





# Northern Ireland (NI) Curriculum Alignment (A-L)

*The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:*

The Arts (Art & Design), Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)	Environment and Modern Agriculture	Healthful Eating	
<p>Stage 3</p>	<ul style="list-style-type: none"> <li>● Developing pupils' Knowledge, Understanding and Skills (Objective 1)</li> <li>● Developing pupils as Individuals (Objective 2)</li> <li>● Developing pupils as Contributors to Society (Objective 3)</li> <li>● Developing pupils as Contributors to the Economy and the Environment</li> </ul> <p>Pupils should have opportunities, through the contexts opposite, to develop their own personal and creative responses by:</p> <ul style="list-style-type: none"> <li>● researching, gathering and interpreting information from direct experiences, observations, memory, imagination and a range of traditional and digital sources;</li> <li>● 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;</li> <li>● drawing and graphic media,</li> <li>● printmaking,</li> </ul>		

- textiles,
- ceramics,

Pupils should have opportunities to:

- Express themselves through Art and Design.

Personal Understanding

- Work with other pupils to produce a creative response to group expressions of identity.

Mutual Understanding

- Investigate and respond to works of art that inspire and relate to their lives and experiences.

Spiritual Awareness

- Opportunities must also be provided to explore issues related to:
  - Personal Health
  - Moral Character

Pupils should have opportunities to:

- Make an informed and critical response to a social/environmental issue.

Citizenship

- Explore the diversity of various cultures that are expressed through
- Art & Design.
- Cultural Understanding
- Investigate and respond to the use of visual language, logos and catchphrases in advertising.

Media Awareness

- Opportunities must also be provided to explore issues related to:
  - Ethical Awareness

Pupils should have opportunities to:

- Develop awareness of employment opportunities within the creative industries in N. Ireland and beyond.

Employability



- Opportunities must also be provided to explore issues related to:
  - Economic Awareness
  - Education for Sustainable Development
  - 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.

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, using Mathematics and ICT where appropriate;
- show deeper artistic understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and 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.

ENVIRONMENT AND SOCIETY: History, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)	Environment and Modern Agriculture	Healthful Eating	
<p>Stage 3</p>	<ul style="list-style-type: none"> <li>● Developing pupils' Knowledge, Understanding and Skills (Objective 1)</li> <li>● Developing pupils as Individuals (Objective 2)</li> <li>● Developing pupils as Contributors to Society (Objective 3)</li> <li>● Developing pupils as Contributors to the Economy and the Environment</li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● investigate the past and its impact on our world today through an understanding of: <ul style="list-style-type: none"> <li>○ different perspectives and interpretations;</li> <li>○ cause and effect;</li> <li>○ continuity and change;</li> <li>○ progression and regression;</li> </ul> </li> <li>● and by developing: <ul style="list-style-type: none"> <li>○ the enquiry skills to undertake historical investigations;</li> <li>○ critical thinking skills to evaluate a range of evidence and appreciate different interpretations;</li> <li>○ creative thinking skills in their approach to solving problems and making decisions;</li> </ul> </li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Explore how history has affected their personal identity, culture and lifestyle.</li> </ul> <p>Personal Understanding</p>		

	<ul style="list-style-type: none"> <li>● Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions.</li> </ul> <p>Mutual Understanding</p> <ul style="list-style-type: none"> <li>● Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy.</li> </ul> <p>Moral Character</p> <ul style="list-style-type: none"> <li>● Opportunities must also be provided to explore issues related to: <ul style="list-style-type: none"> <li>○ Personal Health</li> </ul> </li> </ul> <p>Spiritual Awareness</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>● Investigate the impact of significant events/ideas of the 20th century on the world.</li> </ul> <p>Cultural Understanding</p> <ul style="list-style-type: none"> <li>● Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual.</li> </ul> <p>Media Awareness</p> <ul style="list-style-type: none"> <li>● Investigate critical issues in history or historical figures who have behaved ethically or unethically.</li> </ul> <p>Ethical Awareness</p> <ul style="list-style-type: none"> <li>● Pupils should have opportunities to: <ul style="list-style-type: none"> <li>○ Investigate how the skills developed through history will be useful in a range of careers.</li> </ul> </li> </ul> <p>Employability</p> <ul style="list-style-type: none"> <li>● Investigate the need to preserve history in the local and global environment.</li> <li>● Education for Sustainable Development</li> </ul>		
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- Opportunities must also be provided to explore issues related to:
  - Economic Awareness
  - 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.

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, using Mathematics and ICT where appropriate;
  - show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and 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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<b>ENVIRONMENT AND SOCIETY: Geography, Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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Stage 3	<ul style="list-style-type: none"> <li>• Developing pupils’ Knowledge, Understanding and Skills (Objective 1)</li> <li>• Developing pupils as Individuals (Objective 2)</li> <li>• Developing pupils as Contributors to Society (Objective 3)</li> <li>• Developing pupils as Contributors to the Economy and the Environment</li> </ul> <p>Pupils should have opportunities, through the contexts opposite, to:</p> <ul style="list-style-type: none"> <li>• develop geographical skills to interpret spatial patterns including atlas and map-work skills;</li> <li>• 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;</li> <li>• develop critical and creative thinking skills to solve geographical problems and make informed decisions;</li> <li>• develop a sense of place through the study of: <ul style="list-style-type: none"> <li>○ a range of local, national, European and global contexts;</li> </ul> </li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Develop a sense of place and belonging at a local level.</li> <li>• Demonstrate an awareness of their own relationships to other places,</li> </ul>	✓	✓
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peoples and environments, from local to global.

#### Personal Understanding

- Opportunities must also be provided to explore issues related to:
  - Mutual Understanding
  - Personal Health
  - Moral Character
  - 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.

#### Citizenship

- Develop an understanding of how people in different places interact with their environment.

#### Cultural Understanding

- Opportunities must also be provided to explore issues related to:
  - Media Awareness
  - Ethical Awareness

#### Pupils should have opportunities to:

- Investigate how the skills developed through geography will be useful to a range of careers.

#### Employability

- Investigate how physical processes operate to create distinct and diverse environments.
- Investigate the impact of conflict between social, economic and environmental needs, both locally and globally.
- Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally.
- Education for Sustainable Development





- Opportunities must also be provided to explore issues related to:
  - Economic Awareness
  - 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.

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, using Mathematics and ICT where appropriate;
- show deeper geographical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and 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.

<b>LANGUAGE AND LITERACY: English with Media Education, Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	
Stage 3	<ul style="list-style-type: none"> <li>● Developing pupils' Knowledge, Understanding and Skills (Objective 1)</li> <li>● Developing pupils as Individuals (Objective 2)</li> <li>● Developing pupils as Contributors to Society (Objective 3)</li> <li>● Developing pupils as Contributors to the Economy and the Environment</li> <li>● 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:               <ul style="list-style-type: none"> <li>○ expressing meaning, feelings and viewpoints;</li> <li>○ talking, to include debate, role play, interviews, presentations and group discussions;</li> <li>○ listening actively and reporting back;</li> <li>○ reading and viewing for key ideas, enjoyment, engagement</li> </ul> </li> <li>● Pupils should have opportunities to:               <ul style="list-style-type: none"> <li>○ Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.</li> </ul> </li> </ul> <p>Personal Understanding</p> <ul style="list-style-type: none"> <li>● Explore and respond to others' emotions as encountered in literature,</li> </ul>		

	<p>the media, moving image and peer discussion.</p> <ul style="list-style-type: none"> <li>● Develop the ability to use language (including body language) effectively in communicating with and relating to others.</li> </ul> <p>Mutual Understanding</p> <ul style="list-style-type: none"> <li>● Explore the use of language and imagery in conveying and evoking a variety of powerful feelings.</li> <li>● Pupils should have opportunities to: <ul style="list-style-type: none"> <li>○ Use literature, drama, poetry or the moving image to explore others' needs and rights.</li> </ul> </li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>● Explore the power of a range of communication techniques to inform, entertain, influence and persuade.</li> <li>● Consider how meanings are changed when texts are adapted to different media.</li> </ul> <p>Media Awareness</p> <ul style="list-style-type: none"> <li>● Explore how different cultures and beliefs are reflected in a range of communication methods.</li> </ul> <p>Cultural Understanding</p> <ul style="list-style-type: none"> <li>● Opportunities must also be provided</li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Investigate the importance of communication skills in life/work situations.</li> </ul> <p>Employability</p> <ul style="list-style-type: none"> <li>● Plan and create an effective communication campaign on an issue related to: <ul style="list-style-type: none"> <li>○ Education for Sustainable Development.</li> </ul> </li> <li>● Opportunities must also be provided to explore issues related to: <ul style="list-style-type: none"> <li>○ Economic Awareness</li> <li>○ Empathy;</li> <li>○ writing and presenting in different media and for different</li> </ul> </li> </ul>		
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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.

#### Spiritual Awareness

- Opportunities must also be provided to explore issues related to:
  - Personal Health
  - Media Awareness
- to explore issues related to:
  - Ethical 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, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;

	<ul style="list-style-type: none"> <li>• work effectively with others;</li> <li>• demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>• 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.</li> </ul>		
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<b>LANGUAGE AND LITERACY: Irish with Media Education in Irish-speaking schools, Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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<p>Stage 3</p> <ul style="list-style-type: none"> <li>• Developing pupils’ Knowledge, Understanding and Skills (Objective 1)</li> <li>• Developing pupils as Individuals (Objective 2)</li> <li>• Developing pupils as Contributors to Society (Objective 3)</li> <li>• Developing pupils as Contributors to the Economy and the Environment</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• expressing meaning, feelings and viewpoints;</li> <li>• talking - including debate, role play, interviews, presentations;</li> <li>• 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;</li> </ul> <p>Pupils should have opportunities to:</p>	<p>✓</p>	<p>✓</p>
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- Engage, through language, with their peers and with fictional and real-life characters and situations, to explore emotions and develop creative potential.

Personal Understanding

- Explore and respond to others' emotions through literature, moving image or peer discussion.
- Develop an understanding of the power of languages (including bilingualism and body language) to communicate and empathise with others.

Mutual Understanding

- Explore the use of language and imagery in conveying and evoking a variety of powerful feelings.

Spiritual Awareness

- Opportunities must also be provided to explore issues related to:

Pupils should have opportunities to:

- Use literature, drama, poetry or the moving image to explore others' needs and rights.

Citizenship

- Explore the power of a range of communication techniques to inform, entertain, influence and persuade.
- Analyse and evaluate how a novel has been portrayed in film.

Media Awareness

- Explore how different cultures and beliefs and language communities, here and globally are reflected in a range of communication methods.

Cultural Understanding

- Investigate and evaluate communication techniques used to explore a relevant ethical issue.

Ethical Awareness

Pupils should have opportunities to:

- Investigate how communication skills are vital to life/work situations.

- Investigate how the skills developed through the Irish language will enhance career options and increase mobility.

Employability

- Plan and create an effective communication campaign on an issue related to:

Education for Sustainable Development

Opportunities must also be provided to explore issues related to:

- Economic Awareness
- 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.
- Personal Health
- Moral Character
- Learning Outcomes
- The learning outcomes require the demonstration of skills and application of knowledge and understanding of Irish (in Irishspeaking schools) with Media Education.

Pupils should be able to:

- research and manage information effectively, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;

	<ul style="list-style-type: none"> <li>• work effectively with others;</li> <li>• demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>• communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience, purpose and attention to accuracy.</li> </ul>		
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<b>LEARNING FOR LIFE AND WORK: Employability, Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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Stage 3	<p>Work in the Local and Global Economy</p> <ul style="list-style-type: none"> <li>• Exploring work in the Local and Global Economy allows young people opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.</li> </ul> <p>Career Management</p> <ul style="list-style-type: none"> <li>• Exploring Career Management provides opportunities for young people 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.</li> </ul> <p>Enterprise and Entrepreneurship</p> <ul style="list-style-type: none"> <li>• Exploring Enterprise and Entrepreneurship provides opportunities for young people 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.</li> </ul>	✓	✓
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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.
- Investigate the local impact of the global market.
- Investigate how technology is affecting life and work.
- Investigate how an employer might deal with issues affecting work.
- Investigate how environmental considerations are affecting work and work practices.

Pupils should have opportunities to:

- Assess personal skills and achievements to date;
- identify areas of interest and set targets for self improvement.
- Explore the changing concept of career.
- 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.
- Practise presentational and self-marketing skills.
- Investigate a variety of both familiar and unfamiliar jobs.
- Make use of appropriate information, advice and

Pupils should have opportunities to:

- Identify and practise the skills and attributes which make one enterprising.
- Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning.
- Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business.
- Explore the range of small businesses in the life of the community and consider possible implications for career planning.

	<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Employability.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>● research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate;</li> <li>● show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>● demonstrate enterprise , creativity and initiative when developing ideas and following them through;</li> <li>● work effectively with others;</li> <li>● demonstrate self management by working systematically, persisting with tasks, evaluating and improving own learning and performance;</li> <li>● communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		
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<p><b>LEARNING FOR LIFE AND WORK: Local and Global Citizenship , Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b></p>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
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<p>Stage 3</p>	<p>Diversity and Inclusion</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>Human Rights and Social Responsibility</p>	<p>✓</p>	<p>✓</p>
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- 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.

#### 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.

#### Democracy and Active Participation

- Exploring Democracy and Active Participation provides opportunities for young people 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.
- Investigate ways in which individuals and groups express their identity.
- 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.

#### 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
- Investigate why different rights must be limited or balanced in our society.

- Investigate local and global scenarios where human rights have been seriously infringed.

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.
- Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.
- Explore the work of intergovernmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice.

Pupils should have opportunities to:

- Investigate the basic characteristics of democracy.
- Investigate various ways to participate in school and society.
- Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community.
- Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.

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, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;

	<ul style="list-style-type: none"> <li>● demonstrate creativity and initiative when developing ideas and following them through;</li> <li>● work effectively with others;</li> <li>● demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>● communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		
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<b>LEARNING FOR LIFE AND WORK: Personal Development, Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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Stage 3	<p><b>Self Awareness</b></p> <ul style="list-style-type: none"> <li>● Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.</li> </ul> <p><b>Personal Health</b></p> <ul style="list-style-type: none"> <li>● Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Explore and express a sense of self.</li> <li>● Explore personal morals, values and beliefs.</li> <li>● Investigate the influences on a young person.</li> <li>● Explore the different ways to develop self-esteem.</li> </ul>		✓
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	<ul style="list-style-type: none"> <li>● Develop skills and strategies to improve own learning.</li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Explore the concept of Health as the development of a whole person.</li> <li>● Investigate the influences on physical and emotional /mental personal health.</li> <li>● Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour.</li> <li>● Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.</li> <li>● Develop preventative strategies in relation to accidents in the home, school and on the road.</li> <li>● Develop strategies to promote personal safety.</li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Explore the qualities of relationships including friendship.</li> <li>● Explore the qualities of a loving, respectful relationship.</li> <li>● Develop coping strategies to deal with challenging relationship scenarios.</li> <li>● Develop strategies to avoid and resolve conflict.</li> <li>● Explore the implications of sexual maturation.</li> <li>● Explore the emotional, social and moral implications of early sexual activity.</li> </ul> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>● The learning outcomes require the demonstration of skills and application of knowledge and understanding of Personal Development.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>● develop an awareness of emergency first aid procedures;</li> <li>● research and manage information effectively to investigate Personal Development issues; using Mathematics and ICT where appropriate;</li> <li>● show deeper understanding by thinking critically and flexibly, solving</li> </ul>		
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	<p>problems and making informed decisions, using Mathematics and ICT where appropriate;</p> <ul style="list-style-type: none"> <li>● demonstrate creativity and initiative when developing ideas and following them through;</li> <li>● work effectively with others;</li> <li>● demonstrate self management by working systemically, persisting with tasks, evaluating and improving own performance;</li> <li>● communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		
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<p><b>LEARNING FOR LIFE AND WORK: Home Economics, Key Stages 3 (Ages 11-14) &amp; 4 (Ages 14-16)</b></p>	<p><b>Environment and Modern Agriculture</b></p>	<p><b>Healthful Eating</b></p>
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<p>Stage 3</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> <li>● Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.</li> </ul> <p>Home and Family Life</p> <ul style="list-style-type: none"> <li>● Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.</li> </ul> <p>Independent Living</p> <ul style="list-style-type: none"> <li>● Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.</li> </ul> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals.</li> <li>● Develop the practical skills in the safe use of a range of utensils and</li> </ul>	<p>✓</p>	<p>✓</p>
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appliances in the preparation, cooking and serving of a variety of dishes.

- Investigate the impact of storage, preparation and cooking on food.
- Explore ways to achieve a healthy diet.

Pupils should have opportunities to:

- Explore the roles and responsibilities of individuals within a variety of home and family structures.
- Develop awareness of parenting skills.
- Investigate some of the changing needs of family members at different stages of the life cycle.
- Explore strategies to manage family scenarios.

Pupils should have opportunities to:

- Develop a range of skills to promote independence through planning, managing and using resources.
- Investigate a range of factors that influence consumer choices and decisions.
- Investigate consumer rights, responsibilities and support available in a range of scenarios.

#### 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, using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT



	<p>where appropriate;</p> <ul style="list-style-type: none"> <li>● demonstrate creativity and initiative when developing ideas and following them through;</li> <li>● work effectively with others;</li> <li>● demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>● communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		
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Key Stage 4	<p><b>Employability</b> Pupil should be enabled to:</p> <ul style="list-style-type: none"> <li>● explore self employment and identify relevant sources of support;</li> <li>● examine the impact of globalisation on employment;</li> <li>● investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers;</li> <li>● consider how employees and employers might maintain an effective working environment;</li> <li>● investigate the increasing social responsibility of business in the community;</li> <li>● develop a personal career plan based on relevant information and guidance.</li> </ul> <p><b>Personal Development</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>● develop an understanding of how to maximise and sustain their own</li> </ul>	✓	✓

	<p>health and wellbeing;</p> <ul style="list-style-type: none"> <li>● reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences;</li> <li>● recognise, assess and manage risk in a range of real-life contexts;</li> <li>● develop their understanding of relationships and sexuality and the responsibilities of healthy relationships;</li> <li>● develop an understanding of the roles and responsibilities of parenting;</li> <li>● develop further their competence as discerning consumers in preparation for independent living.</li> </ul> <p>Local and Global Citizenship Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>● respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;</li> <li>● identify and exercise their rights and social responsibilities in relation to local, national and global issues;</li> <li>● develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly;</li> <li>● develop their understanding of how to participate in a range of democratic processes;</li> <li>● develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;</li> <li>● develop awareness of the role of non-governmental organisations.</li> </ul>		
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