



# **St Mary's Primary School Banbridge**

## **Personal Development and Mutual Understanding Policy**



**June 2025**

**Our Vision**

**Safe. Valued. Empowered to Thrive.**

## Our Mission

We are dedicated to creating a **safe**, nurturing, and inclusive environment where every individual feels **valued**, respected, and empowered to reach their full potential.

We inspire a love of learning, foster a sense of belonging, and cultivate the skills, values and resilience needed to **thrive** in a diverse and ever-changing world.

## Core Values

Family  
Community  
Respect  
Resilience  
Kindness  
Tolerance  
Perseverance  
Responsibility

## Our Vision and Mission

The teaching of Personal Development and Mutual Understanding (PDMU) is deeply rooted in our vision to create a learning environment where every child feels **safe**, **valued**, and **empowered to thrive**. Through PDMU, we nurture pupils' emotional well-being, social skills, and moral understanding, helping them to develop confidence, resilience, and respect for others. Our mission to foster responsible, compassionate citizens is reflected in lessons that encourage empathy, inclusion, and positive relationships. By embedding our core values into everyday teaching, we ensure that children not only learn about these principles but also experience them in action, preparing them to contribute positively to their school and wider community.

The Northern Ireland Curriculum aims to empower young people to achieve their full potential and to make informed, responsible decisions throughout their lives. It is designed to provide a broad and balanced education that supports the development of each learner as:

An individual – fostering personal fulfilment, well-being, and moral and spiritual awareness.

A contributor to society – encouraging active citizenship, cultural understanding, and ethical awareness.

A contributor to the economy and environment – promoting employability, economic understanding, and sustainable development

This holistic approach ensures that the skills and values needed for lifelong learning and responsible participation in society are nurtured. Our PDMU Policy aspires to create a school system where every learner can reach their full potential at each stage of development.

We believe that Personal Development and Mutual Understanding (PDMU) plays a vital role in achieving this vision. It supports our mission to provide the highest quality education while placing the child at the centre of all teaching and learning. Our shared goal as a school community is to offer an inclusive, nurturing environment where every child feels safe, supported, valued and empowered to thrive.

We are committed to delivering a child-centred education that fosters the development of the whole child. This includes their personal, emotional, spiritual, social, moral, intellectual, and physical well-being. We believe that by nurturing these aspects, we equip our pupils with the knowledge, skills, and understanding they need to thrive in an increasingly diverse and ever-changing world.

**Personal Development and Mutual Understanding (PDMU)** is a compulsory Area of Learning within the primary curriculum. It is designed to support children in becoming confident, independent learners by promoting emotional and social well-being. PDMU encourages children to develop self-awareness, build positive relationships, and make responsible choices. It also fosters an understanding of health and safety, and nurtures moral thinking, values, and actions—laying the foundation for respectful, informed, and active citizenship.

The provision of a caring and positive learning environment allows children to express their thoughts and views honestly and openly. It allows our children to develop as **individuals** by:

- developing self-confidence, self-esteem, and self-discipline.
- understanding their own and others' feelings and emotions.
- developing the ability to talk about how they feel.

- developing their motivation to learn and their individual creative potential.
- listening to and interacting positively with others.
- exploring and understanding how others live.

PDMU provides opportunities for our children to develop as **contributors to society** by:

- becoming aware of some of their rights and responsibilities.
- some of the issues and problems in society.
- contributing to creating a better world for those around them
- developing an awareness and respect for the different lifestyles of others.
- reflecting on similarities and differences in families and people.
- understanding some of their own and others' cultural traditions.

## **Aims of St Mary's PDMU Policy**

Our aim is to develop pupils' self-awareness of appropriate behaviours so they may lead healthy, safe, and fulfilled lives, and grow into confident, independent, and responsible citizens.

We are committed to supporting children as they prepare for their future roles as adults—individuals who understand their responsibility to contribute positively and meaningfully to their communities.

## **It is the responsibility of teachers to:**

- Create a safe, inclusive, and supportive learning environment where every child feels valued and respected.
- Model positive behaviour and attitudes that reflect the values of respect, empathy, and responsibility.
- Deliver high-quality PDMU lessons that are engaging, relevant, and responsive to the needs of all learners.
- Encourage open dialogue and active participation, helping pupils to express their thoughts and feelings confidently.
- Identify and address any barriers to personal development and well-being, providing appropriate support or intervention when needed.
- Foster a culture of reflection, helping pupils to understand the impact of their choices and actions on themselves and others.
- Work in partnership with parents, carers, and the wider community to reinforce positive values and behaviours beyond the classroom.

## **Teachers are expected to:**

- Support children in understanding themselves, their place in society, how they learn, and their right to be respected and valued.
- Foster self-esteem, self-confidence, and a strong sense of self-worth in every pupil.
- Equip children with the emotional literacy and coping strategies needed to manage their feelings and emotions effectively.
- Inspire motivation and ambition, encouraging pupils to set goals and strive for success.
- Promote the development of Thinking Skills and Personal Capabilities (TSPCs) to enhance independent learning and problem-solving.
- Raise awareness of societal dangers such as drugs, alcohol, bullying, and abuse, empowering children to make safe and informed choices.
- Encourage the building of positive relationships with family, peers, and future colleagues.
- Instil a lifelong love of learning and an appreciation for its value in personal and societal growth.

## **Delivery of PDMU**

PDMU will be delivered as a distinct Area of Learning on a weekly basis, while also being meaningfully integrated across the wider curriculum. This approach ensures that the values and skills promoted through PDMU are reinforced in all aspects of school life.

Teachers are required to deliver the PDMU programme through two interconnected strands:

- **Personal Understanding and Health**
- **Mutual Understanding in the Local and Wider Community**

These strands provide a framework for exploring a wide range of themes that support pupils' personal, emotional, and social development. This structured yet flexible approach allows our teachers to tailor learning experiences to the needs of their pupils, while ensuring consistency and progression throughout the primary years.

The **CCEA 2024** guidance for Personal Development and Mutual Understanding (PDMU) provides a structured approach to progression from Foundation Stage through Key Stage 2. It outlines how pupils can develop

their knowledge, understanding, and skills across ten key PDMU concepts, ensuring alignment with the statutory requirements of the Northern Ireland Curriculum.

**Progression Pathways Overview:** The progression is designed to be developmental and age-appropriate, helping teachers to:

- Track pupil development across year groups.
- Plan learning experiences that build on prior knowledge.
- Ensure continuity and coherence in teaching and learning.

### **The 10 PDMU Concepts for Progression**

- Self-Awareness
- Feelings and Emotions
- Learning to Learn
- Health, Growth and Change
- Safety
- Relationships
- Rules, Rights and Responsibilities
- Managing Conflict
- Similarities and Differences
- Learning to Live as Members of the Community

Each concept includes suggested learning outcomes and developmental milestones, helping teachers to scaffold learning effectively. The guidance also integrates Thinking Skills and Personal Capabilities (TSPCs) and encourages cross-curricular links to reinforce learning.

See Appendix 1: Thinking Skills and Personal Capabilities

### **Teaching Approaches**

It is the responsibility of the class teacher to ensure that Personal Development and Mutual Understanding (PDMU) is delivered effectively, both as a discrete subject and through cross-curricular integration. Teachers play a vital role in creating a nurturing environment where children feel safe, valued, and empowered to grow. **Teachers will:**

- Create a positive learning environment built on trust, where children feel physically and emotionally safe, fairly treated, and a valued part of the school community.

- Demonstrate care and support by actively listening to pupils, validating their feelings, and showing kindness, compassion, and respect.
- Deliver PDMU through the two statutory strands:

## **Personal Understanding and Health**

### **Mutual Understanding in the Local and Wider Community**

- Teach all ten statutory Statements of Minimum Requirement from Foundation Stage to Primary 7.
- Integrate the “Living. Learning. Together.” programme to support the teaching and learning of PDMU.
- Explore opportunities to embed PDMU across the curriculum, reinforcing key values and skills in other subject areas.
- Use a variety of teaching approaches, including whole-class instruction, group work, and paired activities, to engage all learners.
- Encourage self-expression through speaking, drawing, reading, acting, and writing—ensuring pupils feel free to share without fear of judgment.
- Promote healthy lifestyles and personal safety, equipping children with the knowledge and habits to make informed choices.
- Foster a culture of ownership by involving pupils in creating class rules, clarifying behavioural expectations, and linking them to appropriate consequences.
- Discuss the importance of rules in society and explore constructive ways to manage and resolve conflict.
- Celebrate diversity, encouraging respect for different beliefs, cultures, and backgrounds, and raising awareness of the richness of our society.
- Support the development of self-esteem, confidence, and self-worth, helping children to recognise their value and potential.
- Encourage moral development, guiding pupils to take responsibility for their actions and understand their impact on others and the wider community.
- Promote patience and tolerance, helping children to build empathy and positive relationships.
- Use a wide range of active learning strategies to make learning meaningful, engaging, and relevant.

## **Effective Teaching Strategies for PDMU**

To ensure that Personal Development and Mutual Understanding (PDMU) is meaningful and impactful, teachers will use a wide range of interactive and inclusive teaching strategies. These approaches are designed to engage pupils

emotionally, socially, and intellectually, while promoting active participation and reflection. Teachers will develop and explore PDMU through:

- Brainstorming – encouraging pupils to share ideas and opinions openly.
- Role play, freeze frames, and hot seating – helping children explore different perspectives and develop empathy.
- Inviting visitors to the class – providing real-life insights and experiences that enrich learning.
- Co-operative games – fostering teamwork, communication, and mutual respect.
- Photographs and picture stimuli – sparking discussion and critical thinking.
- Media and television – using age-appropriate content to explore relevant themes.
- Open-ended questions and statements – promoting deeper thinking and dialogue.
- Debates and agree/disagree continuums – encouraging respectful discussion and critical evaluation of different viewpoints.
- Circle time – creating a safe space for sharing thoughts, feelings, and experiences.
- Storytelling and books – using narrative to explore values, emotions, and social situations.
- Puppets – supporting emotional expression and role play, especially in younger children.
- Learning Through Play sessions – integrating PDMU themes into imaginative and structured play.
- PowerPoint presentations and social stories – visually supporting understanding of social norms and behaviours.

These approaches emphasise group and collaborative ways of working that maximise opportunities for pupil input, decision-making and problem-solving.

The teacher will facilitate lessons in a safe and supportive. Lessons will be conducted in a non-judgemental atmosphere. Empathetic relationships based on mutual respect are developed to create a place where fears and concerns can be expressed openly; where children can “have a go” without risk of ridicule or reproach.

For PDMU to be effective in our school the teachers will develop and explore through:



<b>Learning Aim</b>	<b>Methodology</b>
Generate several ideas quickly.	Brainstorm
Learn to negotiate, listen to and support each other.	Drama
Promote cooperation.	Co-operative games
Gather own thoughts and take a viewpoint.	Open-ended statements
Express own opinions, promote critical thinking, and respect the views of others.	Agree or disagree continuums
Promote communication and critical thinking.	Circle time Story-telling
Represent ideas or concepts.	Collage work
Explore issues of bias and stereotyping.	Freeze Frames
Gather information, record findings and interpret data.	Hot Seating Questionnaires and surveys
Consider a specific situation.	Role play Visitor Technique
Question information presented.	Use photographs/pictures as a stimulus Use media television advertisements

### **Benefits for Children**

- Confident and self-aware individuals
- Capable of managing their own emotions and attitudes
- Ethical thinkers and responsible decision-makers
- Informed about the importance of a healthy lifestyle
- Aware of potential dangers and how to stay safe
- Open communicators who can express concerns and seek help when needed
- Independent learners who understand their own learning processes

- Active, reliable, and cooperative team members
- Respectful and appreciative of different cultures and beliefs
- Effective communicators in both one-on-one and group settings
- Knowledgeable about the diversity of society and the challenges it may present
- Conscious of their future role as active participants in society

## **What is Pupil Voice in PDMU?**

Pupil voice refers to actively involving children in expressing their views, making decisions, and reflecting on their learning and experiences. In PDMU, this means:

- Encouraging self-expression: Children are given opportunities to talk about their feelings, experiences, and opinions in a safe and respectful environment.
- Decision-making: Pupils are involved in discussions about classroom rules, conflict resolution, and community issues, helping them develop responsibility and empathy.
- Reflection and feedback: Learners reflect on their personal growth, relationships, and values, often through circle time, journals, or class discussions.

Incorporating pupil voice in PDMU helps children:

- Build confidence and self-esteem
- Develop critical thinking and empathy
- Feel valued and respected, which enhances engagement
- Learn to respect diverse perspectives

## **Practical Examples of how we ask our pupils to share their opinions**

- Circle Time: A structured time for pupils to share thoughts and feelings.
- Class Councils: Pupils discuss and vote on issues affecting their class or school.
- Peer Mediation: Children help resolve conflicts among peers, promoting mutual understanding.
- Surveys and Suggestion Boxes: Allow anonymous input on school life and wellbeing.

## **Benefits for the School Community**

The teaching of Personal Development and Mutual Understanding (PDMU) plays a vital role in creating a supportive, inclusive, and enriching school environment. It fosters a culture where learning is:

- Stimulating and engaging
- Meaningful, enjoyable, and productive
- Interactive and hands-on
- Integrated with essential life skills
- Driven by curiosity and inquiry

As a result, the entire school community benefits in the following ways:

- Stronger relationships between staff and pupils, built on trust, respect, and mutual understanding.
- Improved academic achievement, as children feel safe, motivated, and confident in their learning.
- Enhanced health and well-being, with pupils gaining a deeper understanding of healthy lifestyle choices, including nutrition, physical activity, and the risks of drugs and alcohol.
- A more inclusive atmosphere, where every child feels heard, valued, and respected regardless of background or ability.
- Increased self-esteem and confidence, empowering children to believe in themselves and their potential.
- Development of essential life skills, such as critical thinking, decision-making, and emotional regulation.
- Promotion of empathy and teamwork, encouraging respect for others' feelings, beliefs, and opinions, and raising awareness of the impact of bullying.
- Improved social skills, helping children navigate different social situations with appropriate and respectful behaviour.
- Guidance in making responsible choices, understanding right from wrong, and knowing when and how to seek help.

## **Benefits for the Local Community**

The local and wider community will gain young people who:

- have an awareness of being socially responsible and realise the effects of anti-social behaviour.

- will demonstrate positive behaviours
- have respect and understanding for others, for example, neighbours, the elderly, the disabled, those with special needs, property owners, local businesses, the church, other cultures etc...
- are confident and responsible members of the community who will contribute to its improvement and development.

## **Whole-School Involvement in the Promotion of PDMU**

The promotion and development of PDMU will be a shared responsibility involving all members of the school community — including the Board of Governors, Senior Leadership Team, teaching staff, classroom assistants, secretarial staff, caretaker, domestic supervisors, student teachers, and pupils. PDMU will be embedded in all aspects of daily school life.

## **Role of the Principal**

The Principal will lead the promotion and strategic development of PDMU. In collaboration with all staff, the Principal will determine how PDMU is integrated into the daily routines of the school and how it will be developed across all areas of the Northern Ireland Curriculum.

Additionally, the Principal will provide ongoing support and maintain communication with the Board of Governors. With the assistance of the Vice Principal and the Senior Leadership Team, the Principal will monitor and evaluate the progress of PDMU throughout the school.

PDMU is closely **connected** to several other areas of the curriculum, enriching children's learning experiences across subjects:

**The Arts:** Encourages children to express themselves creatively through drama, music, art, and design.

**Language and Literacy:** Supports the development of emotional vocabulary and communication skills through speaking and listening, reading, independent writing, drama, and role-play.

**Physical Education:** Promotes healthy lifestyle choices and physical well-being. Builds teamwork skills and fosters a sense of fairness and cooperation.

**The World Around Us:** Enhances understanding of different cultures, places, and historical contexts. Encourages self-awareness by helping children explore their own talents, thoughts, and emotions.

## **Assessment Methods in PDMU**

Assessment in PDMU should be holistic and reflective of each child's individual strengths and areas for development. It should focus on both what the child knows and how they apply that knowledge in real-life contexts. CCEA promotes a formative, ongoing approach to assessing PDMU, focusing on both knowledge and skills development. **Key areas of assessment include:**

- Knowledge and Understanding – evaluating the child's grasp of key concepts, values, and information related to personal development and mutual understanding.
- Skills Demonstration – assessing the child's ability to apply learned and practised skills in a variety of situations, including communication, decision-making, empathy, and self-management.

Key methods include:

- Observation – Teachers monitor pupils during activities, discussions, and group work.
- Discussion & Reflection – Pupils talk about their experiences, feelings, and learning.
- Self & Peer Assessment – Pupils evaluate their own progress and offer feedback to peers.
- Learning Logs/Journals – Pupils record thoughts, achievements, and areas for growth.
- Portfolios – A collection of work showing progress over time.

## **Self-Assessment**

Children should be given regular opportunities to reflect on their own work and the work of others. Through this process, they will develop important skills in self-awareness, goal setting, and personal growth. Children will learn to:

- Plan, Do, Review – engage in a cycle of preparation, action, and reflection
- Set personal targets – identify goals and work towards achieving them

- Take ownership of their learning – negotiate tasks and make informed choices
- Record their achievements – track progress and celebrate success
- Reflect on experiences – discuss and evaluate lessons, activities, and real-life situations

Self-evaluation prompts **may** include:

- What did I do or say?
- What were the consequences of my actions?
- How did I feel about the experience?
- What could I do differently next time?
- What did I find easy, difficult, or enjoyable?
- How well did I do? Could I have improved my approach?

## **Inclusion and Accessibility**

Our PDMU Policy is a key expression of our commitment to inclusion and accessibility for every child. It is designed to ensure that all pupils, regardless of their background, ability, or individual needs, are supported in their personal growth and development. We believe that every child deserves the opportunity to thrive in a safe, respectful, and nurturing environment.

The PDMU curriculum is thoughtfully structured to reflect the diverse experiences, cultures, and identities of our pupils. Lessons are differentiated to ensure that all learners can access and engage with the content in a way that is meaningful to them. This includes adapting teaching strategies, using visual supports, and incorporating assistive technologies where appropriate, so that no child is left behind.

Our policy also places a strong emphasis on promoting respect, empathy, and understanding among pupils. Through topics such as diversity, emotional well-being, and conflict resolution, children are encouraged to celebrate differences and develop a strong sense of social responsibility. These lessons help to build a school culture where tolerance and mutual respect are not only taught but lived.

We are committed to creating a school environment where every child feels safe, valued, and heard. The PDMU programme provides opportunities for pupils to express themselves, explore their identities, and build positive

relationships with others. This contributes to their confidence and emotional resilience, which are essential for lifelong learning and personal development.

Our inclusive approach is embedded across the whole school. Staff receive regular training to support inclusive practices, and pupil voice is actively encouraged in shaping the PDMU experience. By embedding these principles into our policy, we aim to nurture confident, respectful, and responsible individuals who are prepared to contribute positively to their communities and the wider world.

## **Related School Policies**

The Personal Development and Mutual Understanding (PDMU) Policy is linked to several other key policies. These support the holistic development of pupils and align with statutory and advisory guidance from the Department of Education and CCEA.

- Inclusion and Diversity Policy – Promotes equality and ensures all pupils feel respected and included.
- Equality Policy – Supports the school's duty to prevent discrimination and promote fairness.
- E-Safety/Online Safety Policy – Teaches safe and respectful online behaviour, aligning with digital aspects of PDMU.
- Safeguarding Policy – Broader than Child Protection, this ensures a safe environment for all pupils.
- Health Education Policy – Covers physical health, hygiene, and safety, complementing the personal health strand of PDMU.
- Special Educational Needs (SEN) Policy – Ensures inclusive access to PDMU for all learners.
- Attendance Policy – Promotes regular school attendance, which supports consistent personal and social development.
- Transition Policy – Supports pupils during key changes (e.g., moving from Foundation Stage to Key Stage 1), helping them manage emotions and expectations
- Pastoral Care Policy
- Teaching and Learning Policy
- Child Protection Policy
- Anti-Bullying Policy
- Buddying Guidelines
- Period Dignity Policy
- Relationships and Sexuality Education Policy

- Use of Reasonable Force Policy
- Positive Behaviour Policy
- Homework Policy

## **Parental Engagement**

Parents play a vital role in supporting Personal Development and Mutual Understanding. Parents help reinforce the values taught in PDMU, such as respect, empathy, honesty, and responsibility, through everyday interactions and conversations at home.

Children learn a lot by observing adults. When parents model respectful communication, conflict resolution, and emotional regulation, they provide real-life examples of PDMU principles in action.

By encouraging children to talk about their feelings and helping them manage emotions, parents support the personal understanding and health strand of PDMU.

Parents who participate in school events, workshops, or PDMU-related projects (like anti-bullying weeks or community initiatives) help strengthen the home-school partnership.

Parents can help children appreciate diversity by fostering inclusive attitudes at home and encouraging friendships with peers from different backgrounds.

Regular communication with teachers allows parents to stay informed about their child's social and emotional development and collaborate on strategies to support them.

## **Resources for Learning and Teaching in PDMU**

**CCEA** provides a comprehensive framework, guidance, and high-quality resources that support schools in delivering this vital area of the curriculum.

This resource includes suggested progression through 10 key PDMU concepts from Foundation Stage to Key Stage 2, along with teaching strategies and curriculum links. Resources for PDMU



- Living. Learning. Together. – A comprehensive resource with practical activities for Years 1–7, supporting personal, social, and emotional development.
- Primary Values – Supports the development of values-based education across the curriculum.
- Ideas for Connecting Learning – Offers cross-curricular links and creative approaches to integrating PDMU.
- Buddy Chat – A video-based resource from the Royal College of Speech and Language Therapists, supporting communication and inclusion.
- Gambling and Gaming Awareness – Key Stage 2 resource exploring wellbeing, leisure, money, and advertising.

See Appendix 2: **Resources for teaching PDMU**

## **Conclusion**

We are committed to fostering the personal, emotional, and social development of every child through the effective delivery of PDMU. This policy reflects our dedication to creating a safe, inclusive, and empowering learning environment where all pupils are supported to thrive. We will continue to review and refine our approach to ensure it meets the evolving needs of our school community.

## **Policy Review**

This policy will be reviewed and updated every three years to ensure it remains current, relevant, and aligned with the latest guidance from CCEA and the Department of Education.

The next scheduled review will take place in **Summer term of 2028**, allowing the school to reflect on best practices, incorporate feedback from staff and parents, and respond to any changes in statutory requirements or the needs of the school community.

## Appendix 1: Developing Thinking Skills and Personal Capabilities

<b>Managing Information</b> <i>Asking, accessing, selecting, recording, integrating, communicating.</i>	<b>Thinking Problem Solving and Decision Making</b> <i>Searching for meaning, deepening understanding, coping with challenges.</i>	<b>Being Creative</b> <i>Imagining, generating, inventing, taking risks for learning.</i>	<b>Working with Others</b> <i>Being collaborative, being sensitive to others' feelings, being fair and responsible.</i>	<b>Self-Management</b> <i>Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self.</i>
<p>ask focused questions</p> <p>plan and set goals, break a task into sub-tasks</p> <p>use own and others' ideas to locate sources of information</p> <p>select, classify, compare and evaluate information</p> <p>select the most appropriate method for a task</p> <p>use a range of methods for collating, recording and representing information</p> <p>communicate with a sense of audience and purpose.</p>	<p>sequence, order, classify, make comparisons</p> <p>make predictions, examine evidence, distinguish fact from opinion</p> <p>make links between cause and effect</p> <p>justify methods, opinions and conclusions</p> <p>generate possible solutions, try out alternative approaches, evaluate outcomes</p> <p>examine options, weigh up pros and cons</p> <p>use different types of questions</p> <p>make connections between learning in different contexts.</p>	<p>seek out questions to explore and problems to solve</p> <p>experiment with ideas and questions</p> <p>make new connections between ideas/information</p> <p>learn from and value other people's ideas</p> <p>make ideas real by experimenting with different designs, actions, outcomes</p> <p>challenge the routine method.</p> <p>value the unexpected or surprising.</p> <p>see opportunities in mistakes and failures.</p> <p>take risks for learning.</p>	<p>listen actively and share opinions</p> <p>develop routines of turn-taking, sharing and co-operating</p> <p>give and respond to feedback</p> <p>understand how actions and words affect others</p> <p>adapt behaviour and language to suit different people and situations</p> <p>take personal responsibility for working with others and evaluate own contribution to the group</p> <p>be fair</p> <p>respect the views and opinions of others, reaching agreements using negotiation and compromise</p> <p>suggest ways of improving their approach to working collaboratively.</p>	<p>be aware of personal strengths, limitations and interests</p> <p>set personal targets and review them</p> <p>manage behaviour in a range of situations</p> <p>organise and plan how to go about a task</p> <p>focus, sustain attention and persist with tasks</p> <p>review learning and some aspect that might be improved</p> <p>learn ways to manage own time</p> <p>seek advice when necessary</p> <p>compare own approach with others and in different contexts.</p>

## Appendix 2: **Resources for Teaching PDMU**

**Listen and Think Storybooks Think Pack – Thinking Skills and Personal Capabilities:** These engaging storybooks are designed to introduce and support the development of Thinking Skills and Personal Capabilities in a fun and accessible way. Storytelling serves as a powerful tool for helping children explore emotions, reflect on values, and consider different perspectives.

Teachers can read the stories with or to pupils, using the illustrations to spark curiosity and encourage meaningful discussion. Each book includes key vocabulary to help learners build a shared language around thinking skills and personal development.

Throughout the stories, bee and ladybird icons highlight ideal moments to pause and use the discussion prompts provided at the end of the book. These prompts help deepen understanding and encourage reflection. Additionally, each book concludes with activities that invite children to become storytellers themselves, sharing their own thoughts and experiences.

**Handling Data and the Northern Ireland Census** is a comprehensive educational resource developed by CCEA in partnership with Census 2021 and supported by NISRA. It uses real census data to help pupils develop skills in Mathematics and Numeracy, particularly in Handling Data, while also linking to Thinking Skills, The World Around Us, and Personal Development and Mutual Understanding (PDMU). The resource includes:

- Twelve themed lessons covering Population, Settlements, Transport, and Occupations
- Teacher notes, pupil activity sheets, and presentations
- Interactive tools like bar and pie chart creators
- Posters, animations, and games to enrich learning
- Adaptable materials suitable for Foundation Stage to Key Stage 2

It encourages learners to explore real-world data, ask questions, and make connections across the curriculum in a meaningful and engaging way.

Access the full resource here: [Handling Data and the Northern Ireland Census – CCEA](#)

**Twinkl PDMU Resources** – Twinkl offers a wide range of teacher-made resources for Foundation Stage and Key Stage 1–2, including worksheets, PowerPoints, and activities on emotions, safety, relationships, and health.

Browse Twinkl PDMU: Twinkl hosts a dedicated group for Northern Ireland educators where teachers share and discuss curriculum-aligned resources, including PDMU materials. You can find this by searching "Twinkl Northern Ireland Teachers" on Facebook.

## **Facebook Support Groups**

You will receive a warm and friendly welcome to the online community of passionate and supportive educators. Online Facebook groups are spaces for sharing ideas, resources, and inspiration across all areas of teaching—whether you're looking for help with planning, classroom management, curriculum updates, or just a bit of encouragement.

**Primary Teachers – Facebook Group** This is one of the largest and most active Facebook groups for primary teachers. Members regularly share resources, classroom ideas, and advice on teaching across the curriculum, including PDMU. It's a great space for collaboration and support.

**Northern Ireland Teachers Collaborate** is a vibrant and supportive online community created to encourage collaboration among educators across Northern Ireland. Since its launch in July 2020, the group has grown rapidly, bringing together thousands of passionate teachers who share ideas, resources, and best practices.

The group fosters a spirit of mutual support and professional development, making it a valuable space for teachers seeking inspiration, advice, and connection with colleagues across all key stages and subject areas.

**WeAreTeachers: First Years** A global group for early-career teachers seeking support, mentorship, and practical advice. Great for those new