



THE GOOD SHEPHERD PRIMARY SCHOOL

PD&MU Policy

**Reviewed November
2018**



Making PDMU work for Our School

Under the umbrella of Living & Learning Together it is hoped that everyone in The Good Shepherd can satisfy and improve the personal, social and health needs of all our pupils. This is no mean task in itself. It requires a structured, well supported joint effort and in turn it is hoped that our pupils are able to contribute positively and constructively in their social settings. The ground rules for each pupil are the same and should be life forming and create a lasting impact.

The Tools of the trade:

Using abilities such as managing new information, being creativity, working collaboratively, solving problems and organising themselves will enable them to learn more about working relationships and respecting the diversity they experience in new challenging environments.

INTRODUCTION

In The Good Shepherd Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy

and rewarding lives. Learning and teaching are at the very heart of our school's work.

GENERAL AIMS

As a Catholic school, the pastoral dimension is central to The Good Shepherd Primary School and permeates every aspect of school life. Children learn in many different ways so we provide a rich and varied learning environment.

Through our teaching we aim to:

- Provide opportunities for all children to reach their full potential
- Enable children to become confident, resourceful, enquiring and independent learners
- Provide opportunities for each child to learn in their preferred learning style by using a range of teaching strategies
- Encourage children to take responsibility for their own learning
- Use a variety of resources and differentiate according to ability
- Ensure children feel happy, secure and are aware of boundaries
- Inform children of the learning outcome and provide feedback
- Promote children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage children to respect the ideas, values and feelings of others
- Show respect for all cultures and in so doing, promote positive attitudes towards other people (PDMU)
- Enable children to understand their community and help them feel valued as part of this community
- Help children to grow into reliable, independent and positive citizens

METHODOLOGY

As Personal Development & Mutual Understanding is about the development of values and attitudes, it is important that children have an opportunity to develop these naturally as a consequence of their investigations and reflection on issues. As we all learn in different ways a range of learning styles and teaching

strategies will be employed related to active learning. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.

At The Good Shepherd Primary School PD & MU lessons will be conducted in a non-judgemental atmosphere. The teacher, as facilitator, will create and maintain a safe and secure environment for children to express their thoughts and ideas. Empathetic relationships based on mutual respect will be developed to create a place where fears and concerns can be expressed openly without risk or ridicule or reproach.

SPECIFIC AIMS

1. Self-confidence and self-esteem;
2. Insights into their emotions and attitudes;
3. Moral thinking, values and actions;
4. An understanding of the benefits and importance of a healthy lifestyle;
5. Skills for keeping safe;
6. An ability to cope with difficult situations;
7. An understanding of learning characteristics;
8. An ability to work effectively with others and to take responsibility for themselves;
9. Insights into society and other cultures, our interdependence and the need for mutual understanding and respect;
10. An ability to contribute to relationships, family life, the local and global community and the environment;
11. An awareness of the value of personal and interpersonal skills in future life and in employment;
12. Skills, attitudes, values and abilities necessary for independent living, informed decision making and responsible action throughout their lives.

MONITORING AND EVALUATION

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the

curriculum, developments in technology or changes to the physical environment of the school. A review of our teaching and learning processes may include:

- Daily observation
- Assessment in class
- Children's oral and written output
- Testing
- Samples of work collected for evaluation
- Key Stage Assessment Units
- Classroom observation (PRSD)
- Effectiveness of marking
- Analysing standardised scores
- Target setting
- Individual pupil profile
- Whole class record sheet
- Subject coordinators monitor their subject

SPECIAL NEEDS

We have high expectations of all children, while recognising the special needs of children with learning difficulties. We employ the following strategies:

- Preventative action in early years
- Collection and recording of information
- Assessment and diagnosis
- Use of individualised education plans
- Use of short term targets
- Steps outlined to achieve targets
- Class teachers works with classroom assistant, Senco, parents, medical, psychological and social services where appropriate
- Knowledge of child's interests

- Ensure children experiences success
- Use of suitable materials
- Raising self-esteem of children
- Highlighting ability and potential

PARENTAL INVOLVEMENT

We believe that parents have a fundamental role to play in helping children to learn.

We do all we can to inform parents about what and how their children are learning by:

- Holding parents' meetings to explain our school strategies for teaching literacy, numeracy and other curriculum areas
- Sending annual written reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

ASSESSMENT

When assessing children's Personal Development and Mutual Understanding we recognise personal rates of development cannot be standardised therefore when assessing and reporting we take account of and reflect each child's current strengths and developmental needs.

Assessment of Personal Development and Mutual Understanding is concerned with:

- Knowledge and understanding; and
- A child's ability to demonstrate the skills that are being learned and practised.