

Personal Development and Mutual Understanding

Context

The Northern Ireland Curriculum sets out a broad aim for education: 'To empower young people to develop their potential and to make informed and responsible decisions throughout their lives'.

This policy seeks to support the aims of PDMU by preparing young people for life, work and the challenges of being an adult in today's society.

The school improvement policy document 'Every School a Good School' (DENI, 2009) has outlined indicators of what will be recognised as effective performance under four headings:

- ★ Child centred provision
- ★ High quality teaching and learning
- ★ Effective leadership
- ★ A school connected to its local community

The effective delivery of Personal Development and Mutual Understanding (PDMU) meets the requirements of Every School a Good School. See Appendix 1 for links.

The school mission statement

At Brackenagh West Primary School we aim to provide a happy, friendly, caring environment, where children feel secure and valued. Children are encouraged to develop self-discipline and mutual respect for each other and for all adults in an atmosphere that promotes learning and excellence, enabling children to fulfill their true potential.

Parents and visitors are welcomed into the school. Their involvement and contribution are sought across the school in a partnership that enhances the children's education, welfare and social awareness.

All members of staff, teaching and non-teaching alike, are valued and are actively encouraged to extend and develop their teaching skills and interests.

To help us achieve the above, we aim:

- to establish a happy family atmosphere within the school community, where our children can progress and develop to their full potential
- to provide a broad and balanced curriculum
- to help develop in our pupils, lively, enquiring minds and an ability to apply themselves to mental tasks and physical skills
- to encourage our children to acquire knowledge and skills in preparation for the opportunities, responsibilities and experiences of adult life
- to help our pupils understand the world in which we live and to appreciate human achievements and aspirations
- to develop knowledge, understanding and respect for the Christian religion, and to develop tolerance of other religions and races

Our Motto: 'Building foundations for life'

This policy has been written by the PDMU coordinator in consultation with the Principal, members of staff and Governors.

The policy forms part of the School Pastoral Care Policy and closely links with the school Child Protection Policy and Health and Safety Policy. For all other links see Appendix 2.

Aims of PDMU

Through the delivery of PDMU children will be encouraged to:

- *Become personally, emotionally, socially and physically effective to lead healthy, safe and fulfilled lives
- *Become confident, independent and responsible citizens
- *Make informed and responsible choices and decisions throughout their lives.

Through the delivery of PDMU in our school we aim to create:

- *Positive relationships between all members of the school community
- *An environment where children feel happy, safe and secure and motivated to learn.
- *An inclusive environment where all are valued and have a voice.

As a result of these conditions the children in our school will develop:

- *positive self esteem and self confidence
- *strategies for coping with difficult situations
- *an ability to work effectively with others and to take responsibility for their actions
- *insights into society and other cultures, our interdependence and the need for mutual understanding and respect
- *an understanding of their roles and responsibilities

Practice

PDMU provisions is most effective when it is based on a consistent approach and where the responsibility is shared by parents, teaching and non-teaching staff, children, health professionals, relevant external agencies and the local and wider community. Close consultation with these partners in education is an essential element of the planning, implementation, evaluation and review of the PDMU programme.

High quality teaching and learning

PDMU is a statutory learning area within the Northern Ireland Curriculum and lines of development have been mapped across all seven year groups to ensure continuity and progression. It is timetabled weekly and planned for in each class.

It is taught as a discreet learning area and is connected to other areas of learning when appropriate e.g. through class topics and school programmes and activities (see Appendix 3). PDMU also contributes to the school's RE, WAU and PE programmes.

It is also linked to initiatives that run in the whole school such as Healthy Breaks, Healthy Lunch, Pupil of the Week, Road Safety, Young Enterprise, Eco Schools, Playground Buddies, School Council, P7 Moving On programme, P5 Fire Safety programme, assemblies, fund raising for charities and extracurricular activities (see Appendix 3 for further details).

Through the PDMU programme teachers provide opportunities for active learning and clear links are made to thinking skills and personal capabilities.

The delivery of PDMU is carefully linked to the needs and interests of all children and gives each child an opportunity to explore:

- *self awareness
- *feelings and emotions
- *dispositions to learning
- *health, growth and change
- *relationships
- *rules, rights and responsibilities
- *managing conflict
- *similarities and differences
- *learning to live as members of the community

Through the PDMU programme pupils are given opportunities to explore values and attitudes and to consider how they and others are affected by them. Teachers however acknowledge that some children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth.

Teachers use a variety of resources and websites to support the PDMU programme (see Appendix 4).

Consultation with Parents

Whilst the classroom teacher has a significant role to play in the implementation of PDMU in school, this role cannot be considered in isolation to the role of the parents and should ideally be additional and complementary. The home exerts a major influence on all aspects of a young person's life.

Equal Opportunities

All pupils, male and female, have a right to an education which adequately prepares them for adult life (Section 75).

The PDMU programme will meet the needs of both genders and aims to be a positive experience for all participants. It is developmental, accessible and appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age, teachers are sympathetic to the personal and emotional circumstances of each individual pupil. They are aware of, and take into account the variety of existing pupil knowledge, differing attitudes and the pupil's capacity to understand issues. This is particularly important in relation to children with special educational needs where physical development may outstrip emotional maturity.

Monitoring and evaluation

The PDMU programme is monitored and evaluated regularly and the coordinator is responsible for ensuring that the statutory elements are being planned for and delivered appropriately throughout the school. The ongoing process of

monitoring and evaluation is linked to Assessment for Learning within the Northern Ireland curriculum, and developed as an integral part of learning.

Over the next three years, a number of monitoring strategies will be utilised:

- *planning
- *photographic portfolio
- *record files
- *pupil's work
- *staff meetings
- *teaching through classroom observations

Information gained will be correlated by the coordinator to ensure continuity and progression and will be used to adapt the programme for the future. A self-evaluative report informs teachers of the improvements made in learning and teaching and identifies areas for future development.

Planning for Review

As is the practice with other school policies, this policy will be reviewed and updated in consultation with the Principal, members of staff, Governors and SELB.

Appendix 1

Links to Every School a Good School

Characteristic	Indicator
Child-centred provision	<ul style="list-style-type: none"> * Discussions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupil within the school. * A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. * A school culture of achievement, improvement and ambition exists - with clear expectations that all pupils can and will achieve to the very best of their ability. * There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views. * The highest standards of pastoral care and child protection are in place. * A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.
High quality teaching and learning	<ul style="list-style-type: none"> * Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning. * Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom. * Teachers reflect on their own work and the outcomes of individual pupils.
Effective leadership	<ul style="list-style-type: none"> * School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.
A school connected to its local community	<ul style="list-style-type: none"> * Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves. * The school and its teachers are held in respect by its parents and the local community who in turn actively support the work of the school. * Good relationships and clear channels of communication are in place between the school and the education agencies that support it. * The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups.

Appendix 2

PDMU related policies

Child Protection

Code of Conduct (staff)

Code of Practice for Safe use of ICT

Curriculum policies for RE, Physical Education, World Around Us, Literacy and Numeracy

Health and Safety

Positive Behaviour/Discipline

Appendix 3

An example of school programmes and activities that contribute to PDMU.

PDMU Theme	Example
1. Self Awareness	Pupil of the Week Class of the Month Assemblies
2. Feelings and Emotions	Class charters
3. Learning to Learn	Setting individual targets
4. Health, Growth and Change & Safety	Healthy Breaks and Healthy Lunch Cycling Proficiency P7 'Growing Up' talk
5. Relationships	Playground Buddies
6. Rules, Rights and Responsibilities	School Council and class discussions for it Class of the Month
7. Managing Conflict	Circle Time Peer mediation to resolve conflict
8. Similarities and Differences	Assemblies
9. Learning to live as members of the community	Ecoschool Charity support Young Enterprise

Appendix 4

Useful resources and websites

(Not all resources are currently available in school but it is the intention that some of these will be purchased in the 2013–2014 requisition allocation).

Foundation Stage

Theme 1: Self Awareness

Living.Learning.Together.

(LLT): Years 1 & 2: Red Unit and suggested stories/further reading/additional resources.

Me: Songs for 4–7 year olds (A & C Black).

Primary Values: Something Else.

What I like ... C and L Anholt.

This Is My Hair, T Parr.

I Want to Be, T Ross.

Sesame Tree: Out and About with

Hilda: chp.6 Being Unique (BBC NI).

The Right Start: Theme 2: Communication. www.liftoffschools.com

Theme 2: Feelings and Emotions

Living.Learning.Together.

(LLT): Years 1 & 2: Orange Unit and suggested stories/further reading/additional resources.

Box of Feelings (Smallwood Publishing).

Respecting Difference: The Media Initiative for Children.

www.early-years.org

Sesame Tree: Out and About with Hilda (Emotion Cards – ‘Dealing with the Feeling’ section and DVD clips) (BBC NI) www.bbc.co.uk/northernireland

Puppets at Large: Linda Bentley (Positive Press, 2005).

Primary Values: Something Else (CCEA).

The Golden Rules Series Donna Luck (We are kind and helpful, We are gentle etc). (Positive Press).

The Right Start - Theme 1: Empathy www.liftoffschools.com

Theme 3: Learning to Learn

Assessment for Learning: A Practical Guide (CCEA, 2009).

Living.Learning.Together.

(LLT): Years 1 & 2: Red Unit and suggested stories/further reading/additional resources

Listen and Think: (CCEA, 2010).

Kim's Game www.ltscotland.org.uk

Learning to Learn Wall (Foundation Stage) from Assessment for Learning:

A Practical Guide (CCEA, 2009).

Going for Goals Years 1 & 2: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at <http://nationalstrategies.standards.dcsf.gov.uk/node/66416>

Theme 4: Health, Growth and Change

Living.Learning.Together. (LLT): Year 1: Yellow Unit and suggested stories/further reading/additional resources.

Listen and Think: An Apple a Day (CCEA, 2010).

School Food: The Essential Guide (top marks) (DENI).

Popular fiction and TV programmes.

Resources provided by school
dental nurse.

Living.Learning.Together. (LLT):
Year 1: Yellow Unit.

Theme 4A: Safety

Living.Learning.Together.
(LLT): Years 1 & 2: Yellow Unit and suggested stories/further reading/additional resources.
www.bbc.co.uk/cbeebies

Active Learning and Teaching Methods for Key Stages 1 & 2. www.road2safety.org

Living.Learning.Together. (LLT): Year 1: Green Unit and suggested stories/further reading/additional resources.

United Nations Convention on the Rights of the Child (UNCRC).

Sesame Tree: Out and About with Hilda: Let's Play and Learn Together DVD clips (BBC NI).

Listen and Think: A Birthday Surprise.

Tell it again Grandma.

Theme 5: Relationships

Living.Learning.Together. LLT: Year 1: Green Unit and suggested stories/further reading/additional resources.

Primary Values: Something Else (CCEA).

The Right Start: Themes 2 & 3. www.liftoffschools.com

Sesame Tree: Out and About with Hilda: chpts 1 & 2 (BBC NI). www.bbc.co.uk/northernireland

Theme 6: Rules, Rights and Responsibilities

Living.Learning.Together.
(LLT): Years 1 & 2: Blue Unit and suggested stories/further reading/additional resources.

Sesame Tree: Out and About with Hilda (BBC NI). www.bbc.co.uk/northernireland

'Lift Off' series: The Right Start (published by Amnesty International).
www.unicef.org.uk
www.trocaire.org

www.oxfam.org.uk

The United Nations Convention on the Rights of the Child (UNCRC).

The Right Start: Theme 4. www.liftoffschools.com

Theme 7: Managing Conflict

Living.Learning.Together.

(LLT): Years 1 & 2: Blue Unit and suggested stories/further reading/additional resources.

Active Learning and Teaching Methods for Key Stages 1 & 2.

Primary Values: Something Else (CCEA).

More Quality Circle Time: Jenny Mosley (LDA, 1998).

The Right Start: Theme 5.

www.liftoffschools.com

www.circle-time.co.uk

Stepping Out

www.nicurriculum.org.uk

Theme 8: Similarities and Differences

Living.Learning.Together.

(LLT): Years 1 & 2: Indigo Unit

Primary Values: Something Else (CCEA).

Sesame Tree: Out and About with Hilda (BBC NI).

Chps 2, 3, 5 & 6

www.bbc.co.uk/northernireland

The Right Start: Theme 3

www.liftoffschools.com

Theme 9: Learning to Live as Members of the Community

Calendar from Stepping Out resource at www.nicurriculum.org.uk (in PDMU links).

Key Stage One

Theme 1: Self Awareness

Living.Learning.Together.

(LLT): Years 3 & 4: Red Unit and suggested stories/further reading/additional resources.

www.circle-time.co.uk

Interactive Sarah and the Whammi: Units 1 & 3: Identity and Friendships.

www.nicurriculum.org.uk

ICL: Let's Celebrate. Wise Up and Think! Keep Going Brenda (CCEA 2006).

Lift Off

www.liftoffschools.com

Theme 2: Feelings and Emotions

Living.Learning.Together.

(LLT): Years 3 & 4: Orange Unit and suggested stories/further reading/additional resources.

Active Learning and Teaching Methods for Key Stages 1 & 2.

Sarah and the Whammi

www.nicurriculum.org.uk

Primary Values (CCEA).

Helping Hands for Children (Northern Ireland Women's Aid Federation).

www.niwaf.org

A Box Full of Feelings

(Smallwood Publishing) available from www.incentiveplus.co.uk

ICL: Let's Celebrate.

Thematic Unit: Celebrations and Good Times.

Lift Off: The Right Start: Theme 5.

www.liftoffschools.com

Theme 3: Learning to Learn

Living.Learning.Together.

(LLT): Years 3 & 4: Red Unit and suggested stories/further reading/additional resources.

The Think Pack (CCEA). Going for Goals Years 3 and 4:

Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at

<http://nationalstrategies.standards.dcsf.gov.uk/node/66416>

Wise Up and Think!

Keep Going Brenda (CCEA, 2006).

4Rs classroom posters in Assessment for Learning: A Practical Guide (CCEA, 2009).

Theme 4: Health, Growth and Change

Living.Learning.Together.

(LLT): Years 3 & 4: Yellow Unit and suggested stories/further reading/additional resources.

Active Learning and Teaching Methods for Key Stages 1 & 2.

Eatwell Plate
(Food Standards Agency) at www.food.gov.uk

School Food: The essential guide (top marks) (DENI).

Living.Learning.Together. (LLT): Years 3 & 4: Yellow Unit.

Lift Off: The Right Start. www.liftoffschools.com

Theme 4A: Safety

Living.Learning.Together. (LLT):
Year 3, Yellow Unit and suggested stories/further reading/additional resources.
www.savethechildren.org.uk/en/docs/NI_something_to_say.pdf

www.road2safety.org

www.doeni.gov.uk

'Tales of the Road' at

www.dft.gov.uk

'Walk to School' initiative (DOE)

Road Safety calendar.

The Right Start: Theme 2: Communications.

www.liftoffschools.com

Theme 5: Relationships

Living.Learning.Together. (LLT): Year 4: Green Unit.

Interactive Sarah and the Whammi

www.nicurriculum.org.uk

www.memoryboxes.co.uk

Thematic Unit: Me Inc.

Primary Values: Leon and Bob

Theme 6: Rules, Rights and Responsibilities

ICL: School's Cool (CCEA).

www.schoolcouncils.org

Lift Off: The Right Start.

www.liftoffschools.com

Living.Learning.Together.

(LLT): Years 3 & 4 Blue Unit and suggested stories/further reading/additional resources.

United Nations Convention on the Rights of the Child.

www.unicef.org.uk

Living.Learning.Together. (LLT): Year 3 Blue Unit.

www.unicef.org.uk

www.trocaire.org

www.oxfam.org.uk

www.sendmyfriend.org

ICL: Once Upon a Time (CCEA). Financial Capability microsite.
www.nicurriculum.org.uk/fc

Primary Values (CCEA).

Living.Learning.Together. (LLT) Year 4 Blue Unit.
www.unicef.org.uk
www.liftoffschools.com

Theme 7: Managing Conflict

Living.Learning.Together. (LLT):
 Year 4 Unit 5. Years 3 & 4 Blue Unit and suggested stories/further reading/additional resources.

Primary Values: Something Else (CCEA).

Wise Up and Think: Not On Your Own (CCEA).

Interactive Sarah and the Whammi.
www.nicurriculum.org.uk

'The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8' by A.L. Beane.

Something To Say at
www.savethechildren.org
www.circle-time.co.uk

Lift Off: The Right Start: Theme 5
www.liftoffschools.com

The United Nations Convention on the Rights of the Child
www.unicef.org.uk/crc/

Highscope: 6 Steps to Conflict Resolution.

Thematic Units: Celebrations and Good Times & My Place and Yours. ICL: Let's Celebrate.

Lift Off
www.liftoffschools.com

Living.Learning.Together. (LLT): Year 4: Indigo Unit and suggested stories/further reading/additional resources.

Stepping Out
www.nicurriculum.org.uk
www.the-north-pole.com
 Thematic Unit: Food for Thought.

Primary Values: Children around the world poster; Something Else.

Interactive Sarah and the Whammi
www.nicurriculum.org.uk

Theme 8: Similarities and Differences

Thematic Unit: Celebrations and

Good Times.

Living.Learning.Together.

(LLT): Years 3 & 4: Indigo Unit and suggested stories/further reading/additional resources.

Stepping Out www.nicurriculum.org.uk

Thematic Unit: My Place and Yours (CCEA).

Wise Up and Think: Not on Your Own.

www.nicurriculum.org.uk

A Life Like Mine (DK Publishing).

Lift Off www.liftoffschools.com

Theme 9: Learning to Live as Members of the Community

Living.Learning.Together.

(LLT): Years 3 and 4: Violet Unit and suggested stories/further reading/additional resources.

ICL: School's Cool (CCEA).

Joined Up (NICIE).

ICLs: Let's Celebrate; Houses and Homes (CCEA).

Thematic Units: Celebrations and Good Times;
My Place and Yours (CCEA).

Wise Up and Think.

Living.Learning.Together. (LLT): Year 4 Violet Unit and suggested stories/further reading/additional resources.

Primary Values: Dinosaurs and all that Rubbish (CCEA).

Key Stage Two

Theme 1: Self Awareness

Living.Learning.Together.

(LLT): Years 5, 6 & 7: Red Unit and suggested stories/further reading/additional resources.

Primary Values (CCEA).

ICL: Mighty Me.

Thematic Unit: Me Inc.

www.circle-time.co.uk

Active Learning & Teaching

Methods for Key Stages 1 & 2.

Theme 2: Feelings and Emotions

Living.Learning.Together. (LLT): Years 5,6 & 7: Orange Unit and suggested stories/further reading/additional resources.

Living.Learning.Together. (LLT): Year 6, Violet Unit.

Thematic Unit: Me Inc.

Active Learning and Teaching Methods for Key Stages 1 & 2.

ICL: Needs and Wants.

www.circle-time.co.uk

Helping Hands for Children (Northern Ireland Women's Aid federation).

www.niwaf.org

Primary Values (CCEA).

Living.Learning.Together. (LLT):

Years 5,6 & 7: Orange Unit.

Peer mediation training programmes.

Something to Say.

www.savethechildren.org

Interactive Sarah and the Whammi.

www.nicurriculum.org

Bridging the Circle – Transition through Quality Circle Time Jenny Mosley (Positive Press, 2005).

www.circle-time.co.uk

Small Creature Resource (British Heart Foundation).

Life Changes (loss, change and bereavement for 3-11 year olds) (TACADE).

Theme 3: Learning to Learn

4Rs posters in Assessment for Learning: A Practical Guide (CCEA, 2009).

Living.Learning.Together.

(LLT): Years 5, 6 & 7: Red Unit and suggested stories/further reading/additional resources.

Going for Goals Years 5 and 6: Social and Emotional Aspects of Learning Programme (SEAL) published by DfES and downloadable at

<http://nationalstrategies.standards.dcsf.gov.uk/node/66416>

Wise Up and Think stories
(CCEA, 2006).

Active Learning and Teaching Methods for Key Stages 1 & 2.

The Think Pack (KS2) (CCEA, 2010).

Theme 4: Health, Growth and Change

Living.Learning.Together. (LLT):

Year 5: Orange Unit; Year 6: Yellow Unit; Year 7: Yellow Unit and suggested stories/further reading/additional resources.

Active Learning and Teaching
Methods for Key Stages 1 & 2.

www.up-2-you.net

www.eatwell.gov.uk

www.food.gov.uk
(search Food Route)

www.publichealth.hscni.net

www.activ8ni.net

School Food: The Essential Guide (top marks) (DENI).

http://www.ulstercancer.org/reduceyourrisk/smoking_smokebusters.asp

Toxic Agent resource pack. (from ELB or www.re-solv.org)

PSNI visits.

Hands of Doom drama pack
(General Consumer Council).
www.gccni.org.uk

Active Learning and Teaching Methods for Key Stage 1 & 2.

School nurse visit.

Growing Up resource pack (BBC).

Living & Growing resource
(Channel 4).

Theme 4A: Safety

Living.Learning.Together.

(LLT): Year: 5 and 7: Yellow Unit and suggested stories/further reading/additional resources.

Active Learning and Teaching Methods for Key Stages 1 & 2.

http://www.savethechildren.org.uk/en/docs/NI_something_to_say.pdf

www.road2safety.org

www.doeni.gov.uk

'Tales of the Road' at www.dft.gov.uk

CASE programme (PSNI).

'Walk to School' initiative
(from DOE).

Road Safety calendars.

Cycling proficiency scheme.

www.staywise.co.uk

www.nifrs.org/safety-team

'Rosie's Resus Heroes'

British Heart Foundation.

www.bhf.org

Theme 5: Relationships

Primary Values: Grace and Family
(CCEA).

www.unicef.org.uk

www.liftoffschools.com

Living.Learning.Together. (LLT):

Years 5, 6 and 7: Violet Unit and suggested stories/further reading/additional resources 7.

Active Learning & Teaching Methods for Key Stages 1 & 2
(CCEA).

Primary Values: Old Friends, New Friends (CCEA).

Living.Learning.Together. (LLT): Year 7 Green Unit and suggested stories/further reading/additional resources.

Theme 6: Rules, Rights and Responsibilities

Living.Learning.Together. (LLT): Years 5, 6 & 7: Blue Unit and suggested stories/further reading/additional resources.

Lift Off

Me, You, Everyone
(Amnesty International).

United Nations Convention on the Rights of the Child.

Years 5, 6 and 7 Thematic Units:
Liquid Gold Fair Enough

Actions Speak Louder.

Years 5 & 6 ICLs: Where I Live and The Blue Planet.

Years 6 and 7 ICL: Needs and Wants.

Joined Up (NICIE).

Theme 7: Managing Conflict

www.nicie.org

Living.Learning.Together. (LLT): Years 5, 6 & 7: Blue Unit.

www.peermediation.org

Joined Up: Developing Good

Relations in the School Community.

Me, You, Everyone at
www.liftoffschools.com

www.circle-time.co.uk

UNCRC.

United Nations Convention on the variety of Rights of the Child

Theme 8: Similarities and Differences

Living.Learning.Together. (LLT): Years 5, 6 & 7: Indigo Unit and suggested stories/further reading/additional resources.

Thematic Unit: Me Inc.

Active Learning and Teaching Methods for Key Stages 1 & 2.

Primary Values Scrapbook Summer & The First Ship in the Sea (CCEA).

Thematic Units: St. Patrick and People of Faith, Faith and Light.

Primary Values (CCEA).

Thematic Unit: Festivals of Light.

Thematic Unit: Being and Belonging, Year 5.

Living.Learning.Together. (LLT): Year 7: Indigo Unit and suggested stories/further reading/additional resources.

LNI Newsdesk

News websites

www.unicef.org.uk

Living.Learning.Together. (LLT): Years 6 and 7: Indigo Unit and suggested stories/further reading/additional resources.

BBC Children in Need campaign.

The Boy in the Striped Pyjamas
John Boyne

Theme 9: Learning to Live as Members of the Community

Living.Learning.Together. (LLT): Years 5, 6 & 7: Indigo Unit and suggested stories/further reading/additional resources.

Thematic Unit: Me Inc.
Active Learning and Teaching Methods for Key Stages 1 & 2.

ICL: Years 6 & 7 Needs and Wants.

Joined Up: Developing Good Relations in the School Community available on-line in the resources sections of PD&MU at
www.nicurriculum.org.uk
www.schoolcouncils.org

ACTS: Sustainable Thinking Classrooms. Carol McGuinness (QUB).

Active Teaching and Learning Methods at KS 1 & 2.

Thematic Unit: Being and Belonging Year 5.

Information from the Centre for Intergenerational Practice –
link from Year 7.
www.wimps.tv
www.niassembly.gov.uk
www.unicef.org.uk

Thematic Units:
Fair Enough?; Money Wise.

ICL: Years 6 & 7 Needs and
Wants.

STEM: KS2 Thematic Units.
www.cafod.org.uk
www.fairtrade.org.uk