

Personal Development and Mutual Understanding

(From The Northern Ireland Curriculum: Primary. CCEA, 2007)

FOUNDATION STAGE (Primary 1-2)

The statutory requirements for Personal Development and Mutual Understanding are set out below **in bold**. Examples are in plain text and *italics*.

Teachers should enable children to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

Pupils should be enabled to explore:

- themselves and their personal attributes;
- their own and others' feelings and emotions;
- their dispositions and attitudes to learning;
- the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.

• MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

• Pupils should be enabled to explore:

- their relationships with family and friends;
- their responsibilities for self and others;
- how to respond appropriately in conflict situations;
- similarities and differences between groups of people;

- learning to live as a member of a community. In fulfilling the requirements above teachers should provide a balance of experiences across the two strands; (below) are suggestions from which teachers may wish to select.
- **Strand 1: Personal Understanding and Health**
- Children should have opportunities to explore: Self-Awareness
- exploring who they are, for example, *their physical attributes;*
- recognising what they can do, for example, *their personal skills such as dressing themselves, using a knife and fork, their physical skills such as running, jumping, skipping, cutting, threading;*
- identifying their favourite things, for example, *their favourite stories, TV programmes, foods, activities in school, their likes and dislikes;*
- recognising what makes them special, for example, *their own characteristics, things that make them different from their brothers/sisters/friends.*

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APPENDIX 2

Feelings and Emotions

Begin to recognise how they feel, for example, *when they are happy, sad, angry, afraid, lonely;*

Develop ways of expressing how they feel, for example, *orally, using facial expressions, through their behaviour;*

Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings, for example, *when someone is making them anxious or unhappy*

they should talk to a safe adult;

Realise what makes their friends feel happy or sad, for example, *when they do not share with others;*

Recognise how other people feel when they are happy, sad, angry, lonely, for example, *observing their facial expressions, behaviour, listening to them.*

Health and Safety

Being aware of how to care for his/her own body in order to keep it healthy and well, for example, *by talking about which foods are healthy, by talking about the importance of regular exercise and physical activity, the need for rest and adequate sleep;*

Recognising and practising basic hygiene skills, for example, *hand washing before meals and after going to the toilet, hygienic eating habits, developing basic skills in dressing himself/herself;*

Realising that growth and change are part of the process of life and are unique to each individual, for example, *physical: increase in shoe size; social: being able to take turns; intellectual: what I can do for myself;*

Exploring appropriate personal safety strategies and identifying situations that are safe, and those where personal safety may be at risk, for example, *knowing own name and address, knowing who to seek help from, knowing when to say 'yes' or 'no' to friends or adults, how accidents might be prevented at home, in school, on the farm or in the water;*

Beginning to realise the importance of road safety, for example, *understand that roads can be very dangerous and that there are safer places to play, there are special people who help us cross roads, it is best to hold hands with a known adult when near or when crossing a road, know how to behave safely in cars and buses, learn about the Green Cross Code;*

Understanding that many substances can be dangerous, for

example, *never touch, taste or smell unknown substances, the importance of not taking medicines belonging to others;*

Knowing the safety rules that apply when taking medicines.

Strand 2: Mutual Understanding in the Local and Wider Community

Children should have opportunities to explore: Relationships with Families

- finding out about their own families, for example, *their immediate and extended family, special people in their lives, roles within the family, what the family do to make them feel happy, sad, angry;*
- talking about what families do together, for example, *family mealtimes, shopping activities, what members of the family do for each other;*
- beginning to recognise how they relate to adults and other children, for example, *by building friendships, learning to co-operate, share and take turns, by taking the lead and by knowing when to ask for help.* Relationships in School and the Community
- realising why it is necessary to have rules in the classroom and the school, for example, *to ensure that everyone is treated equally and fairly, for safety;*
- developing a sense of what is fair;
- beginning to take responsibility for what they say and do;
- beginning to recognise similarities and differences in families and the wider community, for example, *gender, race, disability, ethnic/cultural background;*

- understanding that everyone is of equal worth and that it is acceptable to be different;
- beginning to understand the interdependent nature of the class/school community and themselves as participant members;
- raising awareness of their attitudes to others in the school community;
- celebrating special occasions, for example, birthdays, weddings.

- **KEY STAGE 1 (Primary 3-4)**

- The minimum content for Personal Development and Mutual Understanding is set out in bold below. Examples are in plain text and italics.

Teachers should enable pupils to develop knowledge, understanding and skills in:
PERSONAL UNDERSTANDING AND HEALTH Pupils should be enabled to explore:

- their self-esteem and self-confidence;
- their own and others' feelings and emotions and how their actions affect others;
- positive attitudes to learning and achievement;
- strategies and skills for keeping themselves healthy and safe.

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils should be enabled to explore:

- initiating and developing mutually satisfying relationships;
- responsibility and respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people;
- developing themselves as members of a community. In fulfilling the requirements above teachers should provide a balance of experiences across the two strands; below are suggestions from which teachers may wish to select.

• Strand 1: Personal Understanding and Health

- Children should have opportunities to explore: Self Awareness
- feeling positive about themselves, and developing an understanding of their self- esteem and confidence;
- becoming aware of their own strengths, abilities, qualities, their achievements, personal preferences and goals;
- beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being;
- beginning to recognise and manage the effects of strong feelings such as anger, sadness or loss;
- acknowledging that everyone makes mistakes, that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning; recognising how they

can develop and improve their learning. Health, Growth and Change

- recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene;
- having respect for their bodies and those of others;
- being aware of the stages of human growth and development;
- recognising how responsibilities and relationships change as people grow and develop;
- understanding that medicines are given to make you feel better, but that some drugs are dangerous;
- understanding that if not used properly, all products can be harmful;
- being aware that some diseases are infectious and some can be controlled.

Keeping Safe

- knowing what to do or from whom to seek help when feeling unsafe;
- being aware of different forms of bullying and developing personal strategies to resist unwanted behaviour;
- exploring the rules for and ways of keeping safe on the roads, co-operating with adults who help keep us safe on roads, and how to travel safely in cars and buses;
- knowing about potential dangers and threats in the home and

environment;

- developing simple safety rules and strategies to protect themselves from potentially dangerous situations;
- identifying ways of protecting against extremes of weather, for example *being safe in the sun and protecting yourself in freezing conditions*.

- **Strand 2: Mutual Understanding in the Local and Wider Community**

- Children should have opportunities to explore: Relationships with Family and Friends
- examining the variety of roles in families and the contribution made by each member;
- being aware of their contribution to home and school life and the responsibilities that this can bring;
- knowing how to be a good friend;
- understanding that they can take on some responsibility in their family and friendship groups;
- being aware of who and what influences their views and feelings and behaviour at home;
- knowing what is fair and unfair and what they believe to be right or wrong:
 - identifying ways in which conflict may arise at home, and exploring ways

in which it could be lessened, avoided or resolved. Relationships at School

- identifying members of their school community and the roles

and responsibilities they have;

- recognising the interdependence of members in the school community;
- being aware of how the school community interacts; how they listen and respond to each other and how they treat each other;
- being aware of who and what influences their views and feelings and behaviour at school;
- beginning to understand why and how rules are made in class, in the playground and at school;
- identifying ways in which conflict may arise at school and exploring ways in which it could be lessened, avoided or resolved. Relationships in the Community
- appreciating ways we are similar and different, for example, *age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work*;
- being aware of their own cultural heritage, its traditions and celebrations;
- recognising and valuing the culture and traditions of one other group who shares their community;
- discussing the causes of conflict in their community, and how they feel about it;
- being aware of the diversity of people around the world;
- identifying the people, jobs and workplaces in the community;
- realising that money can buy goods and services and is earned through work;

- understanding that rules are essential in an ordered community;
- understanding how their environment could be made better or worse to live in and what contribution they can make.

- **KEY STAGE 2 (Primary 5-7)**

- The minimum content for Personal Development and Mutual Understanding is set out in bold below. Examples are in plain text and italics.

- **Teachers should enable pupils to develop knowledge, understanding and skills in:**

- **PERSONAL UNDERSTANDING AND HEALTH**

- **Pupils should be enabled to explore:**

- their self-esteem, self-confidence and how they develop as individuals;
- their management of a range of feelings and emotions and the feelings and emotions of others;
- effective learning strategies;
- how to sustain their health, growth and well-being and coping safely and efficiently with their environment.

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils should be enabled to explore:

- initiating, developing and sustaining mutually satisfying relationships;

- human rights and social responsibility;
- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity;
- playing an active and meaningful part in the life of the community and being concerned about the wider environment. In fulfilling the requirements above teachers should provide a balance of experiences across the two strands; below are suggestions from which teachers may wish to select.

- **Strand 1: Personal Understanding and Health**

- Children should have opportunities to explore: Self Awareness
- developing self-awareness, self-respect and their self-esteem;
- knowing how to confidently express their own views and opinions in unfamiliar circumstances;
- identifying their current strengths and weaknesses;
- facing problems, trying to resolve and learn from them;
- examining and exploring their own and others' feelings and emotions;
- knowing how to recognise, express and manage feelings in a positive and safe way;
- recognising that feelings and emotions change at times of change and loss;
- developing an insight into their potential and capabilities;
- reflecting upon their progress and set goals for improvement;

- identifying and practicing effective learning strategies;
- being aware of their different learning styles and being able to identify how they learn best. Health, Growth and Change
- understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- recognising what shapes positive mental health;
- knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances; 18
- understanding that bacteria and viruses affect health and that risks can decrease when basic routines are followed;
- knowing how the body grows and develops;
- being aware of the physical and emotional changes that take place during puberty;*
- knowing how babies are conceived, grow and are born;*
- being aware of the skills for parenting and the importance of good parenting; *¹⁶
- recognising how responsibilities change as they become older and more independent;
- knowing that AIDS is a prevalent disease throughout the world and is a major health issue for many countries. Keeping Safe
- developing strategies to resist unwanted peer/sibling pressure and behaviour;
- recognising, discussing and understanding the nature of

bullying and the harm that can result;

- becoming aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches;
- recognising appropriate road use, how to best apply the Green Cross Code, how conspicuity reduces road collisions, passenger skills including boarding and disembarking from cars and home-school transport and how bicycles are best maintained and ridden;
- developing a pro-active and responsible approach to safety, for example, *at home, near water, on the internet, watching television, in school, on the farm, around equipment, in the sun, near fireworks*;
- knowing where, when and how to seek help;
- being aware of basic emergency procedures and first aid.

- **Strand 2: Mutual Understanding in the Local and Wider Community**

- Children should have opportunities to explore: Relationships with Family, Friends and at school
- examining and exploring the different types of families that exist, the roles within them, and the different responsibilities;

¹⁶ * Decisions about whether or not these topics are taught should be agreed with parents and governors.

- recognising the benefits of friends and families and finding out about sources of help and support for individuals, families and groups;

exploring and examining what influences their views, feelings and behaviour;

- understanding the need for rules and that they are necessary for harmony at home and at school;
- exploring and examining the rules within their families, friendship groups and at school;
- recognising the importance of democratic decision-making and active participation at home and in the classroom;
- considering the challenges and issues that can arise at home, at school between friends and how they can be avoided, lessened, or resolved;
- examining ways in which conflict can be caused by words, gestures, symbols or actions. Relationships in the Community
- knowing about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
- recognising the similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebrations*;
- acknowledging that people differ in what they believe is right or wrong;
- recognising that people have different beliefs which shape the way they live;
- appreciating the interdependence of people within the community;
- knowing about the importance of democratic decision-making and involvement and the institutions that support it at a local level;
- developing an understanding of their role and responsibility as

consumers in society;

- identifying the variety of groups, the roles and responsibilities that exist within the community;
- considering the rights and responsibilities of members of the community;
- understanding that rules are essential in an ordered community and the need for different rules in different contexts;
- examining the effects of anti-social behaviour, for example, *bullying and racism*;
- appreciating how and why rules and laws are created and implemented.

Relationships with the Wider World

- developing an awareness of the experiences, lives and cultures of people in the wider world;
- recognising the similarities and differences between cultures, for example, *food, clothes, symbols, celebrations*;
- understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability;
- appreciating the range of cultures and traditions in other countries;
- recognising how injustice and inequality affect people's lives;
- knowing about the range of jobs and work carried out by different people;

- knowing about the process and people involved in the production, distribution and selling of goods;
- examining the role of advertising at a local and or global level;
- exploring how the media present information.