

**Art 8:** All pupils in Sperrinview have the right to an identity. Staff must ensure that their nationality, family name and religious beliefs are observed and respected. (RRS Team 2015)

**Art 23:** All pupils in Sperrinview have the right to lead a full and decent life with dignity and independence and to play an active part in the community (RRS team 2015)

**Art 28:** Every pupil in Sperrinview has the right to an education which will be differentiated to meet their individual needs (RRS team 2015)

## Sperrinview Special School

### Policy for Personal Development and Mutual Understanding/Personal Development

#### Introduction

"Personal Development and Mutual Understanding/Personal Development is consistent with the central aims of education, that is, the development of the whole person. This entails the acquisition of key concepts and skills and the promotion of values and dispositions." [CCEA 1999]

#### Rationale

The Personal Development and Mutual Understanding/Personal Development Programme seeks to support the pupils' development in ways which foster security, self-esteem, independence, consideration and respect and care for others. It also contributes towards the development of those social skills which help pupils to stay safe.

#### Aims

The general aim is to develop a set of interrelated concepts, skills, attitudes and values to

- promote the all-round development of the pupils;
- help the pupils to become informed and responsible citizens;
- promote an understanding of personal and health related issues pertinent to young people;
- to treat every pupil with dignity and respect and ensure privacy appropriate to each pupil's age and situation.

## Objectives

- The promotion of key concepts such as identity and self-awareness, self-esteem, friendship, relationships, feelings, emotions, community and citizenship;
- The acquisition of skills such as intra-personal skills, conflict management skills, practical skills [eg First Aid], communication and ICT;
- The promotion of core values such as the commitment to act responsibly with regard to relationships, society and the environment.

## Organisation

PDMU/PD is a fundamental aspect of school life which begins when pupils enter school and continues until they leave.

The PDMU/PD programme incorporates:

Discipline

Child Protection

Drug Education

Sex Education

Health Education and

Careers Education Information Advice and Guidance.

In the junior school the knowledge, values and skills which form the PDMU/PD programme are taught through everyday school activities. Specific programmes are also available to meet pupils identified needs.

This format is continued throughout school, with the addition of a more structured, specific programme for use with pupils in the middle and senior school. Groups will be organised in such a way as to meet pupils' individual developmental needs.

Sensitive issues will be dealt with on an individual basis as and when the need is identified.

Intimate Care Procedures will be implemented for pupils where appropriate.

Materials used to deliver this programme will be multi-cultural.

## Roles

The co-ordinator for this subject is Mrs Paula Kelly.

The Principal has overall responsibility for the implementation of the policy. The co-ordinators, in consultation with teachers, will ensure that the pupils are placed in appropriate groups at the beginning of term 2. The subject will be taught throughout the year by class teachers and supported by classroom assistants. In addition the class teacher will have responsibility for delivery of the structured programme to their identified group.

## External Support

Parents

EA Southern Region Advisor for PDMU/PD

School Medical Officer

School Nurse

School Dentist

Learning Disability team

Clinical Psychology Department

Community Affairs Team  
Fire Authorities  
Training and Employment Agency  
College of Further Education  
CAWT [Co-operation And Working Together]  
Nexus  
DHSS  
Care in Crises

## Staff Development

The co-ordinators will ensure that staff are updated on all developments, legislation and documentation pertaining to PDMU/PD through;

- school based inset,
- EA Southern Region based inset,
- attendance at award bearing courses etc;

## Resources

Kidscape

Stay Safe Pack

Teaching Resources for Adolescents - CAWT Project.

Developing Personal Safety Skills - Freda Briggs

Walk Tall - Substance Misuse Programme .

Keeping Myself Safe - Sue Hamilton

A Positive Approach - Belair

My Body is mine. My feelings are mine. Susan Hoke

Portage - Classroom Curriculum.

Chalkface Project

Collins Personal, Social and Health Education Programme 1 & 2.

Examining Self Esteem n the Young - Lou Thompson & Tim Lawson

Getting Personal - Folens

Sex Education and Sexuality for very Special People - Longhorn

NSPCC Pack

Not Behind the Bike Shed - Thomas Nelson & Sons

Living your Life - Ann Craft - LDA

Sexuality and Mental Handicap - Hilary Dixon

Your Choice Series - Shay and Margaret McConnon

Health Promoting School - NICC

School Improvement - Focus on Boys - CCEA

Pastoral Care in Schools - DENI

Integrating Personal Safety Programmes into the Curriculum -  
CCEA

Personal and Social Education - CCEA

## Monitoring and Evaluation

The PDMU/PD policy and programme will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

## Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Sperrinview Special School**  
**PDMU Programme**  
 Key Stage 1

<b>Year 1 Term 1</b>	<b>Year 2 Term 1</b>
Myself	Caring for myself
My Senses	Naming basic body parts
Naming basic body parts	Being myself - I am unique
Being myself - I am unique	Similarities and differences between myself and others
Recognising moods	Introduction to the stages of human development
Personal likes and dislikes	Personal likes and dislikes
<b>Year 1 Term 2</b>	<b>Year 2 Term 2</b>
My Family	Special people in my life
Friendships	Ageing
Respect and caring for family members and friends	Loss and mourning
Personal safety	Personal safety
Bullies	The difference between good and bad touches
<b>Year 1 Term 3</b>	<b>Year 2 Term 3</b>
Individuals within families	Different types of families
Keeping safe	Adults who help
Rules at home, school and community	Rules at home, school and community
Respect and caring for people in the community	Respect and caring for people in the community

**Sperrinview Special School**  
**PDMU Programme**  
 Key Stage 2

<b>Year 1 Term 1</b>	<b>Year 2 Term 1</b>
My body	Physical, social and emotional changes in puberty
Valuing and respecting myself - personal strengths and weaknesses	Myself and my peers - different rates of growth and physical development, maturity
Feelings	Gender roles
Making choices	Secrets
Right and wrong	How babies begin and are born
<b>Year 1 Term 2</b>	<b>Year 2 Term 2</b>
Identifying positive traits of friendship and corresponding values	Handling difficult situations - teasing, bullying, death etc
Differences and similarities in people	Behaviour - appropriate and non-appropriate physical contact
Families and how they behave	Identifying dangers and risks within relationships
The meaning of friendship and loyalty	Being assertive
The meaning of relationships within families	People who help with anxieties, concerns and questions
<b>Year 1 Term 3</b>	<b>Year 2 Term 3</b>
Appreciation of family in relation to school and community	Helping agencies
Cultural differences in families and family relationships	Messages and images about health, gender roles and sexuality from media, family and peers.

**Sperrinview Special School**  
**PD Programme**  
**Key Stages 3 & 4**

Topic	Content
<b>Myself</b>	Who am I? Name, address, family members, pets, likes/dislikes etc
<b>Confidentiality</b>	Confidentiality, establishment of rules decided by group, personal profiles to highlight individuality
<b>Self-Esteem</b>	This is me, discussion on "What I like about me/you" etc, Making a certificate entitled "Things I do well"
<b>Assertiveness</b>	Looking at Yes and No, knowing what we mean, Knowing it's ok to say no
<b>Choices and Decisions</b>	What is a decision? What do we make decisions about daily? Hard and easy decisions
<b>Relationships [1]</b>	Connections between people, friendships, school interactions. Need for communication. Different types of relationships. Things we like/dislike about others.
<b>Relationships [2]</b>	Things we do that others do not like. Is it easy to change? Strategies to change. Advantages/disadvantages to getting on with others.
<b>Friendships</b>	What is a friend? Why have friends? Qualities of a friend. Making friends. Ways not to behave when making friends. Life with friends.
<b>Diet and Exercise</b>	What does "keeping healthy" mean? What keeps us healthy? Diet. Exercise.
<b>Smoking, Alcohol and Drugs</b>	Who smokes, drinks/takes drugs in our group? Why smoke, drink or take drugs. Facts. Help.
<b>Hygiene</b>	What is hygiene? Why is it necessary? How do we stay hygienic?
<b>Physical Development</b>	Male and female body pictures. Naming body parts. Slang used. Body development. Differences/similarities. Puberty. Problems. Boys - erections, wet dreams, masturbation Girls - menstruation, masturbation, PMT
<b>Sexual Relationships</b>	What do you know about sex? Description of sexual intercourse. Love. Partner. Private. Both consenting. OK to say no. Can result in pregnancy, STD's and AIDS. Some choose not to marry. Some choose not to have sex. Masturbation. Pregnancy. Marriage.
<b>Contraception</b>	Consensual sex. Pregnancy and infections. Methods of contraception. Treatments
<b>Keeping Safe</b>	Good and bad touch/secrets. Saying no. Telling someone. Ways to keep safe.

On an ongoing basis, self-esteem, assertiveness, safety in all areas.