

EDUCATIONAL (*CROSS-CURRICULAR*) THEMES

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GENERAL REQUIREMENTS

There are aims which are common to several of the educational (cross-curricular) themes. These aims should form part of the whole curriculum in schools and all teachers should take responsibility for implementing them.

Pupils should have opportunities to:

- learn to respect and value themselves and others;
- appreciate the interdependence of people within society;
- enable them to achieve their physical, psychological, and social potential and to improve their self-knowledge and self-esteem;
- develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, personal qualities, interests, abilities, skills, potential, values, motivation and needs.

DIMENSIONS OF THE THEMES

Each of the educational (cross-curricular) themes has two dimensions:

- skills, knowledge and understanding;
- personal qualities, attitudes and inter-personal skills.

Skills, Knowledge and Understanding

Appropriate elements of the skills, knowledge and understanding relating to each of the themes will be built into the programmes of study and attainment targets for the contributory subjects. When pupils are engaged in learning activities and experiences provided by the programmes of study for these subjects, they should have opportunities to consider the objectives of the themes.

Personal Qualities, Attitudes and Inter-Personal Skills

The dimension of the themes which relates to personal qualities, attitudes and inter-personal skills are matters of general concern and all teachers should be aware of their importance in the curriculum. Through their teaching methods and classroom management, teachers should develop in their pupils, skills and attitudes relating to self, relationships and inter-personal skills.

Schools should ensure that provision is made for the two dimensions of each of the themes throughout the whole curriculum.

INFORMATION TECHNOLOGY

Information technology is concerned with the handling of information which may consist of text, numbers, pictures, sounds and other signals, and involves creating, collecting, storing, organising, processing, presenting and communication of information in a variety of electronic forms.

Objectives

Objective 1: Knowledge, Understanding and Skills in Information Technology

Pupils should develop their knowledge and understanding of a wide range of information technology tools and the ways in which these can integrate with each other. Information technology tools include:

- word-processors, databases and spreadsheets;
- those for desktop publishing, communication, design, control, image processing and sound processing;
- simulation and modelling languages and software.

Objective 2: Application of Information Technology

Pupils should develop the skills to select information technology tools appropriate to a variety of contexts and tasks, and to employ them effectively, taking account of their limitations.

Objective 3: Enhancing the Quality of Learning, Living and Working Through Information Technology

Pupils should demonstrate a knowledge and understanding that, when the skills and concepts which relate to information technology are used appropriately, effectively and with confidence, they can enhance the quality of learning, living and working. These skills and concepts include:

- developing, modifying and communicating ideas (communication);
- creating, collecting, storing, retrieving, validating, changing, interpreting and presenting information (information handling);
- manipulating, investigating and creating models of situations (modelling);
- measuring and controlling elements of the physical environment (measurement and control).

Objective 4: Evaluating the Impact of Information Technology

Pupils should evaluate the impact of information technology on themselves, other individuals, organisations and society.

EDUCATION FOR MUTUAL UNDERSTANDING

Education for Mutual Understanding is about fostering self-respect, respect for others, and the improvement of relationships between people of differing cultural traditions.

Objectives

Objective 1: Fostering Respect for Self and Others and Building Relationships

Pupils should develop knowledge and understanding of themselves, and how to handle and react appropriately to a range of personal and social situations.

Self

Pupils should develop a sense of self-esteem and confidence in their own worth. This includes enabling them to accept success and failure, to evaluate their strengths and to realise the importance of their contribution to a variety of social situations.

Pupils should also develop the ability to take responsibility for themselves. This includes the ability to make choices based on humanitarian values and to appreciate the consequences of their actions.

Relationships

Pupils should develop the ability to build and manage relationships, including working and playing with others and accepting differences. They should develop awareness of the importance of qualities such as patience, respect, gratitude and tolerance.

They should also develop an awareness of the significance of loyalty and commitment and an understanding of the conflicts which can arise as a result of these in both themselves and others. In addition, pupils should develop the ability to manage personal, moral, social and cultural conflicts and to evaluate differences in personal standards.

Objective 2: Understanding Conflict (applies only to key stages 2, 3 & 4)

Pupils should develop knowledge and understanding of conflict in a variety of contexts and of approaches to its resolution by non-violent means.

The nature of personal and social conflict

Pupils should know about and understand the nature of prejudice and conflict within the individual, the family, the peer group, the school and the community. This should be examined within a variety of contexts, for example, *culture, disability, economic background, sex, race and religious persuasion*. They should know that suffering can be caused by many things such as words, gestures, symbols and actions.

Conflict within and between societies

Pupils should know about and understand the nature of conflict within and between societies including the part that stereotyping and prejudice can play in terms of culture, disability, economic background, gender, race and religious persuasion. They should know about, in particular, the nature of conflict in

Northern Ireland. Pupils should be able to compare possible reasons for conflict within Northern Ireland with the possible reasons for conflict in some other areas of the world.

Reactions to conflict

Pupils should know and understand that people affected by conflict can experience differing emotions and reactions and should investigate measures which can be taken to alleviate anger, fear and distress.

Reduction of conflict

Pupils should investigate the role of a range of agencies involved in the reduction of conflict at different levels.

Objective 3: Interdependence

Pupils should develop a knowledge and appreciation of interdependence within the family, within the local community and within the wider world.

This objective has been elaborated in conjunction with the first objective of theme Cultural Heritage - see page 6.

Objective 4: Cultural Traditions

Pupils should develop a knowledge and understanding of the similarities and differences between the cultural traditions which influence people who live in Northern Ireland.

This objective has been elaborated in conjunction with the second and third objectives of the theme Cultural Heritage - see page 6.

Experience of EMU activities

Pupils should have experience of EMU activities in **at least one** of the following ways:

- within the school involving for example, *the exploration of contemporary controversial issues complemented by relevant visitors and visits;*
- within the school and enhanced by communication between schools involving for example, *the exchange of materials, especially those reflecting cultural difference, using all forms of communication systems, with the possibility of visits to common ground and to each others' schools;*
- joint work between schools involving for example, *shared educational visits, projects, residentials, field work, international contact and including the exploration of controversial social and political issues, both local and general.*

CULTURAL HERITAGE (CH)

The theme Cultural Heritage is concerned with enabling pupils to know about, understand and evaluate:

- the common experiences of their cultural heritage;
- the diverse and distinctive aspects of their culture;
- the interdependence of cultures.

(The term 'culture' should be taken to mean the artefacts, ideas and learned behaviour which makes up peoples' ways of life. The term 'cultural heritage' should be taken to mean those elements of culture which are inherited.)

Objectives

Objective 1: Interaction, Interdependence, Continuity and Change

Pupils should develop a knowledge and understanding of interaction and interdependence, continuity and change in the cultural process.

This objective is elaborated in conjunction with the third objective of the theme Education for Mutual Understanding - see page 5.

Objective 2: Shared, Diverse and Distinctive Features

Pupils should develop an informed awareness of the shared, diverse and distinctive aspects of their cultural heritage.

This objective is elaborated in conjunction with the fourth objective of the theme Education for Mutual Understanding - see page 5.

Objective 3: International and Transnational Influences

Pupils should develop an awareness of the international and transnational aspects of today's society.

This objective is elaborated in conjunction with the fourth objective of the theme Education for Mutual Understanding - see page 5.

EDUCATION FOR MUTUAL UNDERSTANDING (EMU) AND CULTURAL HERITAGE (CH)

ELABORATION OF CONJOINED OBJECTIVES

EMU Objective 3: Interdependence

Pupils should develop a knowledge and appreciation of interdependence within the family, within the local community and within the wider world.

CH Objective 1: Interaction, Interdependence, Continuity and Change

Pupils should develop a knowledge and understanding of interaction and interdependence, continuity and change in the cultural process.

Interdependence within the family and the community

Pupils should understand the structures of the family and its role within society. They should understand what is meant by sexual equality and shared responsibility within the family, the community and society. They should observe and record ways in which members of families, teachers and pupils in schools and people in the local community depend on each other and how the community functions at a local level.

Interdependence within these islands

Pupils should know about and understand the interdependence of the different religious and cultural communities within Northern Ireland and the causes and consequences of the integration and segregation of these communities. Pupils should know about and understand the interrelationships between Northern Ireland, the rest of Ireland and the rest of the United Kingdom and the ways in which the inhabitants of the British Isles have been interdependent in the past and continue their interdependence in the present.

Interdependence and interrelationships within and beyond these islands

Pupils should know about and understand the ways in which the inhabitants of the British Isles are, and have been, interdependent with people in the rest of Europe and the wider world. They should know about and understand aspects of the social, economic, political and cultural interaction of successive peoples and the resulting interrelationship of religious practices and creative and recreational activities.

Global interdependence and responsibility

Pupils should know about and understand global interdependence and the impact that environmental change can have at a range of scales. They should know about and understand the nature of, and some of the issues raised by, the developed world's response to the developing world.

EMU Objective 2: Cultural Traditions

Pupils should develop a knowledge and understanding of the similarities and differences between the cultural traditions which influence people who live in Northern Ireland.

CH Objective 2: Shared, Diverse and Distinctive Features

Pupils should develop an informed awareness of the shared, diverse and distinctive aspects of their cultural heritage.

CH Objective 3: International and Transnational Influences

Pupils should develop an awareness of the international and transnational aspects of today's society.

Cultural heritage and traditions in a family and local context

Pupils should observe and make records of their family, home and school and note similarities and differences with those of neighbours and friends. They should examine traditional roles within the family and society and how these roles have changed or remained the same over time. They should have experience of a range of games, rhymes, music, dance, stories, customs and festivals of their locality which are shared, diverse and distinctive. They should observe, record and appreciate features of the home, classroom and school and aspects of custom, festivals, art, music, science and technology, which have their origins in parts of the British Isles and the wider world.

Cultural heritage and traditions in a regional, Irish and British context

Pupils should observe, investigate and record shared, diverse and distinctive aspects of the way of life, past and present, of people in this region, the rest of Ireland and other parts of the British Isles by exploring a range of artefacts, historical episodes, music, art, literature, pastimes, festivals, beliefs, customs and traditions. Pupils should know about and understand the positive and negative consequences of cultural diversity, drawing examples from the cultural traditions which influence life in Northern Ireland, by comparing and contrasting the music, dance, literature, religious beliefs and cultural traditions within Northern Ireland and analysing the common ground and diversity in those traditions.

International and transnational influences upon cultural heritage

Pupils should investigate the varied origins of the people who live here. They should know about cultural interaction between the British Isles and the rest of the world and appreciate the extent to which international and transnational influences affect the differing cultural traditions within Northern Ireland, such as the international and transnational aspects of the evolution of their locality, of Northern Ireland, of the rest of Ireland and of the rest of the United Kingdom in terms of literature, music, art, religious beliefs, architecture, science and technology, movements of people, agricultural activity, economic trends and popular culture. They should know about and understand the role of some major international and transnational organisation and pressure groups. They should analyse the factors which preserve, change or destroy cultures.

HEALTH EDUCATION

Health education includes all those planned or incidental learning opportunities which can be used to develop behaviour which is conducive to good health. Responsible attitudes and the skills necessary to make informed decisions in matters relating to health are the intended outcomes of health education in the curriculum. The three main aspects of health education relate to:

- personal development;
- social development; and
- the environment.

Objectives

Objective 1: Health in Context of Personal Development

Personal development

Pupils should develop to their fullest potential. They should develop a positive self-image and self-confidence. They should understand the stages involved and the factors which govern physical and emotional growth.

Physical fitness, recreation and relaxation

Pupils should achieve and maintain an appropriate level of physical fitness. They should understand the role of recreation and the value of relaxation.

Nutrition

Pupils should be able to make responsible decisions about their diet. They should know and understand the contribution of food to growth, energy and health.

Uses of and problems related to drugs and other potentially harmful substances

Pupils should develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances. They should develop a critical awareness of the relevant personal, social and economic implications.

Objective 2: Health in the Context of Social Development

Relationships within the family

Pupils should be able to make a positive contribution to the life of the family unit based on their knowledge and understanding of the concept of the family.

Relationships with peers

Pupils should be able to manage relationships with peers in a variety of situations.

Relationships with others

Pupils should understand the nature of relationships with others and, as they mature, be able to establish responsible relationships within a widening community.

Objective 3: Health in Relation to the Environment

Personal safety in the environment

Pupils should be able to cope safely and efficiently with their environment.

A healthy environment

Pupils should understand what is meant by a healthy environment and their responsibility for maintaining and improving it.

ECONOMIC AWARENESS

Economic awareness is concerned with developing in young people the ability to participate effectively in the economy as confident consumers, producers and citizens. They should be able to use appropriate knowledge, understanding and skills.

- to evaluate economic information and ideas including their presentation in words, images, graphs and statistics;
- to be able to make balanced and informed judgements and, where necessary, know the appropriate action to be taken on issues, problems and events where there is an economic dimension.

Objectives

Objective 1: The Individual and the Economy

Effective and responsible consumers

Pupils should develop the knowledges and skills required to be discerning and effective consumers.

Pupils should be able to evaluate consumer information and to investigate issues concerned with the use of the resources available to them. They should also develop an appreciation of their influence and responsibilities as consumers and, where appropriate, have regard to social and environmental issues.

In fulfilling this objective, pupils should have opportunities to develop their knowledge and understanding of:

- the nature of goods and services and the constraints on consumption;
- available sources of finance, including income, savings and borrowing and the nature and functions of financial institutions, for example *banks, building societies, insurance companies, credit unions, government agencies*;
- their priorities as consumers, such as value for money, quality and safety;
- sources of information the nature and impact of advertising;
- factors which may affect personal welfare such as changes in price and income levels, personal employment opportunities, financial responsibilities and the processes of economic and technological development;
- the implications of consumer choice for other parts of the economy.

Objective 2: The Business Community

First-hand experience of commerce and industry

Pupils should have opportunities to gain first-hand experience of commerce and industry through activities such as work experience, work shadowing or enterprise activities.

Wealth creation and the quality of life

Pupils should know about and understand how decisions by small and large businesses and organisations in the private and public sectors help to create wealth and affect the quality of people's lives.

Enterprise

Pupils should develop the knowledge and skills to be enterprising and responsible participants in the production of goods and services.

Problem-solving and investigating

Pupils should engage in problem-solving situations in their subject studies and have opportunities to investigate industrial and commercial issues.

In fulfilling these objectives, pupils should have opportunities to develop their knowledge and understanding of:

- the influence of the market on production and enterprise, including the contribution of different types of business;
- the revenue, costs and profitability of business;
- the effectiveness of different ways of organising the production process including the implications of changing technology;
- the role of local and central government in the provision of goods and services, for example *health care, leisure and recreation facilities, education*;
- the purposes of investment and training;
- the relationships between different interest groups, for example employers, employees, shareholders, managers within industry and commerce;
- the motivation and responsibility of industry and commerce towards the environment and the community in general for the allocation and efficient use of scarce resources.

Objective 3: The Local, National and European Communities

Decisions and policies at local, central and European levels

Pupils should develop a knowledge and understanding of how the decisions and policies at local, central and European levels influence the institutional framework and affect other participants in the economic system. They should also understand how community and other interest groups seek to influence decisions made at local, national and European Community levels about the use of resources.

Implications of choices made at local, national and European levels

Pupils should develop a knowledge and understanding of the implications of choices made at local, national and European levels by individuals, firms, government and the European Community.

In fulfilling these objectives, pupils should have opportunities to develop their knowledge and understanding of:

- the purposes and effects of government taxation, spending and legislation on individuals, firms and on the community in general; and
- the ability of local, central and European governments to influence the allocation and efficient use of scarce resources in the natural and the man-made environments.

Objective 4: The International Community

Interdependent world

Pupils should understand that we live in an interdependent world in which many economic, political and legal boundaries are constantly changing and under review.

Imbalances between nations in trade and living standards

Pupils should understand the reasons for the concerns about imbalances between nations in trade and living standards and the effects of economic development on the living standards in different countries. Pupils should consider their own economic experiences and understanding in relation to international issues.

In fulfilling these objectives, pupils should extend their knowledge and understanding of:

- the influence of changes in world trade on individuals, groups and countries;
- how different systems for allocating resources can affect the organisation of societies, their quality of life and their standard of living;
- the impact of economic development on the world's resources and environment; and
- the nature, functions and impact of international organisations whose activities affect the use of resources.

CAREERS EDUCATION

Careers education is the continuing educational process which is concerned with helping young people to acquire the skills, attitudes and abilities they will need to chart their path through life with confidence and to be effective in a variety of adult roles and spheres of life.

Objectives

Objective 1: Personal Knowledge and Development

Self-awareness

Pupils should develop a concept of themselves, be aware of how others see them, recognise the possibilities for self-development and be able to use their developing self-knowledge in relation to choices at fourteen and sixteen that affect their future careers.

Lifestyles

Pupils should know about and understand how a range of personal and social needs may be met through participation in major social institutions and how the extent of such participation constitutes a lifestyle which may range over time and be affected by choices made at earlier stages.

Objective 2: Knowledge of Opportunities

Equality of opportunities

Pupils should know about and understand the concept of equality of opportunity and appreciate that occupational stereotyping and discrimination can apply in respect of such factors as gender, race, religion, age, handicap and marital status.

Legislation

Pupils should have a broad understanding of legislation relating to young people entering the workplace.

Contacts with the world-of-work

Pupils should have opportunities to experience direct contact with workplaces and with adults from the world-of-work.

Occupational awareness

Pupils should know about and understand the broad structure of occupational opportunities at local, provincial, national and European levels and should be able to relate different types and levels of employment to their own aptitudes, interests and abilities. They should be able to identify the different paths and strategies for entering the world-of-work.

Links between the curriculum and choice after the age of sixteen

Pupils should know about and understand the links between subjects being studied and access to higher or further education, training and employment.

Structure of industry and commerce

Pupils should have a general knowledge and understanding of the structure of industry and commerce, the organisational structure of a typical firm and the issues and problems associated with running a small business. They should have some knowledge of job support and creation agencies.

Employer / employee relations

Pupils should have a broad knowledge and understanding of the history, organisation, structure and present roles of trade unions, professional associations and employers' associations, and should understand the respective rights and responsibilities of employers and employees.

Objective 3: Skills and Personal Qualities in Relation to Career Development

Decision-making

Pupils should have some knowledge, understanding and experience of the processes involved in making informed decisions and an awareness of external factors which may influence them.

Pupils should be able to make informed decisions relating to career choices and recognise the need to take responsibilities for personal decisions.

Using sources of careers information

Pupils should be able to use a range of sources of careers information, and should understand the role of and be able to use the facilities offered by the Careers Service.

Job-seeking

Pupils should have a knowledge of sources of information on job vacancies, should be conversant with the job application process, and possess a range of skills associated with job applications and interviews.

Methods of remuneration

Pupils should understand the different methods of remuneration for employment and be able to interpret a pay-slip.

Financial support for education and training

Pupils should understand the different types of financial support available for education and training post-16 and be able to identify the range of grants and allowances relevant to their chosen path.