Northern Ireland Curriculum

The Statutory Curriculum at Key Stage 3

Rationale and Detail

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Preface

This guidance expands upon the Education (Curriculum Minimum Content) Order (2007 No. 46) by setting out the minimum requirements of the Northern Ireland Curriculum that should be taught at Key Stage 3, with examples, and supplements it by providing a detailed rationale to guide its interpretation. It represents the final approved outcomes of a series of proposals and consultations[1] which informed revisions to the Northern Ireland Curriculum (2006)[2]. As a result of these each school now has additional flexibility to make decisions about how best to interpret and combine minimum requirements so as to provide a broad and balanced curriculum that will prepare each young person for a rapidly changing world.

Purpose of this Guidance

The purpose of this guidance is to provide the basis upon which individual post-primary schools will plan provision that meets the needs of all the young people in their care. It seeks to clarify the overall intentions of the Northern Ireland Curriculum which are summarized in the 'big picture' (see overleaf). Its intention is to help users better understand:

- the values-base upon which the Northern Ireland Curriculum is predicated;
- how each of the component parts knit together; and
- how the curriculum should form a coherent and holistic 'big picture' at each key stage.

Use of this Guidance

This guidance should be used in conjunction with:

- the implementation support package distributed to schools in February 07; and
- the Area of Learning/subject specific guidance, now available for teachers online at www.nicurriculum.org.uk and also in hard copy.

Further Guidance

Statutory requirements for assessment and reporting at Key Stage 3 on the cross-curricular skills with reference to levels of progression will come into effect in school year 2009/2010. Further guidance outlining the statutory requirements for assessing and reporting will be provided well in advance of such requirements coming into place.

Acknowledgements

CCEA wishes to acknowledge the work of Professor Carol Mc Guinness[3], seconded from Queen's University to CCEA to advise on the development of thinking skills, and Dr Lynne Bianchi, Sheffield Hallam University, who acted as an advisor on personal capabilities. Their work has been adapted, with permission, within this rationale.

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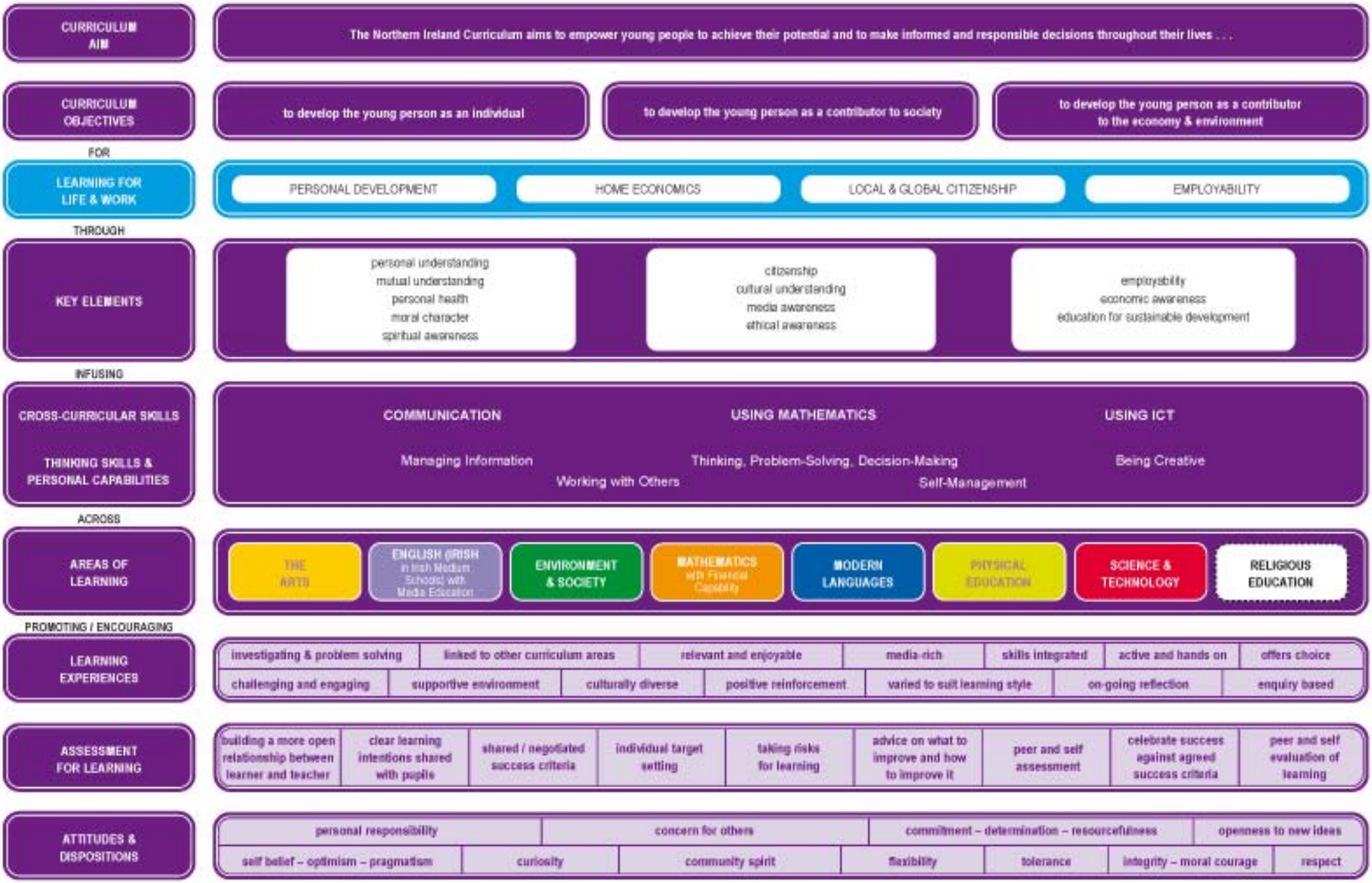
[1]For key stage proposals and consultations see www.ccea.org.uk

[2]The Order is described in Statutory Instrument 2006 No. 1915 (N. I. 11) available at www.opsi.gov.uk/si/si2006/20061915.htm

[3]McGuinness, C., Scullion, T., Gallagher, C. & Bianchi, L. (2007). Thinking Skills and a National Curriculum: A Case Study in Northern Ireland. Paper to be presented at the 13th International Thinking Conference, Norrkoping, Sweden, 17-21 June, 2007.

The 'Big Picture' of the Curriculum at Key Stage 3



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The Statutory Curriculum
at Key Stage 3
Rationale and Detail

Section 1

Rationale for the Northern Ireland Curriculum

Section 1
Rationale for the Northern Ireland Curriculum

1.1
Introduction

The purpose of this rationale is to summarise the overall revisions to the Northern Ireland Curriculum; to clarify the values-base upon which the Northern Ireland Curriculum is founded; and to explain how each of the components combine to form a coherent and holistic 'big picture'.

1.1_2
Rationale for the Review of the Curriculum

Consultation on the Northern Ireland Curriculum established agreement that the role of education is to help prepare learners to become successful and fulfilled individuals; full participants in society; active contributors to the economy and custodians of the environment for future generations. Consultation also established agreement that education should equip pupils with the knowledge, skills, ideas, and values they need to become lifelong learners able to use information effectively; adapt to changing workplace and social environments; and keep abreast of technological advances.

A detailed longitudinal study of learners' perceptions[4] about the Northern Ireland Curriculum indicated that young people are motivated by learning that is related to their lives now and in the future. They welcome authentic opportunities to explore real life problems; to think through their own responses; to develop skills; to make meaningful connections across subjects; and to apply and transfer knowledge and understanding from one situation to another and particularly into the world of work[5].

Surveys of employers, teachers and parents continue to stress the need for cross-disciplinary skills and dispositions such as reading; writing; listening; speaking; basic computation. They also stress the need for adaptability, team work skills, collaboration and negotiation. Alongside government, they want education to deliver a skilled and creative workforce which will contribute to economic growth and global competitiveness.

The Northern Ireland Curriculum is informed by all of these needs and perspectives. Detailed programmes of study have been replaced by minimum requirements set within a curriculum and skills framework that moves away from a one-size-fits-all towards greater flexibility to customise learning within an agreed entitlement. The Northern Ireland Curriculum focuses more on the learning needs of individuals and the relevance of learning for life, work, society, the economy and environment. It emphasises the development of creativity and the skills to manage information, problem-solve and make decisions and thus to create new knowledge within the knowledge age.

[4]Harland, Kinder et al, Is the Curriculum Working? The Northern Ireland Curriculum Cohort Study at Key Stage 3, NfER 2002

[5]Key finding from The Northern Ireland Pupil Cohort Study 1996-2003, NfER

1.2
The Overarching Aim of the Northern Ireland Curriculum

The Education Order 2007 continues to legislate for a balanced and broadly based curriculum in all grant aided schools **'to promote the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and prepare pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills'.**

1.3
Rationale for the Articulation of Overall Values

The findings from the Cohort Study[6] highlighted that pupils and teachers were largely unaware of the existing curriculum aim or the values that underpinned it and the rest of the curriculum. The findings from the Council's research into *Values in Education in Northern Ireland*[7] confirmed that teachers would welcome more emphasis within the curriculum on the development of values.

Through consultation it was agreed therefore that, in addition to the values implied in the Northern Ireland Curriculum Framework, the following statement of values would underpin each of the Curriculum Objectives.

1. We value each individual's unique capacity for spiritual, moral, emotional, physical and intellectual growth;
2. We value equality, justice and human rights within our society and our capacity as citizens to resolve conflict by democratic means;
3. We value the environment as the basis of life and the need to sustain it for future generations; and
4. We value each individual's right to work and to earn a living in accordance with personal preferences and attributes.

1.4
Rationale for the Northern Ireland Curriculum Framework

To assist schools in translating the overarching aims and these values into classroom practice, the aim and former cross-curricular themes have been re-configured into a revised Curriculum Framework comprising a clearer aim, three focused objectives, and, within each of these, a number of key elements. These have been structured into an overarching curriculum framework (see over) which, in turn, informs and guides the minimum requirements for each Area of Learning/subject strand.

The purpose of this re-configuration is to ensure that important aspects of the overarching aim, and the former educational (cross-curricular) themes, are **more fully** reflected in curriculum planning. The intention is that, with this framework in place, schools and teachers can develop a more customised curriculum that better meets the individual needs of their pupils.

[6]Harland, Kinder et al, Is the Curriculum Working? The Northern Ireland Curriculum Cohort Study at Key Stage 3, NfER 2002

[7]Montgomery and Smith, Values in Education, a joint CCEA and University of Ulster publication, 1996

Table 1: **Illustrating the Aim and Objectives of the Curriculum**

Aim

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions through their lives.

Curriculum Objectives

The Northern Ireland Curriculum should provide learning opportunities for each young person to develop as:

1. an individual;
2. a contributor to society; and
3. a contributor to the economy and the environment.

Throughout the curriculum, by taking appropriate opportunities to focus on the key elements in **bold**, teachers should help pupils to:

As an individual	As a contributor to society	As a contributor to the economy and the environment
personal understanding • respect themselves, understand their rights and responsibilities; • understand and manage their emotions; • learn how to learn and be committed to learning; • be aware of their creative potential; and • become self-reliant. **mutual understanding** • respect and co-operate with others; • manage and resolve conflict; • develop and sustain safe, caring relationships; and • learn the skills of parenting. **personal health** • live a healthy lifestyle and make healthy choices; and • contribute positively to their peer group. **moral character** • show fairness and integrity in dealing with others; • be reliable and committed to tasks; and • take responsibility for choices and actions. **spiritual awareness** • develop an inner appreciation of life purpose; and • develop the personal strengths and resources to cope with adversity.	**citizenship** • respect the equal rights of others; • recognise the interdependence of people, communities and the environment; • negotiate and compromise; • use democratic means to influence change; and • contribute to the welfare of school, the community and the environment. **cultural understanding** • recognise the richness and diversity of cultural influences in contemporary society; and • engage with human cultural achievement in a range of forms and contexts. **media awareness** • be critically aware of the range of print, sound, moving image and graphic media; and • assess the role and influence of media within society. **ethical awareness** • be aware of some of the dilemmas arising from scientific, technological and environmental change; and • assess the human and environmental impact of ethical choices and take action as appropriate.	**employability** • be aware of the impact of technology and global markets on work patterns and prospects; • be proactive, enterprising, adaptable and open to new ideas; • enhance career options through life-long learning; and • be aware of the rights of workers and employers. **economic awareness** • understand the economic interdependence of individuals, organisations and communities locally and globally; • critically examine how wealth is created and distributed; • make balanced and informed economic judgements; • be discerning and effective consumers; and • plan and manage personal finances effectively. **education for sustainable development** • understand the interdependence of society, the economy and the environment; • develop respect for the needs of both present and future generations; • demonstrate how action can help improve the quality of life for people, locally and globally; and • exercise environmental responsibility through conservation of resources, waste management and promotion of local and global biodiversity.

1.5
Rationale for the Revised Aim

The rationale for the revised aim, (**to empower young people to develop their potential and to make informed and responsible decisions throughout their lives**), is informed by the extent to which our lives are determined by a succession of choices. By promoting methodologies that encourage young people to develop the skills to acquire and manage information, to solve problems and make decisions, the intention of the Northern Ireland Curriculum is to help young people **make use of the** knowledge, and the associated skills, values, and attitudes developed *during the process of learning*, to inform their lives.

1.6
Rationale for Curriculum Objectives

At the same time, the three curriculum objectives, (which aim to **provide learning opportunities to help young people develop as individuals; as contributors to society; and as contributors to the economy and environment**) recognise that education has a responsibility to prepare young people to manage their own lives, relationships and lifestyles and also to engage positively with others in sharing and protecting the resources of the planet for now and future generations.

The three objectives, and the key elements which amplify them, overlap and inter-connect. It is very important that they, together with the specification of skills and minimum requirements, are interpreted holistically, rather than as sub-sets.

1.7
Rationale for the Key Elements

The key elements within each objective encompass important aspects of the overarching aim and the previous cross-curricular themes. They also embrace additional matters such as citizenship, education for sustainable development, employability, and media awareness that are accepted as key issues for modern society. The key elements are made explicit within the minimum requirements for Areas of Learning /subject strands. By reiterating the overarching aim and the former cross-curricular themes as key elements in this way, greater attention is focused within and across Areas of Learning /subject strands, on issues that are considered the bedrock of preparing young people for life and work in the 21st century.

1.7_1
Rationale Relating to Developing Individuals

A pivotal idea informing the Northern Ireland Curriculum is to help young people achieve personal fulfilment and individual well-being through living successful lives. This means success in worthwhile activities and relationships in which they have freely engaged and which they pursue wholeheartedly. The key elements associated with this objective include: **personal understanding; mutual understanding; personal health; moral character; and spiritual awareness.**

Personal Understanding

This key element of the curriculum is informed by the centrality of self awareness and emotional literacy to the growth of individual self confidence and self esteem and, ultimately, to an individual's motivation and capacity to learn, as well as their individual health and happiness.

One of the major aims of education is therefore to contribute to the development of emotionally literate and discerning individuals by helping young people to become personally, emotionally and socially empowered to live healthy, safe and fulfilled lives; to recognise their strengths; be objective about their shortcomings and to work towards achieving their hopes and dreams with flexibility, patience and resilience. The overarching curriculum framework requires that teachers should help pupils to:

- respect themselves, understand their rights and responsibilities;
- understand and manage their emotions;
- learn how to learn and be committed to learning;
- be aware of their creative potential; and
- become self reliant.

Teachers can assist this by providing frequent opportunities, within and beyond the curriculum, for young people to consider the challenges of life now and in the future; weigh up situations and opportunities; make judgements about relative worth; cope with change, uncertainty, set-backs and adversity; and become aware that learning and self development is a lifelong process.

Mutual Understanding

This key element of the curriculum is informed by the centrality of relationships to our lives at home, at work and in wider society. If young people are to be successful in life they will need to be able to relate to all sorts of people in all sorts of situations. The overarching curriculum framework requires that teachers should help pupils to:

- respect and co-operate with others;
- manage and resolve conflict; and
- develop and sustain safe, caring relationships.

Teachers can assist this by providing frequent opportunities, within and beyond the curriculum, for young people to work with others in a variety of roles towards shared goals; to communicate appropriately and effectively in various contexts; develop and sustain worthwhile, healthy and caring relationships; to manage interpersonal conflicts and negotiate solutions or appropriate compromises, particularly in situations where values may conflict; to reflect on their own and others' contributions and behaviours; to empathise with others; to appreciate friendship and support; and to strike an appropriate balance between their own needs and aspirations and those of others.

Personal Health

This key element of the curriculum is informed by its centrality to individual well being, the health of families and society now and in the future; and, ultimately, to the economy and the health of the nation. This involves helping young people to understand not only their physical health but also their social, mental and emotional needs at different ages; what it takes to develop sound and caring relationships and to live harmonious and fulfilled lives at home, at school, at work and at leisure. The overarching curriculum framework requires that teachers should help pupils to:

- live a healthy lifestyle and make healthy choices;
- contribute positively to their peer group; and
- learn the skills of parenting.

Teachers can assist this by providing frequent opportunities, within and beyond the curriculum to consider choices and their consequences, including striking the right balance between sensible enjoyment and risk; and to develop strategies to resist undue pressure and challenges from peer groups, authority figures, the media and public opinion.

Moral Character

This key element of the curriculum is informed by the central need for all young people to understand the agreed codes of behaviour and values (both explicit and implicit) which govern harmonious, respectful and law abiding relationships with others and which should inform the way we live our lives. The overarching curriculum framework requires that teachers should help pupils to:

- show fairness, integrity and respect in dealing with others;
- be reliable and committed to tasks; and
- take responsibility for choices and actions.

Teachers can assist the development of moral character by providing frequent opportunities, within and beyond the curriculum, for young people to consider moral dilemmas that confront people every day in ordinary life (especially those in which there is ambiguity or conflict) which require us to act within a code of moral values; and to weigh up potential actions and their consequences in order to make judgements which are grounded in values and to understand the impact and responsibilities that arise from these.

Spiritual Awareness

This key element of the curriculum is informed by our human need for some sense of meaning, purpose and appreciation in our lives, especially in circumstances of adversity, bliss, challenge and fear. The overarching curriculum framework requires that teachers should help pupils to:

- develop an inner appreciation of life purpose; and
- develop the personal strengths and resources to cope with adversity.

Teachers can assist the development of spiritual awareness by providing frequent opportunities, within and beyond the curriculum, for young people to reflect on aspects of their personal experience and its meaning to them beyond the material dimension, for example, the uniqueness of creation and of themselves as individuals; the aesthetic beauty of their surroundings; the diversity and creativity of humankind; the natural wonder of the earth and space; the experience of love; and their own inner strength in times of need. In particular young people need opportunities to reflect on current and future challenges, such as loss and bereavement and other forms of stress in order to develop strategies to survive and find resilience and meaning in the face of adversity.

1.7_2
Rationale Relating to Developing Contributors to Society

What makes for one's own individual fulfilment is closely intertwined with other people's lives. We want young people to be concerned for the well-being of others as well as themselves, in their own society and beyond it. With this in mind, the key elements associated with developing young people as positive contributors to society include **citizenship, cultural understanding, media awareness and ethical awareness.**

Citizenship

This key element of the curriculum, is informed by the importance of young people understanding how our lives are governed and how they can participate to improve the quality of their own lives and that of others through democratic processes. The overarching curriculum framework requires that teachers should help pupils to:

- respect the equal rights of others;
- recognise the interdependence of people, communities and the environment;
- be willing to negotiate and compromise;
- use democratic means to influence change; and
- contribute to the welfare of school, the community and the environment.

Teachers can assist the development of young people's concept of citizenship by providing frequent opportunities, within and across the curriculum, for young people to think about and experience what it means to act democratically, for example, to make democratic choices in class; to play a helpful part in the life of the school; to act considerately and democratically within their family; and to participate in democratic activities, such as charitable, youth and other supportive endeavours in their neighbourhood, community and wider world. They should have opportunities to consider issues of diversity and inclusion, equality and justice, human rights and social responsibility; to make reasoned value judgements about desirable action in particular situations, especially where democracy is under challenge or where values are in conflict and compromise may be required.

Cultural Understanding

This key element of the curriculum is informed by its centrality to how we relate to and appreciate the diversity of human existence, achievement and expression. The overarching curriculum framework requires that teachers should help pupils to:

- recognise the richness and diversity of cultural influences in contemporary society; and
- engage with human cultural achievement in a range of forms and contexts.

Teachers can assist the development of young people's understanding and appreciation of culture by providing frequent opportunities, within and beyond the curriculum for young people to experience cultural diversity in beliefs, customs, dance, drama, food, language, literature, moving image and music etc; to appreciate how cultures have blended and interwoven to influence society, the economy and environment now and in the past; and to welcome cultural diversity within our own and other societies for the contribution it brings.

Media Awareness

This key element of the curriculum is informed by the centrality and influence of all forms of media in modern society. Cable, digital, micro-chip and satellite technology and the exponential growth of the internet have expanded our access to and use of all types of media. The overarching curriculum framework requires that teachers should help pupils to:

- become critically aware of the range of print, sound, moving image and graphic media; and
- assess the role and influence of media within society.

Teachers can assist the development of young people's media and internet literacy by providing frequent opportunities, within and beyond the curriculum for young people to use technology effectively; to check the source and veracity of information and the potential motivation of those constructing it; and to develop the skills to critically assess the social roles and influence of the media in a modern democracy and a global society.

Ethical Awareness

This key element of the curriculum (which is an extension of moral character, in a context related to the impact of social change) is informed by the need for young people, as individuals, citizens and potential future parents, to understand and respond appropriately to an increasing range of ethical issues arising from scientific, technological and social change. The overarching curriculum framework requires that teachers should help pupils to:

- be aware of some of the dilemmas arising from scientific, technological and environmental change; and
- assess the human and environmental impact of ethical choices and take action as appropriate.

Teachers can assist the development of young people's ethical awareness by providing frequent opportunities, within and beyond the curriculum, to examine different points of view about ethical issues; to weight evidence objectively; to consider choices for action and their consequences; and to make informed judgements that acknowledge the depth and scale of current and future risk, imprecision, uncertainty and unknowns in our current state of knowledge or development.

1.7_3
Rationale Relating to Developing Contributors to the Economy and Environment

Young people are likely to spend a proportion of their school years in part-time employment and the majority of their adult lives at work, which will impact on the economic choices they make and how they, in turn, impact individually and collectively on the environment. With this in mind, the key elements associated with developing young people as positive contributors to the economy and environment include **employability, economic awareness and education for sustainable development.**

Employability

This key element of the curriculum is informed by the need for all teachers to be aware of the knowledge, skills, attitudes and values that will help young people become effective employees and/or employers or entrepreneurs. It is also informed by the need for teachers to make young people aware of opportunities for careers arising from specific disciplines or how to apply aspects of their discipline in the world of work.

This cross-curricular contribution to equipping young people for employability, however, does not replace the need for detailed careers learning and mentoring aimed at helping young people unlock the doors to future learning and employment. The overarching curriculum framework requires that teachers should help pupils to:

- be aware of the impact of technology and global markets on work patterns and prospects;
- be proactive, enterprising, adaptable and open to new ideas;
- enhance career options through life-long learning; and
- be aware of the rights of workers and employers.

Teachers can assist preparation for employability and careers learning by providing frequent opportunities, within and beyond the curriculum, to help young people to be creative; to take risks for learning; to identify and develop their individual talents and interests; to pursue the kinds of jobs and careers that may be open to them, including entrepreneurial opportunities for self employment; and to develop the attitudes, knowledge, skills and qualities required in a changing economy, such as enterprise, flexibility, independence, cooperativeness and a willingness to take calculated risks for success. Young people also need opportunities to become aware of the expectations of employers, the rights of workers and the economic interdependence of individuals, organisations and communities locally, nationally and globally; and to consider the impact of science, technology and global markets on work patterns and prospects.

Economic Awareness

This key element of the curriculum is informed by the extent to which economic choices can affect the quality and experiences of young people's lives and can impact on the economy and environment both locally and globally. The overarching curriculum framework requires that teachers should help pupils to:

- understand the economic interdependence of individuals, organisations and communities locally and globally;
- critically examine how wealth is created and distributed;
- make balanced and informed economic judgements;
- be discerning and effective consumers; and
- plan and manage personal finances effectively.

Teachers can assist the development of young people's economic awareness by providing frequent opportunities, within and beyond the curriculum, to help young people become discriminating about economic choices; to know how to locate, analyse and categorise relevant information; to be able to critically examine the choices available and make informed and responsible decisions against informed criteria, including that of managing their own finances effectively. Young people also need opportunities to understand how wealth is created and distributed, nationally and world-wide; and to appreciate the local and international implications of their individual lifestyle choices for economic development locally and globally.

Education for Sustainable Development

This key element of the curriculum is of central importance to informing the way we live now and how we sustain the resources of the planet for future generations. The overarching curriculum framework requires that teachers should help pupils to:

- understand the interdependence of society, the economy and environment;
- develop respect for the needs of present and future generations;
- demonstrate how action can help improve the quality of life for people, locally and globally; and
- exercise environmental responsibility through conservation of resources, waste management and promotion of local and global biodiversity.

Teachers can contribute to education for sustainable development by providing frequent opportunities, within and beyond the curriculum, to help young people develop dispositions and values such as curiosity, concern, respect, tolerance and personal responsibility in relation to a range of environmental and global issues. Young people should be encouraged to think about the impact of change and development on the environment, on society and on the economy. They could consider questions such as; is the balance right? For all? For now? For the future? What can be done to get a better balance? How can we play our part?

1.8
Rationale for Whole Curriculum Skills and Capabilities

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for contributing effectively to society. These whole curriculum skills and capabilities consist of the Cross-Curricular Skills and Thinking Skills and Personal Capabilities.

The skills and capabilities promoted within the Northern Ireland Curriculum are not new - rather they were already embedded within subject disciplines. However, the challenges for coherence and continuity of learning were threefold. Firstly, the emphasis upon the development of skills was insufficiently explicit. Secondly, the language used to describe similar skills differed from one discipline to another with the result that both teachers and pupils had no common language with which to describe them. Thirdly, there was no framework to describe what progression might look like.

The Whole Curriculum Skills and Capabilities have now been described explicitly within two clusters, (the cross-curricular and the thinking skills/personal capabilities). The reason for the separate clusters is for purposes of categorisation and assessment. This, however, does not imply that they should be taught separately from curriculum contexts or from each other. Rather, they are embedded and infused throughout the Northern Ireland Curriculum at each key stage and pupils should have opportunities to acquire, develop and demonstrate these skills in all areas of the curriculum in ways which are appropriate to the methodology of individual subjects. At times, however, teachers may wish to focus on developing particular skills explicitly.

1.8_1
Rationale for the Cross-Curricular Skills

The Cross-Curricular Skills of Communication, Using Mathematics, and Using Information and Communications Technology (ICT) are the bedrock skills through which young people access knowledge. The revised terminology signifies a number of shifts in emphasis, for example, away from perceiving these as 'subjects' taught discretely (within English, Mathematics and ICT) towards skills that are developed across the curriculum and are therefore the responsibility of all teachers. Specific knowledge and techniques may be taught discetely in English and Maths classes, but an enhanced emphasis is placed on transferring, applying and 'using' skills effectively, in other curriculum contexts. This implies not only shared responsibility for their development but also an explicit partnership between teachers in ensuring their consolidation and progression.

1.8_2
Rationale for Thinking Skills and Personal Capabilities

At the heart of the Northern Ireland Curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society.

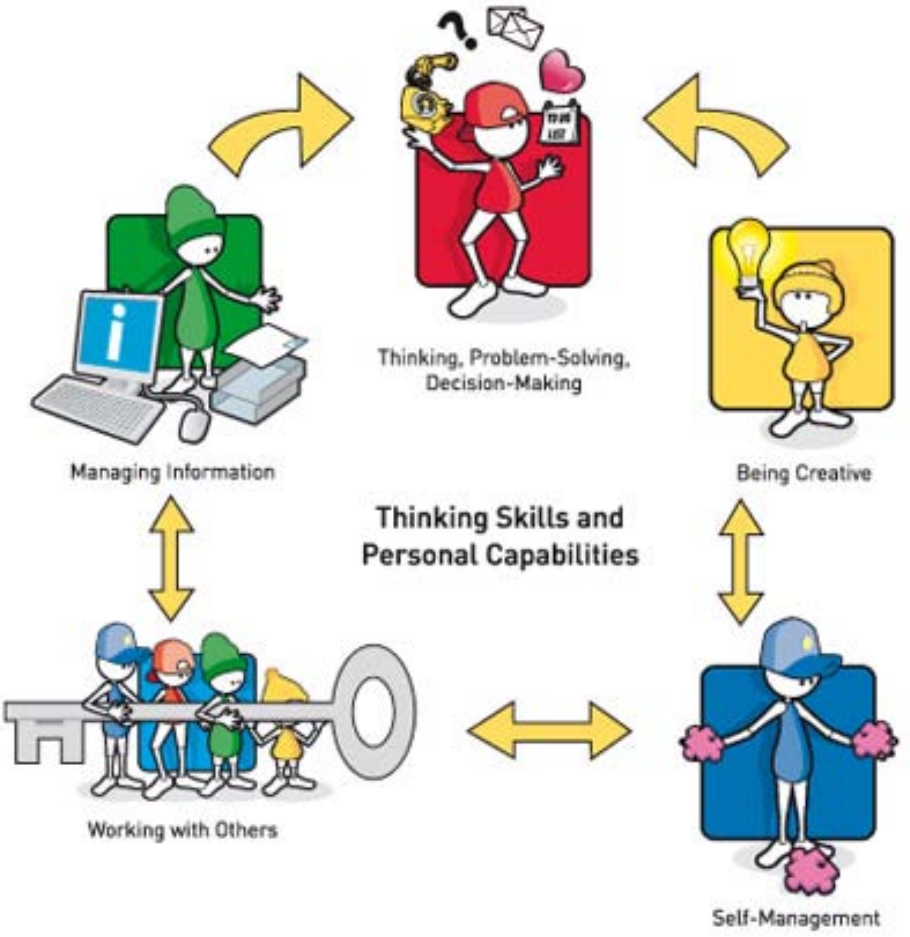
Thinking skills are tools that help children go beyond the acquisition of knowledge in order to deepen their understanding and apply ideas, generate new possibilities, make decisions, as well as to plan, monitor and evaluate their progress. Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important therefore that children's self esteem and self confidence are explicitly fostered along with their ability to manage their own emotions, to interact effectively with others and eventually to regulate and enhance their own learning.

Through opportunities to engage in active learning contexts across all areas of the curriculum, the intention is to develop children's personal and interpersonal learning skills, capabilities and dispositions, and their ability to think both creatively and critically.

As well as the long term benefits, developing skills and capabilities are important for learning in the short term and for the following reasons. They are more likely to engage pupils in active rather than passive learning; they draw attention to the processes of learning and not just the products; and they provide a new range of criteria against which pupils can evaluate their progress in learning. Essentially, they enable pupils to learn how to learn.

Figure 1 shows the five broad strands that are identified in the Northern Ireland Framework. They are Managing Information, Thinking, Problem-Solving and Decision-Making, Being Creative, Working with Others, and Self-Management.

Figure 1:
Framework for Developing Thinking Skills and Personal Capabilities



A distinctive feature of the framework is that it integrates a range of different types of thinking skills and learning dispositions with collaborative learning (working with others) and independent learning (self-management).

The framework does not stand-alone nor is it isolated from the traditional areas of the curriculum. Rather, it is intended that the skills and capabilities highlighted in the framework are developed and assessed *in and through* the Areas of Learning. This will give opportunities for their development to be reinforced and make it easier for teachers and pupils to make connections and see relationships.

Developing thinking skills and personal capabilities requires a different approach to teaching compared to more traditional methods. To develop these kinds of skills, learners need to be thoroughly engaged with their own learning and given opportunities to practice their skills, reflect on their achievements and to recognise their strengths and weaknesses. Opportunities for collaboration and dialogue about learning are likely to be seen more frequently in 'thinking' classrooms. To become more creative, children need to be encouraged to take risks for learning and to see mistakes as opportunities for learning rather than failure. This shift to a more active approach to learning will enable children to become autonomous and to work more independently.

Similarly, as well as Communication, Using Maths and Using ICT, each Area of Learning/subject strand also require the demonstration of Thinking Skills and Personal Capabilities, including Information Management, Problem-Solving and Decision-Making, Creativity, Self-Management and Working with Others.

1.8_3
Rationale for Developing the Whole Curriculum Skills and Capabilities

All teachers have a statutory responsibility to provide opportunities for the acquisition and development of Whole Curriculum Skills, (the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities). While the definitions of the two sets of skills are set out separately, teachers will help pupils to develop many of these concurrently. All pupils should be given opportunities to develop and demonstrate their skills and capabilities in a range of ways, for example, individually or in groups, through written, practical, and ICT-based work, problem-solving activities and discussion. Individual progress may be assessed with reference to the levels of progression using a variety of ways including observation of pupils, interaction with pupils, listening to pupils' explanations, looking at written or other evidence, and peer and self assessment.

1.9
Rationale for the Areas of Learning and Subject Strands

Subjects are organised within Areas of Learning in the Northern Ireland Curriculum in order to strike a balance between acknowledging teachers' subject expertise and the need for coherence and linkages across the curriculum as a whole. The curriculum framework of shared aim, objectives, key elements and whole curriculum skills provides a common structure and collaborative elements to help promote connected learning within and between different Areas of Learning.

1.10
Rationale for the Inclusion of Learning for Life and Work within the Curriculum

In addition to cross-curricular provision specified through the minimum requirement for each Area of Learning /subject strand, it was felt that specific provision was required for the aspects of Personal Development, Home Economics, Citizenship and Employability that may not be catered for adequately within existing subjects or through cross-curricular learning.

One of the major concerns expressed by employers, for example, is that the curriculum focuses on cognitive learning without the need to apply it to real-life contexts. The Cohort Study reveals that young people have difficulty in seeing relevance in much of what they are required to learn in school, except in the sense of acquiring qualifications which will allow them to progress to higher education or employment. Research into motivation and engagement suggests that effective learning takes place when the learner is motivated by relevance and by sustained emotional engagement with the subject matter. The inference drawn from these findings is that the relevance and application of subject learning to modern day life and future employment needs to be highlighted more strongly. Employers contend[8] that too often the curriculum is divided from 'work-related' learning.

Employers stress the need to recognise that learning for life is a continuous process, and that developing **employability** is not a marginal or separate activity. It is central to the role of the curriculum, just as work is central to most people's lives. While there is an obvious desire for competence in literacy and numeracy, modern conceptions of preparedness for work stress qualities such as interpersonal competence and confidence, thinking skills, responsibility, creativity and the ability to work in a team.

[8]See CBI Brief, Greater Expectations: Priorities for the future curriculum

Much of the literature from business also stresses that **personal development** is as important in preparing young people for life and for work as other traditionally valued aspects of the curriculum. Teachers' responses to the Council's research into *Values in Education in Northern Ireland*[9] and to the monitoring programme at all Key Stages, indicated that there is insufficient emphasis within the curriculum on the development of personal, social and emotional education. The *Mindpower 21* Conference highlighted the need to bolster the self esteem of pupils at puberty and to focus on issues of concern to them at this turbulent time in their physical and emotional development.

Also neglected in current curriculum specifications is the issue of educating young people for **citizenship**, democracy and constructive social, civic and political participation. This is particularly important in Northern Ireland, which has experienced a lengthy period of democratic deficit between 1971 and 2007. The most dramatic and significant change within society in Northern Ireland recently has been the move away from violence towards a culture that supports democratic politics. Education has a responsibility to support this. There has already been a commitment to the improvement of community relations through Education for Mutual Understanding (EMU) which, along with Cultural Heritage, has promoted inter-cultural understanding and contact. Local research[10] indicates, however, that more controversial political and social issues tend to be avoided in schools and that there is a specific need to strengthen young people's social, civic and political awareness. Within this agenda there is also a need to educate young people about sustainable development that will preserve the quality of life of future generations.

The scope and pace of social change and the pervasiveness of media influence means that young people are challenged, sometimes at a very young age, by choices, pressures and distractions which pose personal, social and moral dilemmas. Young people themselves have articulated, through the Cohort Study research, a strong desire that pressures, for example, in relation to health, drugs and sexual activity, are discussed in schools. This view is also endorsed by Health Boards and the Health Promotion Agency. In this respect, the inclusion of **Home Economics** within Learning for Life and Work, endorses the contribution it makes to preparing young people for independent living. In Home Economics, pupils acquire knowledge, understanding and practical skills in relation to, for example, diet and food choice; family relationships and parenting; financial and consumer awareness, all of which are important educational, social and economic imperatives.

The structure of the Northern Ireland Curriculum allows schools the flexibility to cater for these needs through cross-curricular, thematic, and/or specifically time-tabled provision and extra curricular activities. However schools may chose to cater for the requirements of Learning for Life and Work, they are, nevertheless, obliged to ensure that the minimum requirements for each aspect are specifically met.

[9]Montgomery and Smith, Values in Education, CCEA/UU 1996

[10]Smith, A. and Robinson, A., The Initial Statutory Years, University of Ulster, Coleraine, 1996

1.11
Rationale for the Addition of Specific Emphasis within some Areas of Learning

In addition to the areas outlined within Learning for Life and Work it was felt that other issues of enhanced significance to 21st century learning, in particular media education and financial capability, could best be catered for by ensuring that they were 'owned' by a specific discipline, even if provision for them also required cross-curricular support. Accordingly, The Arts and/or English will have some responsibility to ensure provision for Drama, Mathematics for financial capability and English for media education. These subjects take lead responsibility for these elements while, at the same time, encouraging provision across the curriculum.

1.12
Rationale for the Inclusion of Assessment for Learning, Learning Experiences and Attitudes and Dispositions within the 'Big Picture'

Finally, 'the big picture' of the Northern Ireland Curriculum encourages teachers to use active learning methods, informed by Assessment for Learning strategies, to help pupils develop for themselves a range of positive attitudes and dispositions that will define them as positive individuals, willing to contribute constructively to society and the economy while protecting the environment.

2

The Statutory Curriculum
at Key Stage 3
Rationale and Detail

Section 2

Statutory Requirements for Key Stage 3

Section 2
Statutory Requirements for Key Stage 3

2.0
Introduction

The minimum statutory requirements for the curriculum at Key Stage 3 will come into effect as follows:

- Year 8, from September 2007;
- Year 9, from September 2008; and
- Year 10, from September 2009.

Due to the discontinuation of statutory end of Key Stage 3 assessments, schools may choose to take immediate advantage of curriculum flexibility for all year groups throughout Key Stage 3 from 2007 onwards.

The minimum statutory requirements for all Areas of Learning/subject strands are included in section 3 of this document. **Statutory requirements are shown in bold text.** *Non-statutory examples are shown in italics.*

Both the statutory requirements and the non-statutory examples should be set in context and interpreted using the detailed rationale provided in section 1.

Extended guidance for Areas of Learning/subject strands is available for teachers on line at www.nicurriculum.org.uk and also in hard copy for heads of departments/Areas of Learning.

2.1
Areas of Learning and Subject Strands

The minimum statutory requirements for the curriculum at Key Stage 3 are set out in nine Areas of Learning, some with subject strands. The curriculum for all pupils must include provision for the Areas of Learning and their contributory subject strands as set out in the table below.

Areas of Learning	Contributory Subject Strands
Language and Literacy	English Irish (in Irish speaking schools only) Media Education
Mathematics and Numeracy	Mathematics Financial Capability
Modern Languages	Any official language of the European Union (other than English and in Irish speaking schools, Irish).
The Arts	Art and Design Music Drama
Environment and Society	History Geography
Science and Technology	Science Technology and Design
Learning for Life and Work	Employability Local and Global Citizenship Personal Development Home Economics
Physical Education	Physical Education
Religious Education	Religious Education[12]

[12]The core statutory requirements for RE have been developed by the four main churches, consulted upon and accepted by the Department of Education. Guidance for interpreting the requirements has been produced by an advisory group and is included in Section 3.

2.2 Statutory Minimum Requirements

The minimum statutory requirements within the Areas of Learning and subject strands cover the three years from Years 8 to 10 and therefore represent a key stage provision. Teachers have considerable scope, within the parameters of differentiation and flexibility outlined in the access statement set out at paragraph 2.5 below, to select from within the Areas of Learning those aspects they consider appropriate to the ability and interests of their pupils. Schools should provide access to the requirements at a level appropriate to the pupil's ability. This access will ensure a minimum entitlement for each pupil.

The minimum requirements for each of the Areas of Learning/subject strands are set out in **Section 3**. These are also available at www.nicurriculum.org.uk within the Areas of Learning/subject specific guidance, which also contains examples of interpreting and planning for the minimum content.

Guidance materials to support Religious Education within the Northern Ireland Curriculum have been developed by an advisory group of key stakeholders. The materials are available at www.nicurriculum.org.uk and in hard copy.

Further information on addressing the minimum requirements at whole school and departmental level is included within the Key Stage 3 support booklet and Power Point presentation '*Planning for Implementation*', also available on line at www.nicurriculum.org.uk

2.3 Structuring Learning within the Key Stage 3 Curriculum: Breadth, Balance and Flexibility

In order to make the curriculum more coherent and relevant for young people, the requirements for each Area of Learning/subject strand have been set out under a common framework to facilitate more collaborative learning and to ensure that, even if learning is structured within discrete areas, the common objectives and key elements provide a mechanism for relating their learning to life and to work.

Schools may choose to organize learning in ways that both reflect their unique school ethos and that meet the needs and interests of their pupils. This may take the form of inter-disciplinary provision, connections across and within Areas of Learning as well as, or in place of, discrete subject provision. If learning is organized within discrete strands, schools should make some form of provision for connections to be made within and across Areas of Learning in order to ensure some form of coherence in the development of knowledge, understanding and skills.

2.4 Ensuring Progression

The Key Stage 3 curriculum is structured to facilitate progression from Key Stage 2 and to Key Stage 4. The aim, curriculum objectives, key elements and skills are common to all Key Stages, as is the emphasis on relevance and application to Learning for Life and Work.

At primary level the curriculum focuses on child-centred learning, building knowledge progressively outwards from myself, my family, my home, my school to my neighbourhood and the wider world. At Key Stage 3 the curriculum takes on a more enquiry-based, problem-centred, decision-making focus. It is intended that the knowledge and understanding and the range of skills acquired at primary school will be developed in greater depth to help pupils identify and investigate issues and problems from the media and the world around them.

Depending on the ability and maturity of the young people, the content and approach can be extended by, for example:

- exploring issues in greater depth;
- increasing the complexity of tasks;
- enabling young people to demonstrate increasing competence in practical skills;
- encouraging increased research, information management and independent learning;
- presenting outcomes to a wider range of audiences and in real situations;
- encouraging increased critical analysis of information sources;
- promoting well-reasoned justifications for choices; and
- encouraging reflective and insightful evaluations of both process and product.

Some repetition in themes and content may be inevitable in this more flexible curriculum. To minimise the danger of boredom arising from potential repetition, post-primary teachers are encouraged to:

- liaise with feeder primary schools to ascertain the focus of children's work, particularly in Years 6 and 7;
- encourage pupils to share what they already know about a topic, as an informed starting point for learning;
- discuss and negotiate with pupils the particular focus of learning to ensure there is a different 'angle' to the investigation and sufficient interest and challenge;
- encourage pupils to research their topic in greater depth than before and to present it in different ways; and
- help pupils understand that learning is not always 'new' but is often a deepening and reinforcement of existing knowledge and skills.

2.5
Access Statement to Ensure Equality of Opportunity for All

All teachers should have high expectations for all young people and should provide suitably challenging opportunities for each young person to take part fully and effectively in lessons, to experience success in learning and to achieve as high a standard as possible. The access statement below suggests how learning opportunities within the requirements of the Northern Ireland Curriculum can be adapted or modified as necessary to provide all young people with relevant and challenging work appropriate to their needs. In most cases the action necessary to respond to an individual's requirements for curriculum access will be met by differentiating tasks and materials appropriately to the age and requirements of the student. In catering for individual needs, teachers should work closely with representatives of other agencies who may be supporting the child.

Curriculum and assessment planning and approaches to teaching and learning for all pupils, and especially for pupils identified as having special educational needs, (for example, *young people whose attainments fall significantly below what is expected at a particular key stage or gifted and talented students whose attainment significantly exceeds what is expected at a particular key stage*) should, as far as possible, take account of :

- pupils' different experiences, interests and strengths;
- pupils' varied cultural, ethnic, linguistic and social background, (including the travelling community) and gender; and
- the nature, extent and duration of any special need and/or disabilities which may influence the way in which they learn.

In catering for individual needs, teachers should endeavour to:

- identify those aspects of learning that present specific challenges and adapt these as necessary, taking account of any gaps in learning arising from missed or interrupted schooling;
- present materials and activities that are appropriate to the age and maturity of the student and where necessary, provide additional materials and resources, including adaptive technologies and access devices to assist learning; and
- where necessary, modify tasks, (or the environment in which the tasks are presented) or provide suitable alternative activities, ensuring appropriate time to allow children to complete tasks satisfactorily.

2.6
Developing Whole Curriculum Skills and Capabilities

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning contexts across all areas of the curriculum, children should progressively develop skills in:

CROSS-CURRICULAR SKILLS

- **Communication**
- **Using Mathematics**
- **Using Information and Communications Technology**

THINKING SKILLS AND PERSONAL CAPABILITIES

- **Managing Information**
- **Thinking, Problem-Solving and Decision-Making**
- **Being Creative**
- **Working with Others**
- **Self-Management**

2.6_1
Assessing and Reporting the Cross-Curricular Skills:

Schools will be required to assess and report annually on each pupil's progression in the cross-curricular skills of: Communication, Using Mathematics, and Using Information and Communications Technology. In Key Stages 1 to 3 this will be with reference to Levels of Progression.

Statutory requirements for assessment and reporting with reference to levels of progression will come into effect from June 2010. Further guidance outlining the statutory requirements for assessing and reporting at Key Stage 3 will be provided well in advance of such requirements coming into place.

2.7
Developing Communication Skills Across the Curriculum

Communication is central to the whole curriculum. Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Children should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Children are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

2.7_ 1
Requirements in relation to Communication

The requirements for Communication are set out below in bold.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

TALKING AND LISTENING

Pupils should be enabled to:

- **listen to and take part in discussions, explanations, role-plays and presentations;**
- **contribute comments, ask questions and respond to others' points of view;**
- **communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;**
- **speak clearly and structure talk so that ideas can be understood by others;**
- **adapt ways of speaking to audience and situation; and**
- **use non-verbal methods to express ideas and engage with the listener.**

READING

Pupils should be enabled to:

- **read a range of texts* for information, ideas and enjoyment;**
- **use a range of strategies to read with increasing independence;**
- **find, select and use information from a range of sources;**
- **understand and explore ideas, events and features in texts*; and**
- **use evidence from texts* to explain opinions.**

*Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

WRITING

Pupils should be enabled to:

- **talk about, plan and edit work;**
- **communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;**
- **develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; and**
- **write with increasing accuracy and proficiency.**

2.8
Using Mathematics Across the Curriculum

'Using Mathematics' is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real-life situations that require a mathematical dimension.

Children are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the Area of Learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Children can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

2.8_1
Requirements in Relation to Using Mathematics

The requirements for Using Mathematics are set out below in bold.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- **choose the appropriate materials, equipment and mathematics to use in a particular situation;**
- **use mathematical knowledge and concepts accurately;**
- **work systematically and check their work;**
- **use mathematics to solve problems and make decisions;**
- **develop methods and strategies, including mental mathematics;**
- **explore ideas, make and test predictions and think creatively;**
- **identify and collect information;**
- **read, interpret, organise and present information in mathematical formats;**
- **use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain way of working;**
- **develop financial capability; and**
- **use ICT to solve problems and/or present their work.**

2.9
Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning. It has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information children should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

2.9_1
Requirements for Using ICT

The requirements for Using ICT are set out below in bold.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

EXPLORE

Pupils should be enabled to:

- **access and manage data and information;**
- **research, select, process and interpret information;**
- **investigate, make predictions and solve problems through interaction with electronic tools; and**
- **understand how to keep safe and display acceptable online behaviour.**

EXPRESS

Pupils should be enabled to:

- **create, develop, present and publish ideas and information using a range of digital media; and**
- **manipulate information and multimedia products using a range of assets.**

EXCHANGE

Pupils should be enabled to:

- **communicate using a range of contemporary methods and tools; and**
- **share, collaborate, exchange and develop ideas digitally.**

EVALUATE

Pupils should be enabled to:

- **talk about, review and make improvements to work, reflecting on the process and outcome; and**
- **consider the sources and resources used.**

EXHIBIT

Pupils should be enabled to:

- **manage and present their stored work; and**
- **showcase their learning across the curriculum.**

2.10
Thinking Skills and Personal Capabilities

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self esteem and self confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help children to develop thinking skills and personal capabilities by focusing on the following areas.

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative
- Working with Others
- Self-Management

Managing Information involves: Asking, Accessing, Selecting, Recording, Integrating, Communicating, for example;

- Ask focused questions
- Plan and set goals, break task into sub-tasks
- Use own and other's ideas to locate sources of information
- Select, classify, compare and evaluate information
- Select most appropriate method for a task
- Use a range of methods for collating, recording and representing information
- Communicate with a sense of audience and purpose

Thinking, Problem-Solving and Decision-Making involves: Searching for Meaning, Deepening Understanding, Coping with Challenges, for example;

- Sequence, order, classify, make comparisons
- Make predictions, examine evidence, distinguish fact from opinion
- Make links between cause and effect
- Justify methods, opinions and conclusions
- Generate possible solutions, try out alternative approaches, evaluate outcomes
- Examine options, weigh up pros and cons
- Use different types of questions
- Make connections between learning in different contexts

Being Creative involves: Imagining, Generating, Inventing, Taking Risks for Learning, for example;

- Seek out questions to explore and problems to solve
- Experiment with ideas and questions
- Make new connections between ideas/information
- Learn from and value other people's ideas
- Make ideas real by experimenting with different designs, actions, outcomes
- Challenge the routine method
- Value the unexpected or surprising
- See opportunities in mistakes and failures
- Take risks for learning

Working with Others involves: Being Collaborative, Being Sensitive To Others' Feelings, Being Fair and Responsible, for example;

- Listen actively and share opinions
- Develop routines of turn-taking, sharing and cooperating
- Give and respond to feedback
- Understand how actions and words affect others
- Adapt behaviour and language to suit different people and situations
- Take personal responsibility for work with others and evaluate own contribution to the group
- Be fair
- Respect the views and opinions of others, reaching agreements using negotiation and compromise
- Suggest ways of improving their approach to working collaboratively

Self-Management involves: Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self, for example;

- Be aware of personal strengths, limitations and interests
- Set personal targets and review them
- Manage behaviour in a range of situations
- Organise and plan how to go about a task
- Focus, sustain attention and persist with tasks
- Review learning and some aspect that might be improved
- Learn ways to manage own time
- Seek advice when necessary
- Compare own approach with others and in different contexts

3

The Statutory Curriculum
at Key Stage 3
Rationale and Detail

Section 3

Detailed Statutory Minimum Requirements for Areas of Learning and Subject Strands at Key Stage 3

Language and Literacy: **English with Media Education**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Through engagement with a range of stimuli, including peers, poetry, prose, drama, non-fiction, media and multimedia, which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by: **expressing meaning, feelings and viewpoints;** **talking, to include debate, role play, interviews, presentations and group discussions;** **listening actively and reporting back;** **reading and viewing for key ideas, enjoyment, engagement and empathy;** **writing and presenting in different media and for different audiences and purposes;** **participating in a range of drama activities;** **interpreting visual stimuli including the moving image;** **developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created;** **developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;** **analysing critically their own and other texts;** **using a range of techniques, forms and media to convey information creatively and appropriately.**	**Pupils should have opportunities to:** **Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential,** for example, *discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities.* (Key Element: Personal Understanding) **Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion,** for example, *in role-play, empathise with someone whose experience is different from their own.* **Develop the ability to use language (including body language) effectively in communicating with and relating to others,** for example, *explore situations in which tone, choice of words, gesture and facial expression can alter meaning and impact.* (Key Element: **Mutual Understanding)** **Explore the use of language and imagery in conveying and evoking a variety of powerful feelings,** for example, *comment on a film, novel, performance or poem which has stimulated a personal insight.* (Key Element: **Spiritual Awareness)** **Explore issues related to Personal Health** Consider the effectiveness of language in current health campaigns, for example, *explore the use of imagery and emotive language in posters, leaflets, television, etc.* Create a campaign to promote a health and safety issue for example, *misuse of substances.* Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: **Personal Health)** **Explore issues related to Moral Character** Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, *discuss moral choices of real-life and fictional characters.* Take responsibility for choices and actions. (Key Element: **Moral Character)**	**Pupils should have opportunities to:** **Use literature, drama, poetry or the moving image to explore others' needs and rights,** for example, *consider the needs of a fictional character; participate in a role play involving conflicting rights.* (Key Element: **Citizenship)** **Explore the power of a range of communication techniques to inform, entertain, influence and persuade,** for example, *compile and justify a list of top ten television advertisements or web sites for young people; create an innovative lifestyle article or feature for young people.* **Consider how meanings are changed when texts are adapted to different media,** for example, *compare and contrast a film and book version of the same story.* (Key Element: **Media Awareness)** **Explore how different cultures and beliefs are reflected in a range of communication methods,** for example, *investigate local oral traditions and dialects; compare and contrast how the culture and lifestyle of different countries are represented in stories, poems, images, etc.* (Key Element: **Cultural Understanding)** **Explore issues related to Ethical Awareness** Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, *track coverage of the same issue in a range of media; design and produce own current affairs programme or news sheet for a young audience.* (Key Element: **Ethical Awareness)**	**Pupils should have opportunities to:** **Investigate the importance of communication skills in life/work situations,** for example, *participate in interviews and self-marketing; develop an advertising campaign for a local company or product; investigate jobs in companies in Northern Ireland and elsewhere in which good communication is essential to business.* (Key Element: **Employability)** **Plan and create an effective communication campaign,** for example, *produce promotional literature with eco-friendly guidelines for a visit to a natural/cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly or parliament about a global issue.* (Key Element: **Education for Sustainable Development)** **Explore issues related to Economic Awareness** Explore the impact of economics on the lives of people, for example, *debate whether you should buy items produced by child labour; consider reasons and consequences of financial difficulties of a character in literature.* (Key Element: **Economic Awareness)**
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of English with Media Education. Pupils should be able to:	• research and manage information effectively, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* ***across the key stage****, all of the statutory aspects highlighted in* ***BOLD*** *(including each of the* ***Key Elements****) are met.*

Language and Literacy: Irish with Media Education in Irish-medium Schools

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become creative and effective communicators by: expressing meaning, feelings and viewpoints; talking - including debate, role play, interviews, presentations; active listening and reporting back; reading and viewing for key ideas, enjoyment, engagement and empathy; writing for different audiences and purposes; participation in a range of drama activities; interpreting visual stimuli and the moving image; developing an understanding of different forms, genres and methods of communication and understanding how meaning is created; developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; using a range of techniques, forms and media to convey information creatively and appropriately.	Pupils should have opportunities to: **Engage, through language, with their peers and with fictional and real-life characters and situations, to explore emotions and develop creative potential,** for example, *keep a personal journal about themselves; produce a digital portfolio highlighting their personal qualities.* (Key Element: **Personal Understanding**) **Explore and respond to others' emotions through literature, moving image or peer discussion**, for example, *in role-play, empathise with someone whose experience is different from their own.* **Develop an understanding of the power of languages (including bi-lingualism and body language) to communicate and empathise with others,** for example, *explore situations in which tone, choice of words, gesture and facial expression etc. can alter meaning and impact.* (Key Element: **Mutual Understanding**) **Explore the use of language and imagery in conveying and evoking a variety of powerful feelings,** for example, *comment on a film, traditional story or prayer, novel, performance or poem which has evoked a personal insight.* (Key Element: **Spiritual Awareness**) **Explore issues related to Personal Health** Consider the effectiveness of language in current health campaigns, for example, *on leaflets, newspapers or posters.* Create a campaign to promote a health and safety issue *such as dealing with misuse of substances.* Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: **Personal Health**) **Explore issues related to Moral Character** Explore the issues involved and the implications of being bi-lingual, particularly as members of an Irish language community in a mostly English speaking society. Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, *discuss moral choices of real-life and fictional characters; participate in the annual Trócaire Lenten Campaign.* Take responsibility for choices and actions. (Key Element: **Moral Character**)	Pupils should have opportunities to: **Use literature, drama, poetry or the moving image to explore others' needs and rights,** for example, *consider the language rights of Irish (and other minority language speaking communities); participate in a role play involving conflicting needs.* (Key Element: **Citizenship**) **Explore the power of a range of communication techniques to inform, entertain, influence and persuade,** for example, *compile and justify a list of top ten television advertisements or web sites for young people; create an innovative lifestyle article or feature for young people.* **Analyse and evaluate how a novel has been portrayed in film,** for example, *compare and contrast a book and film version of the same story.* (Key Element: **Media Awareness**) **Explore how different cultures, beliefs and language communities, here and globally, are reflected in a range of communication methods,** for example, *investigate local oral traditions and dialects including the role of the seanchaí and local place names; compare and contrast how the culture and lifestyle of different countries and regions such as the Gaeltacht are represented in stories, poems and images; create links with pupils in another minority language community to debate and share experiences on the issue of minority language and/or minority culture.* (Key Element: **Cultural Understanding**) **Investigate and evaluate communication techniques used to explore a relevant ethical issue,** for example, *track coverage of the same issue in a range of media; design and produce own current affairs programme/ news sheet for a young audience.* (Key Element: **Ethical Awareness**)	Pupils should have opportunities to: **Investigate how communication skills are vital to life/work situations,** for example, *participating in interviews and self-marketing; investigate jobs in companies in which good communication through the medium of Irish is essential etc.* **Investigate how the skills developed through the Irish language will enhance career options and increase mobility,** for example, *Irish Medium education, translating, journalism, multimedia production, etc.* (Key Element: **Employability**) **Plan and create an effective communication campaign on an issue related to,** for example, *produce promotional literature, in Irish or bilingual format, with eco-friendly guidelines for a visit to a natural/ cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly or parliament about a global issue.* (Key Element: **Education for Sustainable Development**) **Explore issues related to Economic Awareness** Explore the ways in which a range of newspapers and television programmes develop our economic awareness. Select an economic issue and present it (with relevant statistics) in a way that captures the interest of young people. (Key Element: **Economic Awareness**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Irish (in Irish-medium schools) with Media Education. Pupils should be able to:	• research and manage information effectively, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience, purpose and attention to accuracy.		

***NB**: Teachers may develop activities that combine many of the statutory requirements, provided that, **across the key stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.*

Mathematics and Numeracy: **Mathematics with Financial Capability**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to develop: knowledge and understanding of • Number • Algebra • Shape, Space and Measures • Handling Data; knowledge and understanding of personal finance issues; and skills to enable competent and responsible financial decision making; the application of mathematical skills to real life and work situations; the creative use of technology to enhance mathematical understanding; by demonstrating: • creative thinking in their approach to solving mathematical problems; • increasing competence in mental mathematics skills; • increasing competence in pencil and paper methods; • increasing confidence in the use of mathematical language and notation; • practical skills using technology.	Young people should have opportunities to : **Investigate a personal and class lifestyle study of time**, *for example, time spent in school, doing homework, watching TV or taking exercise.* (Key Element: **Personal Understanding**) **Work collaboratively in problem solving, taking account of others' viewpoints to reach consensus.** (Key Element: **Mutual Understanding**) **Demonstrate an ability and willingness to develop logical arguments**, for example, *justify how they arrived at a conclusion or solution to a problem.* (Key Element: **Moral Character**) **Explore issues related to Personal Health** Investigate aspects of health and healthy living, for example, *body temperature, heart rate, breathing rate, nutritional requirements, food choices, special diets, road safety, substance misuse, life expectancy. Investigate incidence of diseases and recovery rates, for example, heart disease, cancers, chicken-pox, influenza, etc.* (Key Element: **Personal Health**) **Explore issues related to Spiritual Awareness** Be aware of the infinite nature of number and space and the prevalence of pattern, for example, *the Fibonacci series in the natural world, harmonics in music, 'golden ratio', Islamic tiles, etc.* (Key Element: **Spiritual Awareness**)	Young people should have opportunities to: **Analyse and interpret information patterns relating to local and global trends,** for example, *population profile (including age, gender, religion and ethnicity), indices of development, voting patterns, crime rates, etc.* (Key Element: **Citizenship**) **Critically examine the use and misuse of mathematics to justify/support particular attitudes/opinions in different media, and the interpretation of data**, for example, *investigate the use of numbers in marketing strategies, advertising and opinion polls.* (Key Element: **Media Awareness**) **Explore issues related to Cultural Understanding** Explore how mathematics have been used and developed in other parts of the world, for example, *Egyptian fractions, Russian multiplication, Roman numerals; how European digits derived from Arabian numbers.* Explore elements of geometry using patterns from different cultures, for example, *Amish quilt designs and Islamic patterns.* Apply mathematical problem solving skills to contexts faced by developing countries, including mathematical games from these cultures. (Key Element: **Cultural Understanding**) **Explore issues related to Ethical Awareness** Research and interpret statistics in relation to social and economic issues, for example, *compare and contrast aid versus arms expenditure or aid versus debt repayments, hospital waiting lists, child labour, etc.* (Key Element: **Ethical Awareness**)	Young people should have opportunities to: **Examine the role of mathematics as a "key" to entry for future education, training and employment.** **Explore how the skills developed through mathematics will be useful to a range of careers,** for example, *jobs involving computation, checkout operation, data analysis, education, financial services, quantitative problem solving, research, surveying, construction, etc.* (Key Element: **Employability**) **Apply mathematical skills in everyday financial planning and decision making,** for example, *cash and non-cash methods of payment for goods and services, to include relevant examples such as mobile phone tariffs and e-shopping; the role of banks, building societies, credit unions and the post office; sources of income; savings; dealing with debt and credit; exchange rates.* (Key Element: **Economic Awareness**) **Explore issues related to Education for Sustainable Development** Understand the need to manage renewable and non-renewable resources, for example, *investigate the savings and benefits of energy conservation measures etc.* Investigate the various costs and benefits of waste management, for example, *by analysing the cost/benefit of recycling glass, paper, garden waste and other waste.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The Learning Outcomes require the demonstration of skills and application of knowledge and understanding of Mathematics. Pupils should be able to:	• demonstrate mental mathematical capability with simple problems; • decide on the appropriate method and equipment to solve problems–mental, written, calculator, mathematical instruments or a combination of these; • demonstrate financial capability in a range of relevant everyday contexts; • research and manage information effectively to investigate and solve mathematical problems, including Using ICT where appropriate; • show deeper mathematical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* ***across the key stage****, all of the statutory aspects highlighted in* ***BOLD*** *(including each of the* ***Key Elements****) are met.*

Modern Languages: **Modern Languages**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to become effective and creative communicators by: • **listening and responding in oral and written form, in the target language, to a range of stimuli and for a variety of purposes;** • **talking about experience, feelings and opinions using the target language;** • **developing an awareness of language and how it works, and by improving accuracy;** • **comparing linguistic features in first and target language;** • **reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement;** • **writing in the target language to exchange information and ideas, establish and maintain contact;** • **using a range of techniques, including performance and multi-media, to convey, present and exchange information innovatively in the target language and as a means of creative expression;** • **using previously learnt language in unfamiliar contexts;** • **engaging with others including, where possible, partner schools;** • **applying the language-specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally.**	**Pupils should have opportunities to:** **Communicate an understanding of self,** for example, *by making introductions; conveying information; giving descriptions; discussing habits; stating preferences; justifying opinions; reporting recent events; expressing future intentions. Activities might involve stating leisure preferences; producing a multi-media presentation on a recent or upcoming holiday; producing a digital web log (BLOG) diary.* (Key Element: **Personal Understanding**) **Communicate an understanding of others,** for example, *by seeking and responding to information; enquiring about habits; finding out attitudes, feelings, wishes and hopes; comparing and contrasting; making invitations and suggestions; negotiating arrangements; accepting and declining. Activities might involve conveying details about family; devising questionnaires and presenting findings; using role-play to make suggestions and arrangements.* (Key Element: **Mutual Understanding**) **Explore issues related to lifestyle choices,** for example, *by making suggestions; giving and following instructions; exploring positives and negatives; giving advice. Activities might involve following the instructions of a Target Language (TL) recipe; devising New Year's Resolutions; creating a flyer giving healthy eating advice.* (Key Element: **Personal Health**) **Discover how second language learning can inspire an awareness of cultural similarities and differences,** for example, *sharing common interests or experiences through exchanges such as email, etc.* (Key Element: **Spiritual Awareness**) **Explore issues related to Moral Character** Show a willingness to contribute actively to a positive learning environment, for example, *by making suggestions; negotiating decisions; describing positive behaviour; empathising; expressing thanks/gratitude/sympathy/encouragement or apologising. Activities might involve negotiating a set of classroom rules in the TL or describing an ideal friend.* (Key Element: **Moral Character**)	**Pupils should have opportunities to:** **Explore social issues which relate to everyday lives,** for example, *by describing and discussing issues; expressing and justifying opinions; exploring positives and negatives; comparing and contrasting; explaining options; making suggestions; complaining; reporting recent events; expressing future intentions. Activities might involve exploring positives and negatives of school life; contrasting town and country life; explaining options for young people in local area; creating a diversity map for town; creating a multi-media video in the TL to demonstrate local life.* (Key Element: **Citizenship**) **Present an understanding of their own culture and of the culture associated with the language,** for example, *by making and understanding greetings; seeking and sharing details; finding out attitudes, feelings, wishes and hopes; reporting findings; enquiring about situations; negotiating meaning; responding to culturally-conditioned behaviour; agreeing/disagreeing; making requests; asking permission. Activities might involve comparing lifestyles of the TL country with their own; enquiring about traditions/customs and using drama as a creative means of portraying cultural understanding; sharing common interests and experiences with young people in the TL country through e-mail, video-conferencing and exchanges.* (Key Element: **Cultural Understanding**) **Develop an awareness of media and a knowledge of media resources in the target language country,** for example, *by discussing and describing; expressing interest; stating preferences; reporting information. Activities might involve discussing types of TV programmes; using TL websites to research; skimming and scanning magazines to interpret items of interest (horoscopes, sport, etc.); using IT tools to present research on an issue of interest using material collated from TL media sources.* (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Explore media to present ideas in the TL relating to ethical issues, for example, *by presenting a fact file or creating a visual display/montage from newspapers or other media.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** **Investigate how the language-specific skills and learning skills developed through languages will enhance career options and increase mobility,** for example, *by expressing interest; justifying choices; explaining options; expressing future intentions; giving advice; enquiring about employment in the TL country; negotiating meaning; presenting and persuading; responding to unprepared situations. Activities might involve stating preferences for the future; justifying career choices; using a production challenge scenario to highlight functional language in business contexts; using telephone role-plays to make requests and enquiries; creating a career database of jobs requiring language proficiency.* (Key Element: **Employability**) **Enhance awareness of money matters in target language regions,** for example, *by seeking and imparting information; negotiating price; analysing data. Activities might involve investigating prices using the Internet; responding to the price of items in shopping scenarios; planning a budget holiday in a TL-speaking country; analysing and presenting statistics in the TL from surveys and questionnaires.* (Key Element: **Economic Awareness**) **Consider local and global environmental issues,** for example, *by discussing positives and negatives; making predictions; giving advice; reporting findings; evaluating and presenting. Activities might involve reporting on environmental issues in their own lives; evaluating their own neighbourhood in relation to noise, green space and pollution; creating posters raising awareness of endangered species or a website highlighting the local environment.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of the Target Language. Pupils should be able to:	• **research and manage information effectively to investigate target language issues, including Using Mathematics and Using ICT where appropriate;** • **show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;** • **demonstrate creativity and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;** • **communicate effectively in oral, visual, written and ICT formats, improving accuracy and showing clear awareness of audience and purpose.**		

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The Arts: **Art and Design**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to develop their own personal and creative responses by: **researching, gathering and interpreting information from direct experiences, observations, memory, imagination and a range of traditional and digital sources;** **developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present;** **developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making;** • **drawing and graphic media,** • **printmaking,** • **textiles,** • **ceramics,** • **3-dimensional construction or prototyping,** • **lens based and digital media;** **using the visual elements with understanding when engaging in Art and Design;** **evaluating and appreciating their own and others' work through discussion and reflection.**	**Pupils should have opportunities to:** **Express themselves through Art and Design,** for example, *develop an illustrated personal profile of family, friends, home, school, hobbies, pastimes, etc.* (Key Element: **Personal Understanding**) **Work with other pupils to produce a creative response to group expressions of identity,** for example, a photographic or digital display depicting favourite music, sports, clothes, idols, food, places to go, etc. (Key Element: **Mutual Understanding**) **Investigate and respond to works of art that inspire and relate to their lives and experiences,** for example, *produce a painting to illustrate a significant personal event, belief, value, etc.* (Key Element: **Spiritual Awareness**) **Explore issues related to Personal Health** **Produce a health awareness campaign targeting young people,** for example, *design a web page to promote an aspect of healthy eating or inform about health and safety at school.* (Key Element: **Personal Health**) **Explore issues related to Moral Character** Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints about Art and Design with appropriately sensitive, informed and balanced responses and take responsibility for choices and actions. (Key Element: **Moral Character**)	**Pupils should have opportunities to:** **Make an informed and critical response to a social/ environmental issue,** for example, *evaluate and respond to the work of war artists; design an advertising campaign to raise awareness about a school, community issue, event, etc.* (Key Element: **Citizenship**) **Explore the diversity of various cultures that are expressed through Art & Design,** for example, *explore images, symbols and artefacts that express the range of cultural traditions in Northern Ireland; explore styles of painting, design and sculpture that reflect other cultures.* (Key Element: **Cultural Understanding**) **Investigate and respond to the use of visual language, logos and catchphrases in advertising,** for example, *develop billboard advertisements to sell the same idea or product to different audiences.* (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Explore some social and moral issues relevant to Art and Design, for example, *analyse and evaluate the use of famous or shocking images to sell product and of children's cartoon images to sell particular brands of food.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** **Develop awareness of employment opportunities within the creative industries in N. Ireland and beyond,** for example, *work in advertising, animation, design, education, fashion, film, hairdressing and beauty, multimedia, etc.* (Key Element: **Employability**) **Explore issues related to Economic Awareness** Explore the work of local artists, designers or craft workers and their success locally and globally. Explore a local product that has gained a global market and find out about the work involved in its design and manufacture, for example, *ceramics and glass.* (Key Element: **Economic Awareness**) **Explore issues related to Education for Sustainable Development** Explore ways of reusing waste materials in a creative context, for example, *design a fashion accessory using waste materials.* Explore how Art and Design can help preserve and promote the environment, for example, *contribute to an eco-friendly tourism campaign for a natural/cultural heritage site; create a moving image presentation exploring a local environmental dilemma; draw up a "reduce, reuse and recycle" policy for use in the Art department.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Art and Design. Pupils should be able to:	• research and manage information effectively to investigate and inform ideas in art, design, craft, digital media and moving image, including Using Mathematics and Using ICT where appropriate; • show deeper artistic understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self management by working independently and systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written and digital media (ICT) formats, showing clear awareness of audience and purpose.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that, **across the key stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.*

The Arts: **Music**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should develop their musical potential by having opportunities, through the contexts opposite, to: • **improvise, compose and perform music in a range of styles;** • **explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing;** • **perform individually and in groups, and discuss and decide on points of interpretation in the music;** • **use existing and emerging music technology resources when composing and performing;** • **listen to and appraise their own music and that of others;** • **listen to a wide range of music from different styles and genres and respond critically to what they hear;** • **explore how the skills they learn through music-making are relevant to their present and future lives;** • **develop awareness of the range of employment opportunities in the music and music-related industries.**	**Pupils should have opportunities to:** **Compose music which expresses their own personal responses to themes and issues,** for example, *turn a poem that appeals to them into a song; compose music which reflects their feelings about an issue or event which has impacted on their lives.* **Reflect on the personal processes used in developing a composition,** for example, *generating, selecting, developing and refining ideas; producing a final performance.* (Key Element: **Personal Understanding**) **Listen to compositions and performances by other members of the class and discuss content and effect in the music.** (Key Element: **Mutual Understanding**) **Take account of health and safety issues when composing and performing,** for example, *volume, when listening to music; safe use of electronic equipment when composing and performing.* Compose and/or perform a piece of music to support a health-related issue, for example, *an anti-smoking jingle; music suitable for different types of exercise, conveying moods of energy, relaxation, etc.* (Key Element: **Personal Health**) **Explore issues related to Moral Character** Demonstrate a willingness to respond positively to criticism during music-making activities and to challenge own and others pre-conceived ideas about different types and styles of music by listening to unfamiliar music with open minds. (Key Element: **Moral Character**) **Explore issues related to Spiritual Awareness** Compose, perform and listen to music for a special event and discuss how the music reflects the occasion, for example, *religious festivals and social occasions.* (Key Element: **Spiritual Awareness**)	**Pupils should have opportunities to:** **Explore the power of music to evoke mood and atmosphere and to influence behaviour,** for example, *its use in ritual and religion and in advertising, films, restaurants, shops and other social/political contexts.* Compose music which reflects social comment, for example, *compose a song on an issue such as poverty, homelessness, etc.* Listen to and discuss the expressive impact of music which celebrates human achievement, for example, *Copland's "Fanfare for the Common Man"*, then compose own music to celebrate some personal or community achievement. (Key Element: **Citizenship**) **Listen to and perform music from different periods** *(classical to present day),* **styles,** *(blues, "pop", rock, hip-hop)* **and cultural traditions** *(Irish, English, Scottish, American, Eastern European, African, Asian, Chinese)* **and discuss how the elements of music are used within the different contexts.** (Key Element: **Cultural Understanding**) **Explore issues related to Media Awareness** Explore the role of music in supporting other forms of communication, for example, *listen to and discuss how music adds to the emotional impact in films; compose and perform music to accompany a video clip or advertisement.* (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Explore how music can be used to raise emotion and manipulate people, for example, *at a football match, political rally, etc.* Become aware of some dilemmas which exist in the music industry, for example, *copyright, plagiarism, downloading music from the internet, etc.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** **Develop awareness of employment opportunities in the music industry and the skills required,** for example, *working as a DJ, sound engineering, studio recording/mixing, performing as a soloist and in a group, managing an artist or music outlet, instrument making or working as a lawyer in the field of contracts, copyright, intellectual property, etc.* **Develop the ability to be discriminating consumers of music through making and responding to music,** for example, *by discussing how the musical elements are combined and used in the music they like to listen to.* Discuss the processes involved in producing a group composition or performance and highlight the skills needed to work effectively as part of a group. Discuss the skills and qualities needed to be a successful musician as a soloist/member of an orchestra/member of a pop/rock group. (Key Element: **Employability**) **Explore issues related to Economic Awareness** Explore the importance of music to young people's lives, for example, *money spent on buying CDs, going to gigs, concerts etc.* Discuss their experiences in relation to "value for money". (Key Element: **Economic Awareness**) **Explore issues related to Education for Sustainable Development** Compose and perform music in response to a local, national or global environmental issue, for example, *pollution, the demise of the rainforests, famine, fair trade, sustaining traditions and cultures through music.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Making Music and Responding to Music. Pupils should be able to:	• **demonstrate musical understanding and skills by expressing and communicating their thoughts, ideas and feelings through making and responding to music, showing a clear awareness of audience and purpose;** • **demonstrate critical thinking and skilful decision-making when combining the elements of music to create compositions and performances;** • **demonstrate musical understanding and creativity when making and responding to music;** • **use a range of appropriate resources (including music technology) to explore and experiment with different approaches to composing and performing;** • **demonstrate self management by working independently and systematically, persisting with tasks, evaluating and improving own performance;** • **work effectively as members of a group when composing and performing.**		

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The Arts: **Drama**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to use dramatic skills appropriate to audience, context, purpose and task. They should have opportunities to: • **engage with a range of stimuli to develop critical and creative thinking skills;** • **adopt a role;** • **take part in improvisation;** • **devise scripts and use drama forms and strategies effectively to explore and present ideas;** • **employ sign, symbol, metaphor and image;** • **engage in movement and/or dance;** • **experience live and recorded drama, and respond to a variety of texts;** • **begin to develop an appreciation of theatre styles, genres and vocabulary;** • **explore characterisation through use of masks, costume, props, puppets and electronic media;** • **evaluate their own and others' work.**	**Pupils should have opportunities to:** **Express themselves emotionally and imaginatively through drama and improvisation,** for example, *use a video camera to compile and record personal experience of family, school or community life; script, improvise or act out issues that impact on 11-14 year olds.* (Key Element: **Personal Understanding**) **Explore and respond to the views and feelings of others,** for example, *act out scenarios involving multiple viewpoints, differences of opinion, sensitive issues, etc.* (Key Element: **Mutual Understanding**) **Explore issues related to Personal Health** Explore health related issues, for example, *improvise a scene where peer pressure or risk taking behaviour is central to the narrative.* (Key Element: **Personal Health**) **Explore issues related to Moral character** Demonstrate the ability and willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses and take responsibility for choices and actions etc. (Key Element: **Moral Character**) **Explore issues related to Spiritual Awareness** Explore ways in which uplifting/spiritual experiences can be conveyed through gesture, expression, movement, dance etc**,** for example, *expressing hope, celebrating success, etc.* (Key Element: **Spiritual Awareness**)	**Pupils should have opportunities to:** **Explore how drama is used to educate about and resolve issues of social concern,** for example, *compose an anti-racist rap for a football club; use appropriate strategies to challenge stereotypical views about diverse local or global groups.* (Key Element: **Citizenship**) **Explore how drama reflects and gives insight into a range of cultures,** for example, *investigate drama or dance traditions from different countries; represent cultural similarities or differences through performance.* (Key Element: **Cultural Understanding**) **Explore the effects of media and ICT,** for example, *use projected images in a docudrama on war; use a digital camera to analyse voice and movement in performance.* (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Explore ethical issues through the medium of drama, by improvising a scene involving decision making that requires weighing up and making difficult choices, for example, *allocating limited resources; campaigning on a controversial issue; balancing different rights.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** **Investigate how skills developed through drama such as empathy, confidence and communication skills are vital to life/work situations and a range of careers,** for example, *jobs within the creative industries, or involving design, education, management of people and resources, media and technology, performing arts, healthcare, therapy, writing, politics, law, etc.* (Key Element: **Employability**) **Explore issues related to Economic Awareness** Explore issues related to plan the processes involved in producing a play or stage musical, for example, *find out how to access funding, how to advertise and market the show.* (Key Element: **Economic Awareness**) **Explore issues related to Education for Sustainable Development** Explore how drama can provide opportunities for pupils to develop respect for their environment and that of others, for example, *create a scene or performance that highlights the impact of a topical, environmental issue.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Drama. Pupils should be able to:	• **research and manage information effectively to investigate issues, including Using Mathematics and Using ICT where appropriate;** • **show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;** • **demonstrate creativity and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance.** • **communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.**		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* ***across the key stage****, all of the statutory aspects highlighted in* ***BOLD*** *(including each of the* ***Key Elements****) are met.*

Environment and Society: **History**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities to: investigate the past and its impact on our world today through an understanding of: • different perspectives and interpretations; • cause and effect; • continuity and change; • progression and regression; and by developing: • the enquiry skills to undertake historical investigations; • critical thinking skills to evaluate a range of evidence and appreciate different interpretations; • creative thinking skills in their approach to solving problems and making decisions; • chronological awareness and the ability to make connections between historical periods, events and turning points; • an ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses; through a broad and balanced range of: • historical periods; • Irish, British, European and global contexts; • significant political, social, economic, cultural and religious development.	Pupils should have opportunities to: **Explore how history has affected their personal identity, culture and lifestyle,** for example, *how location/ birthplace, family history, religion, nationality, sport, language, traditions etc. have been shaped by historical events such as Reformation, plantation, settlement, colonisation, emigration, immigration, etc.* (Key Element: **Personal Understanding**) **Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions,** for example, *the Troubles, slavery, apartheid, Arab/Israeli conflict, etc.* (Key Element: **Mutual Understanding**) **Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy,** for example, *Galileo, Gandhi, Mandela, Martin Luther King, Rosa Parks, Oscar Schindler, etc.* (Key Element: **Moral Character**) **Explore issues related to Personal Health** Investigate how and why health standards have changed over time, for example, *explore public health in another period and draw comparisons with modern health issues.* (Key Element: **Personal Health**) **Explore issues related to Spiritual Awareness** Investigate and evaluate the spiritual beliefs and legacy of civilisations, for example, *the Aztecs, Incas, Egyptians, Romans, Greeks, Native Americans, Medieval Christians, etc.* (Key Element: **Spiritual Awareness**)	Pupils should have opportunities to: **Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points.** (Key Element: **Citizenship**) **Investigate the impact of significant events/ideas of the 20th century on the world,** for example, *war, women's rights, international terrorism, developments in transport and travel, technology, medicine, the arts, etc.* (Key Element: **Cultural Understanding**) **Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual,** for example, through film, docudrama, novel, internet, newspaper, cartoon, etc. (Key Element: **Media Awareness**) **Investigate critical issues in history or historical figures who have behaved ethically or unethically,** for example, slavery, the use of atom bomb, the decision to declare war, the Holocaust, etc. (Key Element: **Ethical Awareness**)	Pupils should have opportunities to: **Investigate how the skills developed through history will be useful in a range of careers,** for example, *jobs involving advertising, advocacy, archiving, analysing problems, researching, campaigning, educating, mediating, report-writing, etc.* Investigate the characteristics and achievements of entrepreneurs over time, for example, *Brunel, Harry Ferguson, William Dargan, etc.* (Key Element: **Employability**) **Investigate the need to preserve history in the local and global environment,** for example, *visit an important historical site and evaluate the measures taken to preserve it; create the case for a local building or site to be preserved.* Explore the contribution of heritage tourism to society, the economy and the environment. Evaluate the environmental impact of wars or industrial revolution. (Key Element: **Education for Sustainable Development**) **Explore issues related to Economic Awareness** Investigate the changing nature of local and global economies over time, for example, *exploration and trade, industrialisation, globalisation, women in the workplace, workers' rights, etc.* Investigate the impact of technology in the workplace over time, for example, *the linen industry, telecommunications, computers, etc.* (Key Element: **Economic Awareness**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present. Pupils should be able to:	• research and manage information effectively to investigate historical issues, including Using Mathematics and Using ICT where appropriate; • show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.		

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Environment and Society: **Geography**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to: **develop geographical skills to interpret spatial patterns including atlas and map-work skills;** **develop enquiry and fieldwork skills–questioning, planning, collecting, recording, presenting, analysing, interpreting information and drawing conclusions relating to a range of primary and secondary sources;** **develop critical and creative thinking skills to solve geographical problems and make informed decisions;** **develop a sense of place through the study of:** • **range of local, national, European and global contexts;** • **contrasting physical and human environments;** • **issues of topical significance;** **in order to develop an understanding of:** • **physical processes of landscape development;** • **the interrelationships between physical and human environments;** • **the dynamic nature of physical and human environments;** • **the ways in which places are interdependent;** • **the need for social, economic and environmental change to be sustainable.**	**Pupils should have opportunities to:** **Develop a sense of place and belonging at a local level,** for example, *mapping journey to school, local boundaries or friendship patterns; investigating local place names.* **Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global,** for example, *through travel, retail or sport; e-mail links to other schools comparing weather data, lifestyle, etc.* (Key Element: **Personal Understanding**) **Explore issues related to Mutual Understanding** Challenge stereotypes and perceptions of different places, peoples and environments, for example, *by creating a photo gallery and/or fact-file.* Investigate the impact of diversity on a local settlement, for example, *segregation, conflict, multiculturalism, etc.* Investigate the physical and human factors that result in people having to make life-changing decisions, for example, *family planning, economic migration, etc.* (Key Element: **Mutual Understanding**) **Explore issues related to Personal Health** Investigate factors that impact on personal health locally, for example, *location, pollution, lifestyle, etc.* Explore the influences on global patterns of health, for example, *poverty, Aids, access to clean water, education, etc.* (Key Element: **Personal Health**) **Explore issues related to Moral Character** Challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses. Take responsibility for choices and actions. (Key Element: **Moral Character**) **Explore issues related to Spiritual Awareness** Respond to the diversity and beauty of the natural and human world. Reflect on their experiences of a visit to a dramatic landscape, for example, *create a presentation about a personally inspiring environment or feature.* Key Element: **Spiritual Awareness**)	**Pupils should have opportunities to:** Investigate differences in lifestyle within and between countries. **Explore how we can play a role in helping to promote a fairer world for all,** for example, *draw up a school recycling and/or Fair Trade policy; evaluate different types of aid.* (Key Element: **Citizenship**) **Develop an understanding of how people in different places interact with their environment,** for example, *contrast how people from different parts of the world adapt to threats/ opportunities posed by their environments (physical, social, economic).* (Key Element: **Cultural Understanding**) **Explore issues related to Media Awareness** Investigate the causes and consequences of an environmental event making the news and evaluate how it is reported in the media. Create a video/news-bulletin to inform about, for example, *an earthquake, volcano, extreme weather event, local pollution incident, etc.* (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Research and debate ethical issues in geography, for example, *world debt, nuclear power, population policies, use of non-renewable resources, etc.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** **Investigate how the skills developed through Geography will be useful to a range of careers,** for example, *jobs involving charting and mapping, data handling, educating, marketing, planning, resource or environmental management, report-writing, surveying, tourism, transportation, weather forecasting, etc.* (Key Element: **Employability**) **Investigate how physical processes operate to create distinct and diverse environments,** for example, *Marble Arch caves, The Mournes, The Giant's Causeway, local peatlands, The Burren, The Alps, Grand Canyon, tropical rainforests, savannah grassland, etc.* **Investigate the impact of conflict between social, economic and environmental needs, both locally and globally** for example, *erosion, flooding, pollution, loss of biodiversity, climate change, desertification, deforestation, etc.* **Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally,** for example, *sustainable classrooms, eco-schools, Citizenship Action Projects, resource and waste management strategies, promotion of geo- and bio-diversity, sustainable towns/cities, conservation of natural resources, eco-tourism, Fair Trade, etc.* (Key Element: **Education for Sustainable Development**) **Explore issues related to Economic Awareness** Investigate the impact of globalisation and how it has produced winners and losers, for example, *impact on a N. Ireland business/industry, child labour, trans-national corporations, etc.* (Key Element: **Economic Awareness**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Geography. Pupils should be able to:	• **demonstrate skills in using maps, fieldwork equipment and methods of data collection in undertaking geographical enquiry;** • **research and manage information effectively to investigate geographical issues, including Using Mathematics and Using ICT where appropriate;** • **show deeper geographical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;** • **demonstrate creativity and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;** • **communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.**		

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Science and Technology: **Science**

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Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to: develop skills in scientific methods of enquiry to further scientific knowledge and understanding: • planning for investigations, • obtaining evidence, • presenting and interpreting results; develop creative and critical thinking in their approach to solving scientific problems; research scientific information from a range of sources; develop a range of practical skills, including the safe use of science equipment; learn about: Organisms and Health • Interdependence of plants and animals • Cells, genes and reproduction • Healthy body and mind Chemical and material behaviour • Atoms and chemical changes • Structures, properties, uses of materials • Elements, compounds and mixtures Forces and energy • Forces and energy transfer • Using electricity • Sound and light Earth and Universe • The environment and human influences • The solar system and universe.	Pupils should have opportunities to: **Explore emotional development,** for example, *the changes associated with puberty.* **Investigate ways of improving own learning by finding out how the brain functions.** (Key Element: **Personal Understanding**) **Explore physical, chemical and biological effects on personal health,** for example, *inherited characteristics, exercise and nutrition, misuse of chemicals, loud sound, etc.* (Key Element: **Personal Health**) **Explore issues related to Mutual Understanding** Respect and co-operate with others in the process of scientific enquiry, for example, *work effectively as part of a team in investigative work.* (Key Element: **Mutual Understanding**) **Explore issues related to Moral Character** Recognise and challenge over-simplistic or distorted generalisations about science with informed and balanced responses and take responsibility for choices and actions. (Key Element: **Moral Character**) **Explore issues related to Spiritual Awareness** Develop a sense of wonder about the universe, for example, *the scale from the smallness of the atom to the vastness of outer space; the complexity, diversity, and interdependence of living things.* (Key Element: **Spiritual Awareness**)	Pupils should have opportunities to: **Investigate how the media** (internet, television, radio, newspapers) **help inform the public about science and science related issues.** Explore some of the strengths and limitations of these sources of information, for example, *maintain a journal of science issues in the news; compare and contrast different approaches to dealing with scientific issues.* (Key Element: **Media Awareness**) **Explore some ethical dilemmas arising from scientific developments,** for example, *testing of new chemical products for weapons development; growing genetically modified crops.* (Key Element: **Ethical Awareness**) **Explore issues related to Citizenship** Consider factors that need to be taken into account when assessing statements that claim to be based on scientific research into issues affecting society, for example, *the nature, quality and source of the data.* (Key Element: **Citizenship**) **Explore issues related to Cultural Understanding** Consider how the development of scientific ideas or theories relate to the historical or cultural context, for example, *the development of the heliocentric model of the solar system, Jenner's work on vaccination, etc.* (Key Element: **Cultural Understanding**)	Pupils should have opportunities to: **Identify how skills developed through science will be useful to a wide range of careers,** for example, *jobs involving animal welfare, building and construction, education, electrical work , engineering, environmental management, financial services, food and farming, forensics, information and communications technology, journalism, plumbing, technology, pharmaceuticals, medicine, etc.* (Key Element: **Employability**) **Investigate a product of economic importance to determine the science behind it,** for example, *explore a successful local product and generate ideas for a product of their own.* Investigate a product to determine best value, for example, *compare performance and cost of an economy and branded product, consumer product testing, etc.* (Key Element: **Economic Awareness**) **Investigate the effects of pollution,** for example, *water, air, land, sound etc.* **and specific measures to improve and protect the environment,** for example, *renewable energy, efficient use of resources, waste minimisation, etc.* **Explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity.** **Investigate what can be done to conserve and promote biodiversity,** for example, *school wildlife gardens/ wilderness areas, anti-pollution strategies, habitat management, etc.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Science. Pupils should be able to:	• demonstrate a range of practical skills in undertaking experiments, including the safe use of scientific equipment and appropriate mathematical calculations; • use investigative skills to explore scientific issues, solve problems and make informed decisions; • research and manage information effectively, including Using Mathematics and Using ICT where appropriate; • show deeper scientific understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.		

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Science and Technology: **Technology and Design**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities through the contexts opposite, to develop creative thinking and problem solving skills through: **Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals; giving consideration to form, function and safety;** **Communication – use of free-hand sketching and formal drawing techniques and ICT tools (including 3D modelling);** **Manufacturing – selecting and using materials fit for purpose; safe use of a range of tools and processes appropriate to materials, demonstrating accuracy and quality of outcome;** **Control – incorporate control systems, such as mechanical, electronic or computer-based, in products and understand how these can be employed to achieve desired effects.**	**Pupils should have opportunities to:** **Respond to a personal design challenge in relation to their own lifestyle,** for example, *create an organisational/ storage system for personal effects.* (Key Element: **Personal Understanding**) **Abide by health and safety rules when using tools, machines and equipment.** Investigate the design, operation and safe use of a range of lifestyle products, for example, *develop guidelines for the use of popular gadgets.* (Key Element: **Personal Health**) **Explore issues related to Mutual Understanding** Agree criteria to evaluate the quality of products, for example, *those of peers, local or international innovators/ designers etc.* (Key Element: **Mutual Understanding**) **Explore issues related to Moral Character** Demonstrate tenacity to meet design challenges, using failure as a learning experience. (Key Element: **Moral Character**) **Explore issues related to Spiritual Awareness** Develop an appreciation of own or other's achievements, for example, *the work of an individual/group, an historic or contemporary artefact, a man-made structure.* (Key Element: **Spiritual Awareness**)	**Pupils should have opportunities to:** **Explore technical inventions and designs that have met a social need cost-effectively,** for example, *evaluate the design of the clockwork radio, flat-pack product, etc.* **Design cost effective and appropriate solutions to meet the specific needs of diverse local and global groups,** for example, *toddlers, people suffering from arthritis or visual impairment, villagers in the developing world without clean water, etc.* (Key Element: **Citizenship**) **Explore how developments in Technology and Design have changed the way we can access the media,** for example, *the developments in both satellite communications (such as Satellite phones) and electronics (interactive television, mobile phones).* (Key Element: **Media Awareness**) **Explore issues related to Cultural Understanding** Critically evaluate the influence of cultural trends in products designed for young people, for example, *the styling, colour schemes and materials used in sports and leisure equipment.* (Key Element: **Cultural Understanding**) **Explore issues related to Ethical Awareness** Investigate ethical dilemmas that can arise through technological change, for example, *the impact of a consumer driven society, pirating, mass production of counterfeit goods, the need for regulation of the internet, technological warfare, etc.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** **Investigate how the skills developed through Technology and Design will be useful to a wide range of careers,** for example, *jobs involving designing, manufacturing and production in a wide range of contexts including communications, construction, engineering, landscape design, product design, fashion, lifestyle goods, media, etc.* Investigate jobs/companies locally, in which Technology and Design skills are used. (Key Element: **Employability**) **Pursue design solutions using environmental friendly materials and energy sources.** **Identify product needs and pursue sustainable harmonious design solutions in a local outdoor/indoor context,** for example, *design a school playground; design a garden area with consideration of all five senses and native species; design a rest area in a park, shopping centre.* (Key Element: **Education for Sustainable Development**) **Explore issues related to Economic Awareness** Explore and assess the attributes of a successful local product, for example, *in terms of design, quality, value for money, fitness for purpose, marketing strategy, etc.* Respond to a design challenge offered by a local company or individual. (Key Element: **Economic Awareness**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Technology and Design. Pupils should be able to:	• demonstrate practical skills in the safe use of a range of tools, machines and equipment; • research and manage information effectively to investigate design issues, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual (including graphic), written, mathematical and ICT formats showing clear awareness of audience and purpose.		

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Learning for Life and Work: **Employability**

The minimum content is set out below. The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Work in the Local and Global Economy Exploring work in the Local and Global Economy allows pupils opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.	**Career Management** Exploring Career Management provides opportunities for pupils to investigate the changing concept of career which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self marketing and effective personal career planning.	**Enterprise and Entrepreneurship** Exploring Enterprise and Entrepreneurship provides opportunities for pupils to investigate the need for creativity and enterprise, whether as an employer or employee, and to identify and practise some of the skills and develop the attributes associated with being enterprising.
Pupils should have opportunities to: **Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning,** for example, *find out about the main occupational sectors in Northern Ireland and how these change over time.* **Investigate the local impact of the global market,** for example, *explore the reasons for and benefits of workers who have come from other European states and beyond.* **Investigate how technology is affecting life and work,** for example, *examine some of the pros and cons of technology in the workplace and how this can affect work/life balance.* **Investigate how an employer might deal with issues affecting work,** for example, *examine why health and safety is so important in work.* **Investigate how environmental considerations are affecting work and work practices,** for example, *examine how organisations need to respond to customers' increased awareness of environmental issues.* **Investigate how work organisations contribute to the community,** for example, *examine the impact that positive contributions have on a community.*	**Pupils should have opportunities to:** **Assess personal skills and achievements to date.** **Identify areas of interest and set targets for self-improvement,** for example, *consider the impact that subject choices and personal interests have on future career options.* **Explore the changing concept of career,** for example, *find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities.* **Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values,** for example, *consider some of the reasons why people work and the importance of fulfilment in work.* **Practise presentational and self-marketing skills,** for example, *find out about the qualities employers look for in potential employees.* **Investigate a variety of both familiar and unfamiliar jobs,** for example, *explore career opportunities within various employment sectors.* **Make use of appropriate information, advice and guidance to inform career management,** for example, *explore different pathways to a range of courses and career options.*	**Pupils should have opportunities to:** **Identify and practise the skills and attributes which make one enterprising,** for example, f*ind out how various people are enterprising in their work.* **Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning,** for example, *explore familiar people who have had good ideas and develop strategies for generating and building upon ideas.* **Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business,** for example, *find out about some of the factors which have encouraged entrepreneurs to realise their ideas.* **Explore the range of small businesses in the life of the community and consider possible implications for career planning,** for example, *examine the importance of small businesses in an economy and the impact on career choices.*
Learning Outcomes **The learning outcomes require the demonstration of skills and application of knowledge and understanding of Employability.** **Pupils should be able to:**	• **research and manage information effectively to investigate employability issues, including Using Mathematics and Using ICT where appropriate;** • **show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and using ICT where appropriate;** • **demonstrate enterprise, creativity and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own learning and performance;** • **communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.**	

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Learning for Life and Work: **Local and Global Citizenship**

The minimum content is set out below. The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Key Concept - Diversity and Inclusion Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.	**Key Concept - Human Rights and Social Responsibility** Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.	**Key Concept - Equality and Social Justice** Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.	**Key Concept - Democracy and Active Participation** Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.
Pupils should have opportunities to: **Investigate factors that influence individual and group identity,** for example, *age, gender, youth culture, ethnicity, community background, multiple identity, changing identities, etc.* **Investigate ways in which individuals and groups express their identity,** for example, *dress code, language, musical and sporting traditions, religious and political opinion, beliefs, etc.* **Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.** **Investigate ways of managing conflict and promoting community relations, reconciliation.** Investigate the opportunities arising from diversity and multiculturalism and possible ways of promoting inclusion, for example, *community relations work, shared festivals, sporting events, integrated education.*	**Pupils should have opportunities to:** **Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.** **Investigate key human rights principles,** for example, *The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.* **Investigate why different rights must be limited or balanced in our society,** for example, *individual rights v group rights, freedom of expression, movement, mode of protest, etc.* **Investigate local and global scenarios where human rights have been seriously infringed,** for example, *child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged, etc.* Investigate the principles of social responsibility and the role of individuals, society and government in promoting these, for example, *in relation to addressing the issues raised across the key concepts.*	**Pupils should have opportunities to:** **Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity,** for example, *groups named in Section 75, The Northern Ireland Act 1998.* **Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts,** for example, *absolute and relative poverty, homelessness, the experience of refugees and asylum seekers, etc.* **Explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice,** for example, *the work of the United Nation, the Equality Commission for Northern Ireland, local and global development agencies, etc.*	**Pupils should have opportunities to:** **Investigate the basic characteristics of democracy,** for example, *participation, the rule of law, promotion of equality and human rights, etc.* **Investigate various ways to participate in school and society,** for example, *school councils, peer mediation, mock elections, volunteering, community action or involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP, etc.* **Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community,** for example, *school rules, classroom charter, age related law, the young person in the criminal justice system, etc.* **Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation,** for example, *how to improve local youth services; enhance an existing play area; design a community garden, drop-in centre or multi-cultural mural or event; environmental activities; involvement in campaigns on global issues such as Education for All, Fair Trade, etc.*
Learning Outcomes **The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.** **Pupils should be able to:**	• **research and manage information effectively to investigate Citizenship issues, including Using Mathematics and Using ICT where appropriate;** • **show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;** • **demonstrate creativity and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;** • **communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.**		

***NB**: Teachers may develop activities that combine many of the statutory requirements, provided that, across **the key stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Concepts**) are met.*

Learning for Life and Work: **Personal Development**

The minimum content is set out below. The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Key Concept - Self Awareness Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.	**Key Concept - Personal Health** Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	**Key Concept - Relationships** Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.
Pupils should have opportunities to: **Explore and express a sense of self,** for example, *temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.* **Explore personal morals, values and beliefs,** for example, *the origin of personal values, developing a moral framework, personal integrity, etc.* **Investigate the influences on a young person,** for example, *peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.* **Explore the different ways to develop self-esteem,** for example, *enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.* **Develop skills and strategies to improve own learning,** for example, *self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.*	**Pupils should have opportunities to:** **Explore the concept of Health as the development of a whole person,** for example, *defining what makes up a whole person; the need to develop his/her physical, mental, social, moral, cognitive self, etc.* **Investigate the influences on physical and emotional /mental personal health,** for example, *immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life/work balance, etc.* **Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour,** for example, *puberty, body image, mood swings, etc.* **Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse,** for example, *effects on behaviour, physical and mental health, life and work changes, etc.* **Develop preventative strategies in relation to accidents in the home, school and on the road,** for example, *safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns and fire; knowing emergency first aid, etc.* **Develop strategies to promote personal safety,** for example, *responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.*	**Pupils should have opportunities to:** **Explore the qualities of relationships including friendship,** for example, *conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.* **Explore the qualities of a loving, respectful relationship,** for example, *how choices within a relationship affect both physical and emotional development, friendships, etc.* **Develop coping strategies to deal with challenging relationship scenarios,** for example, *sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.* **Develop strategies to avoid and resolve conflict,** for example, *active listening, assertiveness, negotiation, mediation, etc.* **Explore the implications of sexual maturation,** for example, *sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.* **Explore the emotional, social and moral implications of early sexual activity,** for example, *personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.*
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Personal Development. Pupils should be able to:	• develop an awareness of emergency first aid procedures; • research and manage information effectively to investigate Personal Development issues, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self management by working systemically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.	

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that, **across the key stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.*

Learning for Life and Work: **Home Economics**

The minimum content is set out below. The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Key Concept - Healthy Eating Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	**Key Concept - Home and Family Life** Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.	**Key Concept - Independent Living** Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.
Pupils should have opportunities to: **Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals,** for example, *creative use of ingredients, cooking for different cultures and occasions, etc.* **Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes,** for example, *selecting the equipment appropriate to the task; making use of labour saving appliances and new technology in the kitchen, etc.* **Investigate the impact of storage, preparation and cooking on food,** for example, *nutritional value, prevention of food poisoning, spoilage, etc.* **Explore ways to achieve a healthy diet,** for example, *an understanding of the current dietary recommendations and how they can be applied to food choice and preparation; understanding diet related disorders as a consequence of poor food choice.*	**Pupils should have opportunities to:** **Explore the roles and responsibilities of individuals within a variety of home and family structures,** for example, *sharing roles within the family, role reversal, etc.* **Develop awareness of parenting skills,** for example, *how parents/carers can nurture physical, intellectual, emotional, social, moral development.* **Investigate some of the changing needs of family members at different stages of the life cycle,** for example, *physical (including nutritional), intellectual, emotional, social needs.* **Explore strategies to manage family scenarios,** for example, *managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.*	**Pupils should have opportunities to:** **Develop a range of skills to promote independence through planning, managing and using resources,** for example, *task and time management, cooking for and managing self, managing money, etc.* **Investigate a range of factors that influence consumer choices and decisions,** for example, *media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse and planned purchases, etc.* **Investigate consumer rights, responsibilities and support available in a range of scenarios,** for example, *making use of relevant legislation and consumer organisations; complaining effectively, etc.*
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Home Economics. Pupils should be able to:	• demonstrate skills in the safe, hygienic, healthy and creative use of food; • research and manage information effectively to investigate Home Economics issues, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.	

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* ***across the key stage****, all of the statutory aspects highlighted in* ***BOLD*** *(including each of the* ***Key Elements****) are met.*

Physical Education: **Physical Education**

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities to: **increase their knowledge, understanding and skills through frequent and regular participation in a balanced programme of Athletics, Games (invasion, fielding/ striking and net/wall), Gymnastics, Swimming,** Dance and Outdoor Education; **practise, refine, develop and make consistent use of skills and specific techniques,** for example, *using strategies, tactics, choreographic and/or compositional principle;* **experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems;** **monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health;** **develop their knowledge of safe practices and procedures when taking part in sport and physical activity;** **develop the skills and capabilities required to analyse and improve their own and others' work;** **develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work.**	Pupils should have opportunities to: **Make decisions about what they want to achieve and how to improve the quality of their work,** for example, *analysing their strengths and identifying areas for improvement.* (Key Element: **Personal Understanding**) **Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and co-operative physical activities,** for example, *show respect for and empathise with peers in a range of group activities within school and with other schools.* (Key Element: **Mutual Understanding**) **Experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being,** for example, *feeling energetic, enjoyment, increased self – esteem and positive self image.* (Key Element: **Personal Health**) **Develop positive sporting behaviour and a sense of fair play,** for example, *know how to conduct themselves in sporting competitions; accept authority and decisions of referees, judges and umpires.* **Plan, perform and evaluate their commitment to a personal activity programme,** for example, *participate in an activity over a period of time and review progress and commitment.* (Key Element: **Moral Character**) **Explore the aesthetic quality of movement, dedication, perseverance and strength of human spirit,** for example, *identify and explore a personally meaningful sporting moment or performance.* (Key Element: **Spiritual Awareness**)	Pupils should have opportunities to: **Work with others to solve problems in a range of practical situations,** for example, *by listening to others, responding to them and building constructively on their ideas and views; understanding the need for rules.* (Key Element: **Citizenship**) **Explore issues related to Cultural Understanding** Participate in physical activities from other cultures, for example, *Tai Chi, kabadi, tchoukball, korfball, etc.* (Key Element: **Cultural Understanding**) **Explore issues related to Media Awareness** Explore the increasing influence of the media on sport, for example, *investigate and discuss which sports receive the greatest media coverage; the impact of sporting celebrity endorsement and advertising; sponsorship deals.* (Key Element: **Media Awareness**) **Explore issues related to Ethical Awareness** Develop awareness of ethical issues associated with physical activities, for example, *local opportunities for girls and women or specific target groups to participate in sport and/or physical activity on a regular basis; the use of drugs to enhance performance; the use of child labour in the production of branded sport goods.* (Key Element: **Ethical Awareness**)	Pupils should have opportunities to: **Develop, through practical tasks, their personal skills in preparation for future education/training/employment,** for example, *using initiative, enterprise, creativity and skills in problem-solving, decision-making, leadership and co-operation.* (Key Element: **Employability**) **Explore issues related to Economic Awareness** Participate in and evaluate the benefits of a range of low-cost sports and physical activities, for example, *walking, jogging, swimming, etc.* (Key Element: **Economic Awareness**) **Explore issues related to Education for Sustainable Development** Investigate how the school grounds and local community promotes outdoor activities, while improving the environment, for example, *more or a greater range of after/before school clubs, secure bike storage to promote cycling to school, more cycle lanes or playground markings.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The learning outcomes require the demonstration of skills applying knowledge and understanding of Physical Education. Pupils should be able to:	• take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention, clothing and equipment; • work independently to plan, undertake and evaluate a personal physical activity programme to meet up-to-date health recommendations; • research and manage information effectively, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in practical, oral, visual, written and ICT formats, showing clear awareness of audience and purpose.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* ***across the key stage****, all of the statutory aspects highlighted in* ***BOLD*** *(including each of the* ***Key Elements****) are met.*

Religious Education within the Northern Ireland Curriculum

The statutory requirements are set out in the Core Syllabus for Religious Education. These are outlined in **Bold** in the **Knowledge, Understanding and Skills** column. This diagram aligns aspects of the core syllabus with the statutory requirements of the curriculum. All four **learning objectives** of the **Core Syllabus** can relate to a number of **Key Elements**. The illustrations offered in the objective columns aim to relate this strand to Learning for Life and Work contexts. All examples are in italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to develop: **an awareness, knowledge, understanding and appreciation of the key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ, and about the Bible; develop an ability to interpret and relate the Bible to life;** **a knowledge, understanding and appreciation of the growth of Christianity, of its worship, prayer and religious language; a growing awareness of the meaning of belonging to a Christian tradition, and sensitivity towards the beliefs of others;** **their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour;** **a knowledge of two world religions other than Christianity and sensitivity towards the religious beliefs, practices and lifestyles of their followers in Northern Ireland.** They should also have the opportunities to develop and practise the following skills: • investigate, explain and evaluate the impact of religious beliefs and teachings on individuals, communities and society; • analyse, interpret, evaluate and present information from a range of sources, texts and authorities; • develop critical and creative thinking in their approach to solving problems and making decisions; • be able to discuss, evaluate and empathise with how religious beliefs and teachings can inform answers to questions about the meaning and purpose of life as well as moral and ethical issues; • reflect on and evaluate their own and others' thoughts, feelings, experiences and beliefs on religious, spiritual and moral issues, using reasoned and balanced arguments, and consider how these might be applied to their lifestyle.	**Pupils should have opportunities to:** Explore issues of personal identity by fostering respect for self, for example, *development of positive self-image through the concept of creation in the image of God.* (Key Element: **Personal Understanding**) Investigate ways in which rights and responsibilities in relationships with other people apply to everyday life and how this is sometimes difficult to put into practice, for example, *conflicts with family or peers and how they can be resolved.* Develop a range of skills to promote sensitivity and empathy when discussing religious and moral issues, for example, *discussing and questioning in a frank and open manner varying opinions on issues such as sectarianism, prejudice and/or racism; discussing the positive impact of inter religious dialogue.* (Key Element: **Mutual Understanding**) Explore the role of religion in regard to health issues, for example, *development of the concept of the body as a temple in relation to smoking, alcohol or substance abuse.* (Key Element: **Personal Health**) Examine how we make choices between right and wrong and the influences that shape our moral behaviour such as conscience, family, peers, school, religious background, media and society, for example, *investigation into the life of a well known religious person who has taken a moral stance.* (Key Element: **Moral Character**) Explore and respond to the key questions that arise through discussions on the purpose of life and develop personal awareness in this area, for example, *the role of forgiveness, love and judgement in the teaching and life of Jesus; investigate the Eightfold Path in Buddhism or Five pillars of Islam.* (Key Element: **Spiritual Awareness**)	**Pupils should have opportunities to:** Investigate how choices can be influenced by prejudice and sectarianism and ways in which reconciliation can be achieved through dialogue, outreach and action, for example, *Jesus and his relationship with others; the churches' role in peace and reconciliation in N. Ireland or S. Africa; religious response to social justice issues in today's world.* (Key Element: **Citizenship**) Explore how the religious beliefs, practices and lifestyles of people of world faiths, other than Christianity, have influenced the development of various cultural traditions (in N. Ireland), for example, *positive valuing of festivals and traditions from various cultures and religions.* (Key Element: **Cultural Understanding**) Investigate, evaluate and critique the power of the media to inform, influence and persuade in dealing with religious events and issues, for example, *violence in society; social and global justice; human sexuality; religious tolerance.* (Key Element: **Media Awareness**) Investigate how an individual Christian or the church has responded to an ethical issue and evaluate the impact of this contribution on the life of others, for example, *impact of medical advances on human choices and behaviour (plastic surgery in relation to self identity, substance abuse).* Investigate how different religions have responded to an ethical issue, for example, *respect for life.* (Key Element: **Ethical Awareness**)	**Pupils should have opportunities to:** Consider the important role of skills, attitudes, dispositions and ethical values in the work place, for example, *working within religious and ethical guidelines in work.* (Key Element: **Employability**) Consider how their consumer choices have an effect on the economic stability of others, for example, *the development of fair trade consumer goods.* Explore the role of charities in modern society, for example, *how one charity contributes to the economic development of people locally or globally.* (Key Element: **Economic Awareness**) Explore why those with a religious faith believe they have responsibility, as stewards, to take care of the world and people within it. Explain how they might put these beliefs about stewardship into practice today, for example, *activities in which people participate that develop a responsible attitude towards the environment; religious response to human development issues; the creation of a fair and equitable world.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes: **The learning outcomes require the demonstration of skills and application of knowledge and understanding of Religious Education and its impact on life today.** **Pupils should be able to:**	• **research and manage information effectively to investigate religious, moral and ethical issues, including Using Mathematics and Using ICT where appropriate;** • **show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;** • **demonstrate creativity, and initiative when developing ideas and following them through;** • **work effectively with others;** • **demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;** • **communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.**		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* ***across the key stage****, all of the statutory aspects highlighted in* ***BOLD*** *(including each of the* ***Key Elements****) are met.*

APPENDIX: Details of Legislation

The Education (Northern Ireland) Order was passed on July 19th 2006. It makes provision for the implementation of the Northern Ireland curriculum across the five key stages of compulsory education which are:

SCHOOL YEARS	KEY STAGE
1 & 2	**Foundation**
3 & 4	**1**
5, 6 & 7	**2**
8, 9 & 10	**3**
11 & 12	**4**

The Order is described in **Statutory Instrument 2006 No. 1915 (N. I. 11)** available at www.opsi.gov.uk/si/si2006/20061915.htm
The Education (Northern Ireland) Order 2006 has three parts:

Part 1: Introductory section containing title, commencement and interpretation
Part 2: The Curriculum containing statutory requirements relating to curriculum
Part 3: Miscellaneous and Supplementary including schedules for Areas of Learning and the contributory elements.

The detail of the 3 parts is set out in the following separate regulations:

2007 No. 43 The Education (Pupil Records and Reporting) transitional) regulations (Northern Ireland) 2007 *coming into operation 1st March 2007*

2007 No. 44 The Education (Other Skills) Order (Northern Ireland) 2007 *coming into operation 1st August 2007*

2007 No. 45 The Education (Assessment Arrangements) (Foundation to Key Stage 3) order (Northern Ireland) 2007 *coming into operation 1st August 2007*

2007 No. 46 The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 *coming into operation 1st August 2007*

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COUNCIL FOR THE **CURRICULUM EXAMINATIONS** AND **ASSESSMENT** 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
✆ +44 (0)28 9026 1200 🖷 +44 (0)28 9026 1234 ☎ +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

Rewarding Learning