaching Methods for Key Stages 1 & 2 \(CCEA\)](#)

[Wise Up and Think Storybooks \(4\) Not On Your Own \(CCEA\)](#)

BBC Bitesize: [Key Stage 1 PDMU Managing Conflict](#)

[Circle time activities](#)

[‘Lift Off’ series: The Right Start](#) (published by www.amnesty.org.uk)
(Search and download this resource from the website and refer to Activities: Theme 5 Conflict Resolution (page 81)).

[The United Nations Convention on the Rights of the Child](#)

[6 Steps to Conflict Resolution](#) This link describes the six steps (www.highscope.org)

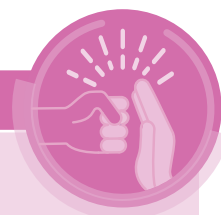
Borrow/Get suggestions for pictures and storybooks that focus on Conflict from the [School Library Service](#).

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 8: Managing Conflict (continued)

Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore constructive approaches to conflict.



Suggested Learning

- Teach them how to identify the difference between falling out and bullying.
- Discuss and identify what the pupils should do when they experience or witness bullying and use their findings to develop a poem or an anti-bullying rap.
- Help the pupils to begin to learn about the United Nations Convention on the Rights of the Child and how this can guide and shape relationships and behaviour. Relate this to the class charter/rules. Help the pupils to connect these to the whole-school approach to behaviour management.
- Share the strategies that are used in school to manage conflict with the pupils' parents and explain how these could be applied at home.

Resources

[Questions to Use with Picture Books about Conflict](#)

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 8: Managing Conflict



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to explore the causes of conflict and appropriate responses.

Suggested Learning

Learning Intentions

We are learning to:

- understand ways in which conflict can be caused by words, gestures, symbols or actions.

Teaching and Learning

- Clarify the pupils' understanding of the term 'Conflict' – use a thought shower and group responses.
- Discuss the term 'conflict' with the pupils, including possible contributory factors (actions and reactions) on both sides.
- Ask the pupils to explore the causes and effects of conflict and its resolution through words, gestures, actions and body language, including inaction. Use the Fishbone Strategy to record this information.
- Teach the pupils peer mediation skills that they can use with peers or younger children at playtime.
- Teach them to practise strategies for managing conflict, for example 'win-win'.
- Use stories, poetry, role play and the media with the pupils to raise their awareness of personal, local, national and international conflict situations including prejudice, sectarianism, racism and bullying.

Resources

LLT Unit 5 (Blue) from [Year 5](#), [Year 6](#) and [Year 7](#) and any suggested stories/further reading/additional resources

[Wellbeing Hub: Primary Wellbeing Resources and Links \(CCEA\)](#)

[Active Learning and Teaching Methods for Key Stages 1 & 2 \(CCEA\)](#)

BBC Bitesize: [Key Stage 2 PDMU Managing conflict](#)

[Peer Mediation](#)

[6 Steps to Conflict Resolution](#): This link describes the six steps (www.highscope.org)

[Joined Up: Developing Good Relations in the School Community](#)

['Lift Off' series: Me, You, Everyone](#) (published by [Amnesty International](#))

[Circle time activities](#)

Borrow/Get suggestions for pictures and storybooks that focus on Managing Conflict from the [School Library Service](#).

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore similarities and differences between groups of people.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• recognise the similarities and differences in families and the wider community;• understand that everyone is of equal worth and that it is acceptable to be different;• describe ways that we are similar, and different, to others, especially in a shared education partnership; and• celebrate special occasions. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Use photos as a stimulus to discuss family with the children, including extended family, if appropriate. Use circle activities to describe ‘who lives inside my front door’.• Use a variety of traditional or digital techniques/media to illustrate the different members of the children’s families.• During play sessions use a variety of multicultural puppets and dolls, cooking utensils, clothes and so on to highlight similarities and differences.• Organise classroom visits from key family members of the children, for example a grandmother or parent.• As a class, explore who lives in the children’s community and what jobs they do.	<p>Living.Learning.Together. (LLT) Unit 6 (Indigo) from Year 1 and Year 2 and any suggested stories/further reading/ additional resources</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Shared Education and the Northern Ireland Curriculum (CCEA) The CCEA guidance document shows how the Northern Ireland Curriculum can specifically support shared educational outcomes.</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-School and Foundation Stage (CCEA)</p> <p>Digital Storytelling in the Foundation Stage (CCEA)</p> <p>Digital Art & Design (CCEA)</p> <p>Digital Music and Sound (CCEA)</p> <p>Education Authority: A Pupil Pathway Shared Education</p> <p>BBC Bitesize: Foundation Stage PDMU Celebrations</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore similarities and differences between groups of people.

Suggested Learning	Resources
<ul style="list-style-type: none">• Create opportunities for the children to explore differences in the classroom, school and community, for example through stories, poems, games (Two Ends, Simon Says, Alphabet Game, Language Game, in LLT Unit 6 from Year 1), jigsaws, and information books on diversity themes/issues.• Help each child in the class to make a face puppet of themselves (alternatively they can do this within a shared education partnership) and use them to identify similarities and differences in physical characteristics such as eye colour, hair colour and so on.• Use this information to create a pictogram.• Collect data on the children's different characteristics and collate as a class book. Leave it on display for the children to look at.• Play a variety of games with the children that celebrate similarities and differences, for example People Bingo: group together if you have a brother, belong to a swimming club, wear glasses, have freckles, and so on.• Draw or cut out pictures from magazines that represent things that the children like. Display these in a gallery session and use them to help the children to appreciate similarities and differences. Show and tell 'All about Me'.	<p>Circle time activities</p> <p>The Anti-Bias Curriculum (Northern Ireland) Council for Integrated Education (2014) NICIE</p> <p>Borrow/Get suggestions for pictures and storybooks about Diversity from the School Library Service.</p> <p>Some suggested picture books <i>Something Else</i> by K Cave and C Riddell <i>Herb</i> <i>The Vegetarian Dragon</i> by J Bass <i>Tusk, Tusk</i> by D McKee <i>The Barefoot Book of Children</i> by T Strickland and D Dean</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



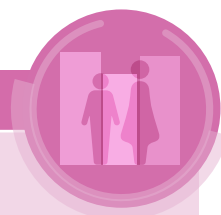
Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore similarities and differences between groups of people.

Suggested Learning	Resources
<ul style="list-style-type: none">• Make an 'I like' display using pictures (drawn or from magazines) or models for the class or shared education partnership (if appropriate).• Using the theme of 'Celebrations' ask the children to talk about their personal celebrations, for example birthdays, Christmas, cultural and religious festivals, and family events.• Use pictures and other images to help the children to explore how different cultures celebrate different occasions, for example Chinese New Year.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences



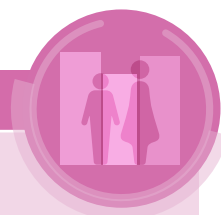
Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore similarities and differences between groups of people.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work;• be aware of our own cultural heritage, its traditions and its celebrations;• recognise and value the culture and traditions of other groups in the community;• explore the cause of conflict in our own communities and how we feel about it; and• be aware of the diversity of people around the world. <p>Teaching and Learning</p> <ul style="list-style-type: none">• Use the similarities and differences that exist within the class/school/a shared education partnership to explore diversity, for example different cultures within school, or the shared education partnership. Talk about the various types of festivals which they celebrate.• Play games that will encourage the pupils to identify similarities and differences. For example, pupils stand up in a circle: give a bean bag to one pupil and ask them to throw it to another pupil and say '(Pupil's name),	<p>LLT Unit 6 (Indigo) from Year 3 and Year 4 and suggested stories/further reading/additional resources.</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Shared Education and the Northern Ireland Curriculum (CCEA) The CCEA guidance document shows how the Northern Ireland Curriculum can specifically support shared educational outcomes.</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Every Sport for Everyone (CCEA) This has ideas on how to ensure sports are as inclusive as possible.</p> <p>Borrow/Get suggestions for pictures and storybooks that focus on Diversity and Inclusion from the School Library Service.</p> <p>Education Authority: A Pupil Pathway Shared Education</p> <p>BBC Bitesize: Key Stage 1 PDMU Similarities and Differences</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



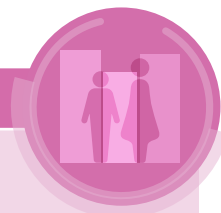
Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore similarities and differences between groups of people.

Suggested Learning	Resources
<p>I am like you because ... but I am different to you because ...' Then, invite each pupil to complete the following sentence stem: 'I am the only one in this room who ...'</p> <ul style="list-style-type: none">• Create a calendar of different celebrations throughout the year (relevant to pupils' experiences) such as St Brigid's Day, Chinese New Year, St Patrick's Day, 12th July, Harvest Festivals, Ballinasloe Fair, Poppy Day, Eid, and Diwali, and use crafts, traditional music and dance to mark them (if appropriate).• Explore disability with the pupils, using the differences that exist within the classroom/school/family (or in a shared education partnership) as examples.• As a class, find out about people who have a disability such as an entertainer or actor or famous sports person, or someone in the children's locality.• Invite the pupils to experience simulations of different disabilities, for example carrying out an activity wearing a blindfold while a partner gives instructions, or playing sports with one hand tied behind their back.• Create and design a community map identifying significant places for pupils and others.• Talk about the faith groups or religious organisations that some pupils may belong to.	<p>The Anti-Bias Curriculum (Northern Ireland) Council for Integrated Education (2014) NICIE</p> <p>UK Disability History Month: Early Years/ KS1 All Equal, All Different resource has six storybooks to develop an understanding of disability and promote inclusion in mainstream classrooms.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore similarities and differences between groups of people.

Suggested Learning	Resources
<ul style="list-style-type: none">• Discuss different national costumes and invite pupils to come to school wearing clothes that express their culture.• Invite someone from another culture to tell the class about their culture and celebrations, looking at similarities and differences in food, clothing, language and religious beliefs.• Explore different types of food eaten at times of celebration and if appropriate, ask families to either bring in pictures or send in food from their own culture. Choose specific simple recipes from different cultures to recreate in class with the help of parents/carers, if appropriate.• Identify issues of difference which cause some conflict in the local community and which pupils are aware of (for example, disagreement about a new development; a march; young people hanging about; or racist or sectarian attacks on family homes) and use a Thinking Frame to describe both sides of the story.• Explore practical ways for pupils to get in contact with people/children from around the world, for example through video conferencing, the British Council, family/church connections, or visitors to the classroom. Look at how we celebrate the abilities of people with a disability globally, for example the Special Olympics or the Paralympics.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to value and celebrate cultural difference and diversity.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• examine and explore the different types of families that exist, the roles within them, and the different responsibilities we have;• know about aspects of our cultural heritage, including the diversity of cultures that contribute to Northern Ireland;• recognise the similarities and differences between cultures in Northern Ireland, for example, food, clothes, symbols and celebrations;• acknowledge that people differ in what they believe is right and wrong;• recognise that people have different beliefs that shape the way they live;• develop an awareness of the experiences, lives and cultures of people in the wider world;• recognise how injustice and inequality affect people's lives; and• understand that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.	<p>LLT Unit 6 (Indigo) from Year 5, Year 6 and Year 7 and any suggested stories/further reading/additional resources.</p> <p>The Year 7 unit 'Who cares?' contains a Sectarian-o-meter activity.</p> <p>Wellbeing Hub: Primary Wellbeing Resources and Links (CCEA)</p> <p>Shared Education and the Northern Ireland Curriculum (CCEA) The CCEA guidance document shows how the Northern Ireland Curriculum can specifically support shared educational outcomes.</p> <p>Shared Education Hub (CCEA) Shared Education in Practice shows how two primary shared education partnerships explore their similarities and differences through shared curriculum practice.</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Key Stage 1 and Key Stage 2 Drama lessons (CCEA)</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to value and celebrate cultural difference and diversity.

Suggested Learning	Resources
<p>Teaching and Learning</p> <ul style="list-style-type: none"> Through fiction and non-fiction sources, ask the pupils to examine the range of family structures that exist, and develop language to describe families appropriately, for example nuclear, extended, or foster families. As a class, look at the gender roles within these families. Use Drama Techniques to allow the individuals in these families to ‘speak’ such as such as Conscience Alley and speaking in role (see CCEA Key Stage 2 Drama Lessons). Organise the pupils into small groups and then ask them to create lists of qualities/behaviours/abilities associated with the roles boys and girls take on in families. Use sentence starters such as ‘Boys can ...’, ‘Boys don’t ...’and so on. Use Fact or Opinion to discuss these, raising the issue of stereotyping in families, for example ‘boys fix things’, ‘boys play football’, ‘girls like to wear pretty clothes and jewellery’, ‘girls like to cook, look after babies’, and so on. Use short stories and/or short films to explore identify and diversity issues in the community with the pupils, including a focus on the local in Northern Ireland as well as the wider community. 	<p>Thematic Units (CCEA) Years 5, 6 and 7: <i>St Patrick and People of Faith Faith and Light</i></p> <p>LLT Visiting Churches (CCEA) (short film)</p> <p>Digital Art and Design (CCEA) describes how to create a digital badge to represent pupils’ multiple identities.</p> <p>Education Authority: A Pupil Pathway Shared Education</p> <p>The Anti-Bias Curriculum (Northern Ireland) Council for Integrated Education (2014) NICIE</p> <p>BBC Bitesize: Key Stage 2 PDMU Similarities and Differences</p> <p><i>Dance Lexie Dance</i> and other short films about the two main traditions and other cultures in Northern Ireland are available from the Nerve Centre or Into Film Northern Ireland.</p> <p>BBC Teach: Key Stage 2 PSHE Encouraging Understanding and Inclusion: Same but Different</p> <p>This is a collection of short films for primary schools in which children with a range of disabilities, learning differences and medical conditions tell us about their lives.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to value and celebrate cultural difference and diversity.

Suggested Learning	Resources
<ul style="list-style-type: none">• Support each pupil in a class or shared education partnership to describe their identity based on culture, religion, or sport, and to design a badge or crest to represent their multiple identity. Choose an art technique or use a software programme or app to design and create an artifact that represents the multiple identities of all those in a class, school or shared education partnership diversity, for example a quilt or digital collage.• As a class, visit local places of worship, including a range of denominations or faiths.• Collect different symbols and emblems which relate to the two main traditions in Northern Ireland. Group these under headings such as sport, politics, music, language, celebrations and so on.• With permission from parents, ask pupils to bring in objects that relate to their own culture such as sport tops, musical instruments, religious symbols and so on, and discuss the meaning/ importance of each of them to their community.• Use brochures and news articles from around the world to support the pupils to examine how these are used to influence people to visit different countries.	<p>Borrow/Get suggestions for pictures and storybooks that focus on Diversity from the School Library Service.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 9: Similarities and Differences (continued)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to value and celebrate cultural difference and diversity.

Suggested Learning	Resources
<ul style="list-style-type: none">• Support the pupils to research events in countries such as Syria, Iran, Afghanistan, Ukraine and how these can affect people's lives. Ask them to compare life in other countries to life here, particularly for children.• Use Fact or Opinion activity to explore issues in other cultures, for example, young girls should not attend school and would be better suited to helping in the house.• Support the pupils to create a documentary for BBC 'Children in Need' which explores injustice and inequality.• Using scenarios and stories, help the pupils to investigate the meaning of racism, sectarianism, sexism, ableism, ageism or classism and how they are linked to beliefs.• Use a range of strategies in class and shared education partnerships to develop pupils' understanding about beliefs, for example Spectrum Debate or Sectarian-o-meter (<i>Who Cares: LLT Unit 6 (Indigo) from Year 7</i>) to explore whether certain actions are sectarian or not.• Through a story, text or film/ animations, encourage the pupils to examine prejudice and discrimination.• Read a case study on an individual or group who have challenged racism, sectarianism or ableism, for example Ghandi, Mandela, the Peace People, or disability campaigners.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community



Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore learning to live as a member of a community.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • understand the interdependent nature of the class/school/any shared education partnership community, and ourselves as participant members; • be aware of our attitudes to others in the school community; and • celebrate a special occasion. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Demonstrate the interdependence of people in the class/school community by using a jigsaw activity where the pieces of the jigsaw are made out of photographs of each adult and child in the classroom. When individuals are absent from school for any reason, refer to the jigsaw and talk about the difference this makes (if appropriate). • Use shared Art activities, for example a mural or collage, with input from every child to create an overall piece. • Create opportunities for younger and older children to work and play together, for example paired reading, Playground Pals, or the buddy system. • Begin to explore differences within the school community with the children, for example different faiths, different disabilities, and so on, and how we can make sure that everyone feels involved and welcomed, such as organising the classroom layout to make it accessible for everyone. 	<p>Living.Learning.Together. (LLT) Unit 7 (Violet) from Year 1 and Year 2 and any suggested stories/further reading/additional resources.</p> <p>Listen and Think Storybooks (CCEA): The Birthday Surprise (Year 1)</p> <p>Learning through Play – Pre-School and Foundation Stage (CCEA)</p> <p>Learning Outdoors in Pre-school and Foundation Stage (CCEA)</p> <p>Digital Storytelling in the Foundation Stage (CCEA)</p> <p>Cultural Traditions (CCEA)</p> <p>BBC Bitesize: Foundation Stage PDMU Communities</p> <p>Circle time activities</p> <p>Borrow/Get suggestions for pictures and storybooks that focus on Community from the School Library Service.</p> <p>Some suggested picture books We're All Wonders by R J Palacio People Need People by Benjamin Zephaniah Our Class by Rose Impey</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



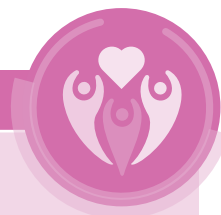
Foundation Stage Statement of Minimum Requirement: Children should be enabled to explore learning to live as a member of a community.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use home learning activities, such as a child caring for a teddy bear for the weekend.• Invite members of the school community to the classroom to discuss their role and the ways in which pupils and adults can help each other. Link these class visits to topics such as healthy eating (canteen staff) and road safety (school crossing patrol).• Explain the class and school charters regularly to the children, describing how the school community works and plays together.• Once a month, have a birthday party or similar celebration for adults and pupils in the class. Include ‘Let’s celebrate...’ – special days in the school year to celebrate specific staff such as the kitchen staff, the secretary, the classroom assistants, and so on.• Plan how to celebrate special days in the classroom and special events in School, and extend this to celebration days with a shared education partnership (if appropriate) and in the local and wider community: for example, a pupil returning after a period of illness, or a local festival or event.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore developing themselves as members of a community.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none">• recognise the interdependence of members in the school community;• be aware of our own cultural heritage – its traditions and celebrations;• be aware of who and what influences our own views, feelings and behaviour at home;• be aware of who and what influences our own views, feeling and behaviour at school; and• understand how the environment could be made better or worse to live in and what contribution we can make. <p>Teaching and Learning</p> <ul style="list-style-type: none">• As a class, use art and physical movement to illustrate the relationships between adults and pupils in the school community, including their roles and responsibilities. Examples could include a human knot activity, or an art display of individuals and groups in school linked by pins and threads/ribbons – try not to create hierarchical relationships (such as principal at the top, pupils at the bottom). Extend this to include members of a shared education partnership, if appropriate. Support the pupils to create a shared quilt, mosaic, painted/collaged mural, or pottery handprints.	<p>LLT Unit 7 (Violet) from Year 3 and Year 4 and any suggested stories/further reading/additional resources.</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>Thematic Units (CCEA) Years 3 and 4: <i>Celebrations and Good Times</i> <i>My Place and Yours</i></p> <p>Wise Up and Think Storybooks (5) (CCEA) <i>Not on Your Own!</i></p> <p>Cultural Traditions (CCEA)</p> <p>BBC Bitesize: Key Stage 1 PDMU Learning to Live as a Member of the Community</p> <p>www.scouts.org.uk (Human knot activity)</p> <p>Eco-Schools Northern Ireland</p> <p>Free teaching resources, lesson and assembly plans (Fairtrade Schools)</p> <p>Our Community (published by Young Enterprise Northern Ireland (YENI))</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore developing themselves as members of a community.

Suggested Learning	Resources
<ul style="list-style-type: none">• Enable the pupils to contribute to class and school council meetings – teach them the skills of contributing, listening, compromising, and making decisions.• Use circle activities to find out if and when class members felt valued, listened to, or left out. Use ‘would it help if?’ to sort out negative experiences in class.• Create a display based on pupils’ experiences of being in school. Ask open-ended questions such as, what do you enjoy the most about school? What makes you happy or excited in school? Is there anything that makes you feel worried or scared in school? Can you share a special memory from your time in school? Give each pupil a few sticky notes or index cards. Ask them to write down and/or illustrate one memory or experience they’ve had in school that stands out to them. Encourage them to think and talk about positive experiences as well as any challenges or concerns they may have faced and how they feel about them. Validate their emotions and experiences and foster a supportive and empathetic environment.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore developing themselves as members of a community.

Suggested Learning	Resources
<ul style="list-style-type: none">• Display photographs of family situations taken from magazines or the internet to encourage pupils to identify relationships, interpret scenarios and predict conversations. Include family photographs from other parts of the world to ensure there is a global dimension to this activity.• Use a Mind Map for each pupil to identify who influences them in the school community.• Give opportunities for pupils to affirm each other using different formats – spoken, written, or action based. For example, during circle time have a ‘Compliment Circle’ where each pupil gives a compliment to the person next to them such as ‘You did a great job reading today.’ They could also write one thing they appreciated about a group member’s contribution to a project on a sticky note for an affirmation wall.• Use the Revolving Circle activity with the pupils (Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)) to explore the positive and possible negative influences of friends.• Ask the pupils to explore what makes a good friend by writing a recipe for it. They should also design a picture for the recipe and label it.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore developing themselves as members of a community.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use role play to help pupils to understand situations where they are being influenced (both positively and negatively) by peers in school.• Support the pupils in practising saying ‘no’ to unsafe or inappropriate situations in scenarios relevant to school. You can do this by using scenario cards of relevant situations for the pupils to role play or act out.• Use/Create a community map to explore pupils’ knowledge of and involvement in the local community. Identify potential areas where they could make a difference through their contribution. As a class, use ‘Plan, Do, Review’ to plan how to go about this, for example, they could help to prepare for a lunch for older people, participate in a community cleanup or recycling programme, or apply for an Eco Schools award. Involve local councillors by asking them to explain their role and main focus for the area to the pupils, and explore the pupils’ input into local issues.• Use the Fairtrade website to explore the topic with the pupils. Raise their awareness of the icon and help them to explore what it means to use Fairtrade.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 1 Statement of Minimum Requirement: Pupils should be enabled to explore developing themselves as members of a community.

Suggested Learning	Resources
<ul style="list-style-type: none">• Help the pupils to discover how people and business operate within their local community through the Young Enterprise 'Our Community' programme.• Encourage the pupils to explore their own culture and heritage: this could be through sports, traditions or special days. Ask the pupils to create a digital profile/portfolio of 'what it means to be ...' Encourage them to explore other traditions, perhaps through Shared Education partnerships or international links, and create similar profiles/portfolios for them. Ask the pupils to compare and contrast the profiles/portfolios, exploring differences and similarities.• Involve families or community groups from other cultures or traditions for a class, assembly or celebration event. You can include food, special dress, dance and traditions.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to play an active and meaningful part in the life of the community and being concerned about the wider environment.

Suggested Learning	Resources
<p>Learning Intentions We are learning to:</p> <ul style="list-style-type: none"> • examine and explore the different types of families that exist, the roles within them, and the different responsibilities that we might have; • recognise the importance of democratic decision-making and active participation at home and in the classroom; • appreciate the interdependence of people within our community; • know about the importance of democratic decision-making and involvement, and the institutions that support it at a local level; • develop an understanding of our role and responsibility as consumers in society; • know about the range of jobs and work carried out by different people; • know about the process and people involved in the production, distribution and selling of goods; • examine the role of advertising at a local and/or a global level; and • explore how the media presents information. 	<p>LLT Unit 7 (Violet) from Year 5, Year 6 and Year 7 and any suggested stories/further reading/additional resources. Year 5, Violet Unit contains a card matching activity about ‘Choices and Influences’. Year 7, Violet Unit contains the ‘Stop, Think, Decide’ activity.</p> <p>Thematic Units (CCEA) Years 5, 6 and 7: <i>Being and Belonging</i> <i>Fair Enough?</i></p> <p>Key Stage 1 and Key Stage 2 Drama lessons (CCEA)</p> <p>Active Learning and Teaching Methods for Key Stages 1 & 2 (CCEA)</p> <p>BBC Bitesize: Key Stage 2 PDMU Learning to Live as a Member of the Community</p> <p>www.cafod.org.uk</p> <p>www.fairtrade.org.uk</p> <p>UNICEF card sorting game for needs and wants www.unicef.org.uk</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to play an active and meaningful part in the life of the community and being concerned about the wider environment.

Suggested Learning	Resources
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Review the number of decisions the pupils have made in the previous 24 hours and what/who influenced these decisions, for example, what I decided to wear, or why I decided to walk/cycle to school.• Use scenarios or stories with the pupils to facilitate a class discussion on the risks of acting on impulse, for example: spending money on something you want right now rather than saving up for something that you would really prefer; eating snacks rather than waiting for dinner; or losing your temper quickly rather than listening to another point of view.• Discuss strategies for making choices and decisions focusing on self-regulation, for example Stop, Think, Decide/Choose/Act using a visual tool such as a Traffic Lights poster with captions to help pupils remember the strategy.	<p>Our Community (published by Young Enterprise Northern Ireland (YENI)): this resource can support pupils in planning activity-based learning opportunities focusing on people, jobs and workplaces specific to the local community.</p> <p>Develop skills in setting up and running a school community business company through the YENI Business Beginnings programme.</p> <p>Make-£5-Grow</p> <p>Digital for Life and Work: Digital Consumer (CCEA)</p> <p>Childnet: Trust Me focuses on inaccurate and pervasive information online and opens up discussions to develop critical thinking skills.</p>

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to play an active and meaningful part in the life of the community and being concerned about the wider environment.

Suggested Learning	Resources
<ul style="list-style-type: none">• Use the Consequence Wheel to examine the possible consequences of decisions with the pupils. Use CCEA Key Stage 1 and Key Stage 2 Drama Lessons for ideas to explore the implications of alternative decisions ‘in a parallel universe’. For example, ask pupils to perform two scenes: one in which a character, Sam, interrupts and shouts at Alex during an argument, and another in a parallel universe, where Sam listens before reacting.• Lead a discussion with the pupils on considering the impact which advertising and other influences has on our choices, and further develop their understanding of the difference between our wants and our needs.• Create links with The World Around Us learning or topics which focus on interdependence, locally or globally.• Identify the groups and organisations to which pupils belong (including their shared education partnership if appropriate) and other groups and organisations within the local community. Identify the roles of people within the pupils’ groups/organisations, and within other groups/organisations in the local community. Display these roles through Venn Diagrams to illustrate the overlap between groups.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to play an active and meaningful part in the life of the community and being concerned about the wider environment.

Suggested Learning	Resources
<ul style="list-style-type: none">• Engage pupils in activities and competitions which highlight local and global issues such as:<ul style="list-style-type: none">– pollution in the local environment;– climate change and sustainability;– places to play in the local community; and– health and wellbeing issues linked to lack of community and connection.• Help the pupils to explore local community issues by identifying who their local councillors, MLAs and their MP are (through local knowledge, the media, election materials or the internet) and arranging for the pupils to meet, question, and be questioned by a local MLA, MP or councillor.• Arrange a class visit to the local council or assembly offices, or help the pupils to access information on their website. The pupils can use ‘Plan, Do, Review’ to develop the learning for the above.• Encourage the pupils to discuss the difference between needs and wants, learn about Fairtrade, and if possible, get involved in promoting/selling fairly traded goods (for example, in school or at a fair). You can link these activities with the ‘Make £5 Grow’ programme.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to play an active and meaningful part in the life of the community and being concerned about the wider environment.

Suggested Learning	Resources
<ul style="list-style-type: none">• Help the pupils to develop their skills in setting up and running a school community business company through the YENI Business Beginnings programme.• Facilitate the pupils in finding out about jobs in the local community by arranging class visits to local producers, factories, businesses and service providers. Use the opportunities that arise when new building or manufacturing activities occur in the community to extend pupils' knowledge.• Show the pupils how to trace a local or global product through the production, distribution and selling process.	

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING



Concept 10: Learning to Live as Members of the Community (cont)



Key Stage 2 Statement of Minimum Requirement: Pupils should be enabled to play an active and meaningful part in the life of the community and being concerned about the wider environment.

Suggested Learning	Resources
<ul style="list-style-type: none">• Support the pupils to build on the activity above by exploring the advertising of a product, locally or globally. They should choose a local or global product and then collect examples of how it is advertised. You can then teach them how to analyse the choice of text and images. Use Fact or Opinion activities with the pupils to understand bias in advertising in the media, for example: using a range of media (including newspaper, social media, and BBC website) the pupils highlight facts in one colour, and opinion in another colour. The pupils can then explore the differences in results, developing their understanding of the need to get the facts as a consumer.• Facilitate the pupils in roleplaying/ recording news presentations. The pupils can then watch them back, identifying bias, opinion, or prejudice as they spot it throughout.• Support the pupils in creating a shared checklist to identify if a news story is trustworthy or not.	

