

**Kesh Primary School**  
**and**  
**Kesh Community Nursery**



**PDMU Policy**

**Reviewed in: June 2023**

**Ratified by the Board of Governors on: 20<sup>th</sup> June 2023**

**Next Review in: June 2026**

**Chair of Governors**

**Signed \_\_\_\_\_**

**Principal**

**Signed \_\_\_\_\_**

**“PDMU focuses on encouraging each child to become personally, emotionally, socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.” (NI Curriculum)**

PDMU is an area of learning that focuses on children’s emotional development, health and safety, relationships with others and development of moral thinking, values, and actions.

### **RATIONALE**

In Kesh Primary School we recognise that we are living in a period of rapid and often dramatic social, economic, and technological change. In this climate our young people should ideally develop intra-personally and inter-personally through the role models of significant adults in their lives. As a result, they will become more emotionally intelligent and recognise the importance of having the right values and practices in the employment of life skills. We recognise the role teachers play as facilitators, providing young people with the knowledge and opportunity to practice vital life skills.

With the recent COVID 19 pandemic and its impact on schools, there has been a great onus put on the importance of catering for the mental, emotional, and physical health and wellbeing of school children. A comprehensive PDMU programme is essential to meet the growing needs of children during this time.

### **AIMS**

In line with our school’s ethos and values, it is our view that the personal development of our young people is as important as their academic development. We believe that the holistic approach to development on all levels produces well-rounded “whole” people, equipped with the skills to deal with life. In recognition of this, when delivering the personal development programmes, we focus on the development of skills and values centred firmly on the person.

Through PDMU we aim to:

- Create a more open relationship between staff and children.
- Raise standards of achievement by children who feel more secure, motivated, and confident and who are independent learners.
- Improve the health and well-being of children in our care.
- Provide a more inclusive environment, where all are valued and have a voice.
- Contribute to our local community as responsible citizens who have a sense of personal and social responsibility; have positive and healthy behaviours, including a concern for others and the environment; are open to new ideas and have integrity and moral courage.

## **OBJECTIVES**

Through the delivery of the Personal Development and Mutual Understanding (PDMU) programme, our young people should be able to:

- develop skills, attitudes, values, and abilities which will enable them to be effective in a variety of adult situations and occupations.
- develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes, and values.
- develop independence of mind and take responsibility for their own decisions and actions.
- develop self-reliance, self-discipline, self-respect, and self-esteem.
- adopt an enterprising and persistent approach to tasks and challenges.
- develop a respect for ways of life, opinions, and ideas different from their own, provided these are based on consideration and respect for others.
- develop a concern for and a readiness to act on behalf of others who cannot effectively act for themselves.
- develop knowledge and understanding of the world in which they live and of employment and other opportunities that are available.
- gain a concern for conservation of the natural world and the environment.
- become effective independent learners.

## **HOW IT WILL BE DELIVERED**

Several strategies will be used. These include:

- Personal Development and Mutual Understanding will be delivered as an individual subject area with time set aside on each class's weekly timetable. Much of this curriculum will be based on the resources of the PATHs Programme. The PATHS<sup>®</sup> Programme for Schools (UK Version) is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness, and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials and charts.

The PATHS<sup>®</sup> programme is designed for use with primary school children. The purposes of the PATHS<sup>®</sup> programme are to enhance the social competence and social

understanding of children, as well as to facilitate educational processes in the classroom. The PATHS® Programme for Schools (UK Version) has been adapted for a UK audience by Barnardo's NI. (Appendix 1)

- It will be developed through all other areas of the Curriculum and will help support all aspects of teaching and learning.

### **METHODOLOGY AND LEARNING APPROACHES**

- In recognition of the fact that we all learn in different ways, a range of learning styles and teaching strategies will be employed related to active/experiential learning. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.
- Lessons will be conducted in a non-judgemental atmosphere with the teacher in the role of the facilitator, creating and maintaining a safe and secure environment. Empathetic relationships based on mutual respect will be developed to create a place where fears and concerns can be expressed openly without risk of ridicule or reproach.
- The delivery of lessons will be concerned with the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.

Teachers will use a wide variety of methods to support PDMU lessons throughout the course of each year.

The table below shows some examples of these methods.

<b>Learning Aim</b>	<b>Methodology</b>
Generate a number of ideas quickly	Brainstorm
Consider a specific situation	Role play Visitor technique
Learn to negotiate, listen to, and support each other	Drama
Promote cooperation	Cooperative games
Question information presented	Use photographs/ pictures as a stimulus Use media television advertisements
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 communicational and critical thinking	Circle time

	Storytelling
Represent ideas or concepts	Collage work
Explore issues of bias or stereotyping	Freeze frames
Gather information, record findings, and interpret data	Hot seating Questionnaires and surveys

### Enquiry Based Learning

Enquiry based learning approaches allow children to develop a greater understanding for the complexity of certain issues, to express their own and others' opinions, and to make choices about their own learning.

- Pupils will explore a greater understanding of the complex nature of certain issues, which are relevant, local, global, and current in the lives of the pupils.

### Value Based Learning

- Explore pupils and societies attitudes and beliefs: pupils will begin to take responsibility for their own values and actions, having an awareness of what is right and wrong and be aware of human rights and how this can impact on the school, local and global communities.

### Emotional Dimension

- Managing conflict: pupils will learn to manage their own emotions and that of others, showing sensitivity to the emotions of others and to show understanding of controversial or sensitive issues.

## PDMU IN NI CURRICULUM

PDMU is one of the six areas for learning in the Northern Ireland Curriculum. In the Foundation Stage, Key Stage One, and Key Stage Two it is divided into two strands:

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

Teachers use these strands to deliver the 9 statutory Statements of Minimum Requirement. The Statements of Requirement are divided into themes.

	Strands	Nine Themes
Strand 1	<b>Personal Understanding and Health</b> Addresses Personal and Emotional issues as well as health, well-being, and safety matters.	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• feelings and emotions</li> <li>• learning to learn</li> <li>• health and safety</li> </ul>
Strand 2	<b>Mutual understanding in the local and wider community</b> Examines issues relating to personal and social relationships, interdependence and the need from mutual understanding and	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Rules, rights, and responsibilities</li> <li>• Managing conflict</li> </ul>

	respect in the community and in the wider world.	<ul style="list-style-type: none"> <li>• similarities and differences</li> <li>• learning to live as members of the community</li> </ul>
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### **Links Across The Curriculum**

PDMU Has strong links with the other areas of learning and can be explored through a range of topics and learning methods. PDMU will permeate through the whole curriculum and therefore will have positive impact on the learning and teaching within our school.

### **The Arts:**

- help children to explore ways of expressing themselves through Drama, Music, Art And design.

### **Language And Literacy:**

- help children to develop vocabulary to discuss emotions and feelings through talking and listening, reading, independent writing, drama and role play situations.

### **Mathematics And Numeracy:**

- use statistics to inform children and for gathering of information in surveys and questionnaires.

### **Physical Education:**

- help children to develop self-esteem, confidence, be aware of health and exercise.
- Develop working as a group or team, to develop their awareness of fairness and treating others with respect.

### **The World Around Us:**

- help children to understand other cultures and other places and times.
- develop their awareness of their own talents, thoughts, and feelings.

### **Through PDMU we intend to:**

- Deliver PDMU through the two interconnected strands and teach and explore all nine statutory statements of minimum requirement from foundation stage to year 7.
- Help children to learn about themselves, how they fit into society, how they learn and how they deserve to be respected and valued.
- To develop children self-esteem, self-confidence and self-worth.
- Give the children the tools to help them manage their feelings and emotions.
- Encourage our children to be motivated and ambitious young people with a desire to succeed, no matter the task.
- To develop other skills namely those of the Cross Curricular Skills and Personal Capabilities And Thinking Skills.
- Ensure that all children are aware of the dangers in our society, for example drugs, alcohol, bullying, abuse etc.
- Promote good relationships with family, friends and future colleagues
- promote working as an individual, in pairs and in groups, to encourage the children to develop their own ability to express themselves in a variety of different ways.
- Encourage children to follow a healthy lifestyle and keep safe.
- Understand why rules are needed, how to act responsibly, and how to deal with conflict effectively.

- Develop unawareness of people's similarities and differences, being respectful of people's beliefs and cultures, and be aware of the diversity of our society.
- Encourage the children to become moral unjust citizens, taking responsibility for their own actions and how one's actions can impact on society.
- Make young people more tolerant and patient of other people.

### **Benefits for the Local Community**

It has major benefits for the school and the local community as it helps:

- Have a sense of personal and social responsibility
- Demonstrate positive and healthy behaviours
- Show a concern for others
- Are open to new ideas
- Have integrity and moral courage
- Show respect
- Are confident, responsible, and contributing members of the community

### **Benefits for the Children**

Children will develop:

- Self-confidence and self esteem
- insight into managing their own emotions and attitudes
- moral thinking and decision making
- awareness of the benefits of a healthy lifestyle
- skills for keeping safe and avoiding danger
- knowledge of who can and will help if they are feeling worried or frightened
- an understanding of how they learn
- the ability to work with others
- a knowledge and respect for other cultures and beliefs
- an awareness of interpersonal skills
- the knowledge of how society is diverse and high this can raise challenges in life
- an awareness of how they will have an active role in the society in the future

### **Benefits for the School**

The school will develop a supportive learning environment that is:

- Challenging and engaging
- Relevant and enjoyable
- Active and hands on
- Skills integrated and inquiry based

This will in turn create:

- A more open relationship between staff and children
- Raise standards of achievement by children who feel more secure, motivated, and confident as independent learners
- An improvement in the health and well-being of children in your care
- An all-inclusive environment where all are valued and have a voice

## **Staff Development in PDMU**

As a school we pride ourselves in our endeavour to continually keep our knowledge up to date, therefore staff will, where possible, be given opportunities to develop their understanding of the PDMU curriculum.

All teaching and auxiliary staff will use the teaching resource is provided by the PATHs programme.

The coordinator will keep staff informed of new resources and will give support and training where necessary.

PDMU will feature on the School Development Plan and will be a standing order in staff meetings.

An action plan will be compiled to further improve the development of PDMU in our school.

## **Self-Assessment:**

This is a skill which the teachers must teach so that children learn to praise and criticise their own work and that of others. Children will learn to:

- Review
- Set targets
- Negotiate their own learning
- Record their own achievement
- Children need to learn to talk about and reflect upon lessons, activities, and situations in which they are involved.

They need to learn to ask/use the following to aid self -evaluation if learning is to develop.

1. What/how have I done?
2. Did I meet the learning intentions?
3. How did I feel about it?
4. What might I do differently in the future?
5. What did I find easy/difficult/enjoyable etc?
6. What do I need to do to improve the next time?

## **MANAGING EXTERNAL AGENCIES**

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos of our school.

## **MONITORING AND EVALUATION**

In Kesh Primary School, we recognise and accept the importance of monitoring and evaluating all aspects of the delivery of the Personal Development curriculum.

## **RELATED SCHOOL POLICIES**

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Child Protection Policy
- Positive Behaviour Policy
- Addressing Bullying Policy
- RSE Policy
- SEN Policy

# PRIMARY 1

## PACING GUIDE

Week & Date	Date Lesson Taught	Lesson	Comments
<b>Unit 1: Fostering A Positive Classroom Climate Unit</b>			
		Unit 1 Lesson 1: Circle Rules	Possible matching the rules as an extension activity to reinforce these.
		Unit 1 Lesson 2: PATHS® Animals	
		Unit 1 Lesson 2: Extension Activity	Twiggle Paper Plate Puppets
		Unit 1 Lesson 3: PATHS Child of the Day	
		Unit 1 Lesson 4: Compliments 1	
<b>Unit 2: Basic Feelings 1</b>			
		Unit 2 Lesson 5: We all have feelings	
		Unit 2 Lesson 5: Extension Activity	Friendship Mural
		Unit 2 Lesson 6: Happy	Happy Songs
		Unit 2 Lesson 6: Extension Activity	Plate Faces, Giggle Time, Feelings Chain.
		Unit 2 Lesson 7: Sad	
		Unit 2 Lesson 7: Extension Activity	Plate Faces, Feelings Chain
		Unit 2 Lesson 8: Twiggle makes friends story.  This story could be broken up into chunks of meeting the new friends over the next few lessons.	'We all take a friend' song with the pupil's names.  Story sorting.
		Unit 2 Lesson 8 Extension Activity	Friendship Cones, Friendship Chains, Friendship Fishing or games involving sharing.
<b>Halloween Break</b>			

		Unit 2 Lesson 9: Compliments 2	
		Emotion- Sharing Session 1	
<b>Unit 3: Basic Feelings 2</b>			
		Unit 3 Lesson 10: Cross or Angry 1	
		Unit 3 Lesson 11: Scared or Afraid	
		Unit 3 Lesson 11: Extension Activity	Spooky Water Shakers- normally only 2 lessons per week but may follow nicely from Halloween so try to fit in extra lesson here.
		Unit 3 Lesson 12: My Feelings	All Our Feelings Song
		Unit 3 Lesson 12: Extension Activity	Musical Feelings, Matching the feelings, Copy the Feelings, Feeling Flowers
		Unit 3 Lesson 13: Cross/Angry 2	
		Unit 3 Lesson 13: Extension Activity – reinforce that the feeling is ok, but the behaviour is not ok.	
		Emotion Sharing Session 2 Sharing Mad/Cross & Scared Feelings	
<b>Pause for Christmas</b>			
<b>Unit 4: Self- Control – Managing Anger and Signalling Distress</b>			
		Unit 4 Lesson 14: Twiggle Learns to do Turtle Part 1	
		Unit 4 Lesson 15: Twiggle Learns to do Turtle Part 2	
		Unit 4 Lesson 14 and 15: Extension Activities	Story Sequencing, Active Games
		Unit 4 Lesson 16: Turtle Technique Review	
		Unit 4 Lesson 17: Appropriate Turtles1	
		Unit 4 Lesson 18: Appropriate Turtles 2	
		Unit 4 Lesson 19: Calm or Relaxed	

		Emotion- Sharing Session 3	Use this time to revise the feelings covered and play active games for turtle technique or calm/relaxed games.
<b>Unit 5: Sharing, Caring and Friendship</b>			
		Unit 5 Lesson 20- Sharing and Caring 1	
		Unit 5 Lesson 20- Sharing and Caring- Extension Activity to reinforce sharing and caring.	
<b>Half Term Break</b>			
		Unit 5 Lesson 21 Sharing and Caring 2	
		Unit 5 Lesson 21 Sharing and Caring 2: Extension Activity	
		Unit 5 Lesson 22 Twiggle's Special Day	
		Lesson 23: Advanced Compliments	
		Unit 5 Lesson 24 Feelings Review	
<b>Unit 6: Basic Problem Solving</b>			
		Unit 6 Lesson 25 Making Choices	
		Unit 6 Lesson 26 Solving Problems	
		Unit 6 Lesson 27 Solving Problems with Friends	
		PATHS® Party – children can play or sing their favourite games and songs.	

# PRIMARY 2

## PACING GUIDE

Week & Date	Date Lesson Taught	Lesson	Comments
<b>Unit 1: Fostering A Positive Classroom Climate Unit</b>			
		Unit 1 Lesson 1: Circle Rules	Possible matching the rules as an extension activity to reinforce these.
		Unit 1 Lesson 2: PATHS Animals	
		Unit 1 Lesson 3: PATHS Child of the Day	
		Unit 1 Lesson 4: Compliments 1	
<b>Unit 2: Basic Feelings 1</b>			
		Unit 2 Lesson 5: We all have feelings	
		Unit 2 Lesson 6: Happy	
		Unit 2 Lesson 7: Sad	
		Unit 2 Lesson 8: Twiggle makes friends story. This story could be broken up into chunks of meeting the new friends over the next few lessons.	'We all take a friend' song with the pupils names.  Story sorting.
		Unit 2 Lesson 9: Compliments 2	
		Emotion- Sharing Session 1	Happy and Sad extension activities
<b>Unit 3: Basic Feelings 2</b>			
		Unit 3 Lesson 10: Cross or Angry 1	
		Unit 3 Lesson 11: Scared or Afraid	

		Unit 3 Lesson 12: My Feelings	All Our Feelings Song
		Unit 3 Lesson 13: Cross/Angry 2	
		Unit 3 Lesson 13: Extension Activity – reinforce that the feeling is ok but the behaviour is not ok.	
		Emotion Sharing Session 2 Sharing Mad/Cross & Scared Feelings	
<b>Pause for Halloween Break</b>			
<b>Unit 4: Self- Control – Managing Anger and Signalling Distress</b>			
		Unit 4 Lesson 14: Twiggle Learns to do Turtle Part 1	
		Unit 4 Lesson 15: Twiggle Learns to do Turtle Part 2	
		Unit 4 Lesson 14 and 15: Extension Activities	Story Sequencing, Active Games
		Unit 4 Lesson 16: Turtle Technique Review	
		Unit 4 Lesson 17: Appropriate Turtles1	
		Unit 4 Lesson 18: Appropriate Turtles 2	
		Unit 4 Lesson 19: Calm or Relaxed	
		Emotion- Sharing Session 3	Use this time to revise the feelings covered and play active games for turtle technique or calm/relaxed games.
			Use this time to revise the feelings covered and play active

			games for turtle technique or calm/relaxed games.
			Use this time to revise the feelings covered and play active games for turtle technique or calm/relaxed games.
<b>Christmas Holidays</b>			
<b>Unit 5: Sharing, Caring and Friendship</b>			
		Unit 5 Lesson 20- Sharing and Caring 1	
		Unit 5 Lesson 20- Sharing and Caring- Extension Activity to reinforce sharing and caring.	
		Unit 5 Lesson 21 Sharing and Caring 2	
		Unit 5 Lesson 21 Sharing and Caring 2: Extension Activity	
		Unit 5 Lesson 22 Twiggie's Special Day	
		Lesson 23: Advanced Compliments	
		Unit 5 Lesson 24 Feelings Review	
<b>Unit 6: Basic Problem Solving</b>			
		Unit 6 Lesson 25 Making Choices	
		Unit 6 Lesson 26 Solving Problems	
		Unit 6 Lesson 27 Solving Problems with Friends	
<b>Half Term Break</b>			
<b>Unit 7: Intermediate Feelings</b>			

		Unit 7 Lesson 28: Comfortable and Uncomfortable	
		Unit 7 Lesson 29: Different Types of Feelings	
		Lesson 30: Excited	
		Lesson 31: Tired	
		Lesson 32: Frustrated	
		Lesson 33 Proud	
		Emotion – Sharing Session 4	
<b>Unit 8: Advanced Feelings</b>			
		Lesson 34: Love	
		Lesson 35: Worried	
		Lesson 36: Disappointed	
		Lesson 37: Jealous	
		Lesson 38: Furious	
<b>Easter Holidays</b>			
		Lesson 39: Guilty	
		Lesson 40: Generous	
<b>Unit 9 – Foundation Plenary</b>			
		Lesson 41: Foundation Review	<b>You may wish to do this in June instead</b>
		Lesson 42: Saying Goodbye	
		Lesson 43: Endings and Transitioning	
		Lesson 44: PATHS Party	
<b>Summer Holidays</b>			

# PRIMARY 3

## PACING GUIDE

Week beginning	Date taught	Lesson	Comments
<b>Unit 1 Establishing a Positive Classroom Environment</b>			
		Lesson 1 – Formulating classroom rules	
		Lesson 2 – PATHS Readiness Lesson	During this lesson you can review Classroom Rules from Lesson 1
		Lesson 3 – PATHS Pupil of the Day – Complimenting	
<b>Unit 2 Introduction to Feelings</b>			
		Lesson 4 – Introduction to Feelings	This is only a very short introduction to the topic of feelings and so you could combine this with Lesson 5 for one session.
		Lesson 5 – Happy, Sad, and private	
		Lesson 6 – Activities on Happy, Sad, and Private	
		Lesson 7 – Fine, Excited and Tired	
		Lesson 8 – Activities on Fine, Excited Tired and a Review of	

		Feelings	
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<b>Unit 3: Feelings and Behaviours</b>			
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		Lesson 9 – Scared / Afraid and Safe	
		Lesson 10 – Activities on Scared / Afraid and Safe	

		Lesson 11 – Cross / Angry	
		Lesson 12 – PATHS Review Lesson	

<b>Unit 4: Self Control and Anger Management</b>			
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		Lesson 13 – Self-Control 1	
		Lesson 14 – Self-Control 2	

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		Lesson 15 – Self-Control 3	
		Lesson 16 – Calm / Relaxed and Relaxation Practice	

**Unit 5: Anger Management and Problem-Solving**

		Lesson 17 – Control Signals Poster	
		Lesson 18 – Problem Discussion: Angry Abigail	
		Lesson 19 – Problem Solving Meeting	
		Lesson 20 – Surprised and Expect	
		Lesson 21 – Problem Discussion on Surprised	
		Lesson 22 Problem Solving – Privacy and Telling your Feelings	

***Pause for Christmas***

**Unit 6: Friendship and Feeling Lonely**

		Lesson 23 – What is a Friend?	
		Lesson 24 – Lonely	
		Lesson 25 – Making Friends	

		Lesson 26 – Shy	
		Lesson 27 – Poem and Problem-Solving Activity on Shy	
		Lesson 28 – Embarrassed	
		Lesson 29 – PATHS® Review Lesson	
<b>Unit 7: Manners and Listening to Others</b>			
		Lesson 30 – By Accident on Purpose	
		Lesson 31 – Manners 1	
		Lesson 32 – Manners 2	
<b>Pause for Mid-Term</b>			
		Lesson 33 – Manners 3	
		Lesson 34 – Manners 4	
		Lesson 35 – Fair Play Rules	

		Lesson 36 – Listening to others	
		Lesson 37 – Sharing	
<b>Unit 8: Feelings, Emotions and Behaviours</b>			
		Lesson 38 – Decision Wheel	
		Lesson 39 – Curious / Interested and Bored	
		Lesson 40 – Proud and Ashamed	

# PRIMARY 4

Week	Date of Teaching/ Support (M, TT, PS, N/A)	Lesson	Comments
<b>Unit 1</b>			
		Lesson 1 – Classroom Rules: Mr Jones' Class	All posters should be clearly displayed. See Lesson 10 - Teacher's Manual (pg. 13) for information about the Control Signals Poster.
		Lesson 2 – PATHS Pupil of the Day: Complimenting	
<b>Unit 2: Introduction to Basic Emotions</b>			
		Lesson 3 – Introduction to Feelings: Happy, Sad, Private	
		Lesson 4 – Fine, Excited, Tired	
		Lesson 5 – Scared / Afraid, Safe	
		Lesson 6 – Cross / Angry 1	
		Lesson 7 – Cross / Angry 2: Recognising Anger	
		Lesson 8 – Calm / Relaxed and Worried	
		Lesson 9 – PATHS® Feelings Review 1	

**Unit 3: Improving Self-Control, Self-Awareness and Anger Management**

		Lesson 10 – Self-Control 1: Steps for Calming Down	
		Lesson 11 – Self-Control 2: Learning Self-Control	
		Lesson 12 – Control Signals Poster 1 Anger Management	
		Lesson 13 – Control Signals Poster 2: Using the Control Signals Poster	

**Pause for Halloween Break****Unit 4: Using Our Thinking Skills**

		Lesson 14 – Cross/Angry 3: Baxter and His Temper	
		Lesson 15 – Making Good Choices	
		Lesson 16 – Problem-Solving Meeting 1	
		Lesson 17 – Problem-Solving Meeting 2	

**Unit 5: Getting Along With Others 1 – Friendship**

		Lesson 18 – Listening to Others	
		Lesson 19 – Fair Play Rules	
		Lesson 20 – Introduction to Manners: Why Are They Important?	
		Lesson 21 – Shy and Lonely	

		Lesson 22 – Making Friends – Baxter Makes a New Friend	
		Lesson 23 – Frustrated	
		Lesson 24 – Being a Good Winner / Loser	
		Lesson 25 – Problem-Solving Meeting 3	See Unit 4: Lesson 17
<b>Christmas Break</b>			
<b>Unit 6: Feelings in Relationships 1</b>			
		Lesson 26 – Jealous and Content / Satisfied	
		Lesson 27 – Like / Love, Dislike / Hate and Tolerance	
		Lesson 28 – Different Points of View	
		Lesson 29 – Guilty	
		Lesson 30 – Proud and Ashamed	
		Lesson 31 – PATHS Feelings Review 2: The Guessing Game	
<b>Unit 7: Getting Along With Others 2</b>			
		Lesson 32 – Keeping a Friend: Baxter's Challenge	
		Lesson 33 – Making Up with Friends	
<b>Half Term Break</b>			

		Lesson 34 – Greedy/Selfish and Generous	
<b>Unit 8: Feelings and Expectations</b>			
		Lesson 35 – Surprised, Delighted and Disgusted	
		Lesson 36 – By Accident and On Purpose	
		Lesson 37 – Disappointed and Hopeful	
<b>Unit 9: Feelings About School</b>			
		Lesson 38 – Fair / Not Fair	
		Lesson 39 – Curious / Interested, Bored, Confused and Confident	
		Lesson 40 – Trying Harder: Attributions of Success / Overcoming Obstacles, Perseverance	
<b>Unit 10: Feeling in Relationships 2</b>			
		Lesson 41 – Malicious and Kind	
		Lesson 42 – Rejected and Included	
		Lesson 43 – Teasing	
<b>Unit 11: Endings and Transitions</b>			

		Lesson 45 – PATHS Review Lesson 2	
		Lesson 46 – Planning a PATHS Party	Another session will then be needed for the actual party!
		PATHS Party!	

# PRIMARY 5

Week	Date of Teaching/  Support (M, TT, PS, N/A)	Lesson	Comments
<b>Unit 1 Getting Started</b>			
		1. Unit 1 Lesson 1: Formulating Classroom Rules	All posters should be clearly displayed. During this lesson talk through the different posters – particularly the Control Signals.
		2. Both these are taught during the SEL Transition lessons.	
		3. Unit 1 Lesson 3  Co-operative Learning Skills	
		4. Unit 1 Lesson 4: The Golden Rule	This is a good opportunity to look again at calming down strategies if you feel it would be beneficial. These can be found at the front of the teacher's manual.
		5. Unit 1 Lesson 5:  Listening to Others	
<b>Unit 2: Feeling and Relationships</b>			
		6. Unit 2 Lesson 6: Introduction to Feelings	<i>This lesson will reintroduce the concept of feelings, but in a slightly more mature way, in keeping with P5 progression.</i>
		7. Unit 2 Lesson 7: Recognising and Controlling Anger	

		8. Unit 2 Lesson 8: Control Signals Poster	
		9. Unit 2 Lesson 9: Control Signals Poster 2	
		10. Unit 2 Lesson 10: PATHS Feeling Dictionaries	
		11. Unit 2 Lesson 11: Feeling Intensity	If you feel it would be beneficial to your class to further develop this there are three optional lessons that can be found in Appendix A.They would link well with synonym work in Literacy.
		12. Unit 2 Lesson 12: My Own Feelings Story	
		13. Unit 2 Lesson 13: Playing By the Rules	
		14. Unit 2 Lesson 14: Solving an Important Problem	
<b>Pause for Halloween Break</b>			
		15. Unit 2 Lesson 15: Avoiding Gossip	
		16. Unit 2 Lesson 16: We Are All Unique	
		17. Best Friends Story – Part 1	
		18. Unit 2 Lesson 19: Best Friends Story – Part 2	
		19. Unit 2 Lesson 20: Best	

		Friends Story – Part 3:	
<b>Unit 3: Making Good Decisions</b>			
		20. Unit 3 Lesson 20: Best Friends Story – Part 4: Friendship – Making Up	
		21. Unit 3 Lesson 21: Making Good Decisions 1 – Deressa’s Choice	
		22. Unit 3 Lesson 22: Making Good Decisions 2 – Refusal Skills	This lesson has a possible break-point in it, so you might choose to split it into two separate sessions
		23. Unit 3 Lesson 23: Making Good Decisions 3 – Loni’s Challenge	
		24. Unit 3 Lesson 24: Making Good Decisions 4 – Thinking Ahead	
<b>Pause for Christmas</b>			
<b>Unit 4: Being Responsible and Caring for Others</b>			
		25. Unit 4 Lesson 25: Alfie Learns a Lesson	
		26. Unit 4 Lesson 26: Being Responsible	
		27. Unit 4 Lesson 27: Being Responsible and Creating Change	
		28. Unit 4 Lesson 28:	The lesson should only take one session, but the resulting

		Social Responsibility – A Class Project to Improve the School	project can then be conducted over a period of a few weeks if necessary.
<b>Unit 5: Problem-Solving</b>			
		29. Unit 5 Lesson 29: Problem Identification 1 – Identifying the Problem	
		30. Unit 5 Lesson 30: Problem Identification 2 – Smart Vs Confused	
		31. Unit 5 Lesson 31: Problem Identification 3 – Different Points of View	
		32. Unit 5 Lesson 32: Problem Identification 4 – Why Things Happen	
		33. Unit 5 Lesson 33: Goals – Identifying Individual Goals	
		34. Unit 5 Lesson 34: Setting Positive Goals	
<b>Half Term Break</b>			
		35. Unit 5 Lesson 35: Reaching His Goal –Biography Dr Benjamin Carson	This lesson is a good opportunity to link with other biography topics and encourages the use of emotional vocabulary.
		36. Unit 5 Lesson 36: Reaching Our Goals – Completing Homework	
		37. Unit 5 Lesson 37: Generating Solutions 1	
		38. Unit 5 Lesson 38: Generating Solutions 2	
		39. Unit 5 Lesson 39: Thinking Takes Time	
		40. Unit 5 Lesson 40: Coping	

		with Difficult Problems	
		41. Unit 5 Lesson 41: PATHS Reactions and Review	This could be completed in June.
		42. Unit 5 Lesson 42: Planning a PATHS Party	Another session will then be needed for the actual party!
		43. PATHS Party	

**Appendix A: Feeling of Intensity Lessons**

		<i>Lesson 1: Moody, Grumpy and Furious</i>	Appendix A and B are Optional Lessons
		<i>Lesson 2: Uneasy and Terrified</i>	
		<i>Lesson 3: A Little Down, Sad and Depressed</i>	

**Appendix B: Problem-Solving Meeting**

		<i>Lesson 1: Problem-Solving Meeting</i>	

**Summer Holidays**

# PRIMARY 6

Week	Date of Teaching/ Support (M, TT, PS, N/A)	Lesson	Comments
<b>Unit 1 Getting Started</b>			
		1. Unit 1 – Lesson 1: <i>Formulating classroom rules – Mrs Brown and Her Class</i>	All posters should be clearly displayed. During this lesson talk through the different posters – particularly the Control Signals.
		2. Unit 1 – Lesson 2: <i>PATHS Pupil of the Day – Complimenting</i>	
		3. Unit 1 – Lesson 3: <i>Co-operative Learning Skills</i>	
		4. Unit 1 – Lesson 4: <i>The Golden Rule</i>	
		5. Unit 1 Lesson 5: Introduction to Feelings	
		6. Unit 1 Lesson 6: Recognising and Controlling Anger	
		7. Unit 1 Lesson 7: Feelings Dictionary	
		8. Unit 1 Lesson 8: My Own Feelings Story	
<b>Unit 2: Problem Solving</b>			
		9. Unit 2 Lesson 9: Treasure Hunt –	

		Problem-Solving Review	
		10. Unit 2 Lesson 10: Making Good Decisions – My Choice	
		11. Unit 2 Lesson 11: Identifying Problems – Feelings, Goals and Solutions	
		12. Unit 2 Lesson 12:  Consequences – What Might Happen Next	
		13. Unit 2 Lesson 13: Making a Good Plan	
		14. Unit 2 Lesson 14: Trying Your Plan and Evaluating What Happens	
<b>Pause for Halloween Break</b>			
		15. Unit 2 Lesson 15: Trying Again – Obstacles	<i>This lesson can be completed in one session although it has been split across two lessons at the 'possible break point' in the Lesson Plan due to the length of the story and discussions.</i>
		<i>Recap on previous</i>	
		16. Unit 2 Lesson 16: Solving Problems – Dear Problem-Solvers	<i>If you have completed the Advice Auntie activity in the SEL Transition Booklet this will revisit this concept of problem solving.</i>
<b>UNIT 3: Goals and Identity</b>			
		17. Unit 3 Lesson 17: Setting Goals and Reaching Your Goal – Biography of Harriet Tubman	

		18. Unit 3 Lesson 18: Setting a Goal – A Class Project to Improve the School	<i>The lesson should only take one session, but the resulting project can then be conducted over a period of a few weeks if necessary.</i>
		19. Unit 3 Lesson 19: Setting a Goal and Making a Plan	
		20. Unit 3 Lesson 20: Overcoming Obstacles – Biography of Jim Abbott	
<b>Unit 4: Making and Keeping Friends</b>			
		21. Unit 4 Lesson 21  Making New Friends	
		22. Unit 4 Lesson 22: Joining in with Others	
		23. Unit 4 Lesson 23: The Eagles and the Championship Cup Final – Part 1	
		24. Unit 4 Lesson 24: The Eagles and the Championship Cup Final – Part 2	
		25. Unit 4 Lesson 25: The Eagles and the Championship Cup Final – Part 3	
<b>Christmas Holidays</b>			
		26. Unit 4 Lesson 26: Dealing with Teasing	
		27. Unit 4 Lesson 27: Self- Concept – Our Feelings and Friendships	
		28. Unit 4 Lesson 28:	

		Managing Our Feelings	
		29. Unit 4 Lesson 29: Forgiving and Resentful	
		30. Unit 5 Lesson 30: Dealing with Gossip	
		31. Unit 5 Lesson 31: Rejected and Excluded	
		32. Unit 5 Lesson 32: Stereotypes and Discrimination	
		33. Unit 5 Lesson 33: Being Responsible and Creating Change – Biography of Dr Martin Luther King Jr	
		34. Unit 5 Lesson 34: Caring for Others – Dr Martin Luther King Speech	
			<i>Additional time for focusing on linked literacy work.</i>
<b>Half Term Break</b>			
		35. Unit 5 Lesson 36: Authority I	
		36. Unit 5 Lesson 36: Authority II	
		37. Unit 5 Lesson 37: Commemorating Others – The Titanic	
		38. Unit 5 Lesson 38: Honouring Others - Biography of Ray Davey	
		39. Unit 5 Lesson 39: Being Responsible - A Class	

		Project of Commemoration	
		40. Unit 5 Lesson 40: PATHS Reactions and Reviews	
		41. Unit 5 Lesson 41: Planning a PATHS Party  PATHS Party!	<i>An additional session will be needed for the PARTY!</i>
		42. Appendix A: Control Signals Poster 1	
		43. Appendix B: Control Signals Poster 2	

# PRIMARY 7

PLANNING SHEET

Week	Date of Teaching Support (M, TT, O, N/A)	Lesson	Comments
<b>Unit 1: Getting Back Into PATHS</b>			
		1. Unit 1 Lesson 1: Pupil of the day – Complimenting	
		2. Unit 1 Lesson 2: All About Us	
		3. Unit 1 Lesson 3: Review the Problem-Solving Chart	
		4. Unit 1 Lesson 4: Learning a Way to Calm Down	
		5. Unit 1 Lesson 5: More Ways to Calm Down and Handle Stress	
		6. Unit 1 Lesson 6: making Good Decisions	<b>Substitute Lesson 6&amp;7</b> <b>These lessons can be replaced with Supplementary booklet Lesson 9</b>
		7. Unit 1 Lesson 7: Getting Help from Others	
<b>Unit 2</b>			
		8. Unit 2 Lesson 8: Study Skills - Part 1	
		9. Unit 2 Lesson 9: Study Skills - Part 2 – H.E.Y	
		10. Unit 2 Lesson 10:	

		Good Listening Skills	
		11. Unit 2 Lesson 11 Story 'Triple T'	This lesson will take 2 sessions to complete.  <i>Additional time to recap and discuss story 'Triple T'.</i>
		12. Unit 2 Lesson 12: S.E.T	
<b>Halloween Break</b>			
		13. Unit 2 Lesson 13: Study Skills and Being Organised	
		14. Unit 2: Lesson 14: Planning Ahead	
<b>Unit 3</b>			
		15. Unit 3 Lesson 15: What is Conflict?	
		16. Unit 3 Lesson 16: Conflict on the Court	
		17. Unit 3 Lesson 17: Conflict Resolution	<i>This lesson may take 2 sessions to complete</i>
		18. Unit 3 Lesson 18: Resolving Conflict	
		19. Unit 3 Lesson 19: Stating the Problem	
		20. Unit 3 Lesson 20: Listening Thoughtfully	
<b>Christmas Holidays</b>			
<b>Unit 4</b>			
		21. Unit 4 Lesson 21: Number the Stars	<b>Optional Units 1 or 2 –</b>  <b>- Choose 4a (Novel) or 4b (Respect)</b> Each "Numbers the Stars" lesson should take

			only one session; however, you may wish to allocate time each week to develop the messages from the lessons and do the extension work. It is also advisable to spend time prior to introducing the novel, providing children with the context in which the novel is set.
		22. Unit 4 Lesson 22: Number the Stars	
		23. Unit 4 Lesson 23  Number the Stars	
		24. Unit 4a Lesson 24: Number the Stars	
		25. Unit 4a Lesson 25: Number the Stars	
<b>Half Term Break</b>			
		26. Unit 4a Lesson 26: Number the Stars	
		27. Unit 4a Lesson 27: Number the Stars	
<b>Unit 4b (Option 2)</b>			
		Unit 4b Lesson 21 - What is Respect?	Each lesson in unit 4b should only take one session, but the resulting presentation can then be conducted over a period of a few weeks
		Unit 4b Lesson 22 - Respect in the Community	
		Unit 4b Lesson 23 - Respecting Differences throughout the World – Musical Differences	
		Unit 4b Lesson 24 - Respecting Differences throughout the World – Food	
		Unit 4b Lesson 25 -	

		Respecting Differences throughout the World – Where Do Our Clothes Come From?	
<b>Half Term Break</b>			
		Unit 4b Lesson 26 - Our Presentation 1	
			Time spent working on presentation in class
		Unit 4b Lesson 27 - Our Presentation 2	Projects can be presented over a week
<b>Unit 5</b>			
		Unit 5 Lesson 28 - Looking Back, Looking Forward	
		Unit 5 Lesson 28 - Looking Back, Looking Forward	
		Unit 5 Lesson 29 - Wall of Worries – Building a Foundation	
		Unit 5 Lesson 30 - PATHS Reactions and Review	
		<b>Unit 5 Lesson 31 - Planning a PATHS Party</b>	
		PARTY	Another session will then be needed for the actual party!