

SCHEDULE 2

Specification of Minimum Content

PART 5

Key Stage 3

LANGUAGE AND LITERACY: English with Media Education

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
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:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
expressing meaning, feelings and viewpoints;	Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.	Use literature, drama, poetry or the moving image to explore others' needs and rights.	Investigate the importance of communication skills in life/work situations.
talking, to include debate, role play, interviews, presentations and group discussions;	Personal Understanding	Citizenship	Employability
listening actively and reporting back;	Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion.	Explore the power of a range of communication techniques to inform, entertain, influence and persuade.	Plan and create an effective communication campaign on an issue related to:
reading and viewing for key ideas, enjoyment,	Develop the ability to use language (including body language) effectively in communicating with and relating to others.	Consider how meanings are changed when texts are adapted to different media.	Education for Sustainable Development.
	Mutual Understanding	Media Awareness	Opportunities must also be provided to explore issues related to:
		Explore how different cultures and beliefs are reflected in a range of communication methods.	Economic Awareness

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>engagement and empathy;</p> <p>writing and presenting in different media and for different audiences and purposes;</p> <p>participating in a range of drama activities;</p> <p>interpreting visual stimuli including the moving image;</p> <p>developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created;</p> <p>developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</p> <p>analysing critically their own and other texts;</p> <p>using a range of techniques, forms and media to convey information</p>	<p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings.</p> <p>Spiritual Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Personal Health</p> <p>Media Awareness</p>	<p>Cultural Understanding</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Ethical Awareness</p>	

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>

creatively and appropriately.

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;
- 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.

LANGUAGE AND LITERACY: Irish with Media Education in Irish-speaking schools

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>

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;

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.
Personal Understanding
Explore and respond to others' emotions through literature, moving image or peer discussion.

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.

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

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>talking - including debate, role play, interviews, presentations;</p> <p>active listening and reporting back;</p> <p>reading and viewing for key ideas, enjoyment, engagement and empathy;</p> <p>writing for different audiences and purposes;</p> <p>participation in a range of drama activities;</p> <p>interpreting visual stimuli and the moving image;</p> <p>developing an understanding of different forms, genres and methods of communication and understanding how meaning is created;</p> <p>developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</p> <p>using a range of techniques, forms</p>	<p>Develop an understanding of the power of languages (including bi-lingualism and body language) to communicate and empathise with others.</p> <p>Mutual Understanding</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings.</p> <p>Spiritual Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Personal Health</p> <p>Moral Character</p>	<p>Analyse and evaluate how a novel has been portrayed in film.</p> <p>Media Awareness</p> <p>Explore how different cultures and beliefs and language communities, here and globally are reflected in a range of communication methods.</p> <p>Cultural Understanding</p> <p>Investigate and evaluate communication techniques used to explore a relevant ethical issue.</p> <p>Ethical Awareness</p>	<p>communication campaign on an issue related to:</p> <p>Education for Sustainable Development</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Economic Awareness</p>

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
and media to convey information creatively and appropriately.			
Learning Outcomes	<ul style="list-style-type: none"> • 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; • 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. 		
The learning outcomes require the demonstration of skills and application of knowledge and understanding of Irish (in Irish-speaking schools) with Media Education.			
Pupils should be able to:			

MATHEMATICS AND NUMERACY: Mathematics with Financial Capability

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should have opportunities, through the contexts opposite, to develop:	Young people should have opportunities to :	Young people should have opportunities to:	Young people should have opportunities to:
knowledge and understanding of	Investigate a personal and class lifestyle study of time.	Analyse and interpret information patterns relating to local and global trends.	Examine the role of mathematics as a “key” to entry for future education, training and employment.
<ul style="list-style-type: none"> • Number • Algebra • Shape, Space and Measures • Handling Data; 	Personal Understanding	Citizenship	
knowledge and understanding of personal finance issues; and skills to	Work collaboratively in problem solving, taking account of others' viewpoints to reach consensus.	Critically examine the use and misuse of mathematics to justify/support particular attitudes/	Explore how the skills developed through mathematics will be useful to a range of careers

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>enable competent and responsible financial decision making;</p> <p>the application of mathematical skills to real life and work situations;</p> <p>the creative use of technology to enhance mathematical understanding;</p> <p>by demonstrating:</p> <ul style="list-style-type: none"> • 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. 	<p>Mutual Understanding</p> <p>Demonstrate an ability and willingness to develop logical arguments.</p> <p>Moral Character</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Personal Health</p> <p>Spiritual Awareness</p>	<p>opinions in different media, and the interpretation of data.</p> <p>Media Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Cultural Understanding</p> <p>Ethical Awareness</p>	<p>Employability</p> <p>Apply mathematical skills in everyday financial planning and decision making</p> <p>Economic Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Education for Sustainable Development</p>
<p>Learning Outcomes</p> <p>The Learning Outcomes require the demonstration of</p>	<ul style="list-style-type: none"> • 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; 		

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
skills and application of knowledge and understanding of Mathematics.	<ul style="list-style-type: none"> • demonstrate financial capability in a range of relevant everyday contexts; • research and manage information effectively to investigate and solve mathematical problems, using ICT where appropriate; • show deeper mathematical understanding by thinking critically and flexibly, solving problems and making informed decisions, 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. 		
Pupils should be able to:			

MODERN LANGUAGES

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should have opportunities, through the contexts opposite, to become effective and creative communicators by:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
listening and responding in oral and written form, in the target language, to a range of stimuli and for a variety of purposes;	Communicate an understanding of self.	Explore social issues which relate to everyday lives.	Investigate how the language-specific skills and learning skills developed through languages will enhance career options and increase mobility.
talking about experience, feelings and opinions using the target language;	Personal Understanding	Citizenship	Employability
	Communicate an understanding of others.	Present an understanding of their own culture and of the culture associated with the language.	Enhance awareness of money matters in target language regions.
	Mutual Understanding	Cultural Understanding	Economic Awareness
	Explore issues relating to lifestyle choices.		

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<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>developing an awareness of language and how it works, and by improving accuracy;</p> <p>comparing linguistic features in first and target language;</p> <p>reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement;</p> <p>writing in the target language to exchange information and ideas, establish and maintain contact;</p> <p>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;</p> <p>using previously learnt language in unfamiliar contexts;</p> <p>engaging with others including, where possible, partner schools;</p> <p>applying the language-specific skills and transferable skills</p>	<p>Personal Health</p> <p>Discover how second language learning can inspire an awareness of cultural similarities and differences.</p> <p>Spiritual Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Moral Character</p>	<p>Develop an awareness of media and a knowledge of media resources in the target language country.</p> <p>Media Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Ethical Awareness</p>	<p>Consider local and global environmental issues.</p> <p>Education for Sustainable Development</p>

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>acquired through second language learning to real-life situations locally, nationally and internationally.</p> <p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of the Target Language.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • research and manage information effectively to investigate target language 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 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. 			

THE ARTS: Art and Design

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>Pupils should have opportunities, through the contexts opposite, to develop their own personal and creative responses by:</p> <p>researching, gathering and interpreting information from direct experiences, observations, memory, imagination</p>	<p>Pupils should have opportunities to:</p> <p>Express themselves through Art and Design.</p> <p>Personal Understanding</p> <p>Work with other pupils to produce a creative response to group expressions of identity.</p>	<p>Pupils should have opportunities to:</p> <p>Make an informed and critical response to a social/ environmental issue.</p> <p>Citizenship</p> <p>Explore the diversity of various cultures that are expressed through Art & Design.</p>	<p>Pupils should have opportunities to:</p> <p>Develop awareness of employment opportunities within the creative industries in N. Ireland and beyond.</p> <p>Employability</p> <p>Opportunities must also be provided to</p>

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<i>Developing pupils’</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>and a range of traditional and digital sources;</p> <p>developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present;</p> <p>developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making;</p> <ul style="list-style-type: none"> • drawing and graphic media, • printmaking, • textiles, • ceramics, • 3-dimensional construction or prototyping, • lens based and digital media; <p>using the visual elements with understanding when engaging in art and design;</p> <p>evaluating and appreciating their own and others’ work through discussion and reflection.</p> <p>Learning Outcomes</p>	<p>Mutual Understanding</p> <p>Investigate and respond to works of art that inspire and relate to their lives and experiences.</p> <p>Spiritual Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Personal Health</p> <p>Moral Character</p>	<p>Cultural Understanding</p> <p>Investigate and respond to the use of visual language, logos and catchphrases in advertising.</p> <p>Media Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Ethical Awareness</p>	<p>explore issues related to:</p> <p>Economic Awareness</p> <p>Education for Sustainable Development</p> <p>• 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;</p>

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
The learning outcomes require the demonstration of skills and application of knowledge and understanding of Art and Design.	<ul style="list-style-type: none"> • 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. 		
Pupils should be able to:			

ART AND DESIGN: MUSIC

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should develop their musical potential by having opportunities, through the contexts opposite, to:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
improvise, compose and perform music in a range of styles;	Compose music which expresses their own personal responses to themes and issues.	Explore the power of music to evoke mood and atmosphere and to influence behaviour.	Develop awareness of employment opportunities in the music industry and the skills required.
explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing;	Reflect on the personal processes used in developing a composition.	Citizenship	Develop the ability to be discriminating consumers of music through making and responding to music.
perform individually and in groups, and discuss and decide on points of	Personal Understanding	Listen to and perform music from different periods styles, and cultural traditions and discuss how the elements of music are used within the different contexts.	Employability
	Listen to compositions and performances by other members of the class and discuss content and effect in the music.	Cultural Understanding	Opportunities must also be provided to explore issues related to:
			Economic Awareness

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<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
interpretation in the music;	Mutual Understanding	Opportunities must also be provided to explore issues related to:	Education for Sustainable Development
use existing and emerging music technology resources when composing and performing;	Take account of health and safety issues when composing and performing.	Media Awareness	
listen to and appraise their own music and that of others;	Personal Health	Ethical Awareness	
listen to a wide range of music from different styles and genres and respond critically to what they hear;	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.		
explore how the skills they learn through music-making are relevant to their present and future lives;	Moral Character		
develop awareness of the range of employment opportunities in the music and music-related industries.	Opportunities must also be provided to explore issues related to:		
	Spiritual Awareness		
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:			
		<ul style="list-style-type: none"> • 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; 	

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<ul style="list-style-type: none"> • 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. 			

THE ARTS: Drama

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should have opportunities, through the contexts opposite, to use dramatic skills appropriate to audience, context, purpose and task. They should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
engage with a range of stimuli to develop critical and creative thinking skills;	Express themselves emotionally and imaginatively through drama and improvisation.	Explore how drama is used to educate about and resolve issues of social concern.	Investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life/work situations and a range of careers.
adopt a role;	Personal Understanding	Citizenship	Employability
take part in improvisation;	Explore and respond to the views and feelings of others.	Explore how drama reflects and gives insight into a range of cultures.	Opportunities must also be provided to explore issues related to:
devise scripts and use drama forms and strategies effectively to explore and present ideas;	Mutual Understanding	Cultural Understanding	Economic Awareness
employ sign, symbol, metaphor and image;	Explore ways in which uplifting/spiritual experiences can be conveyed through gesture, expression, movement, dance etc.	Explore the effects of media and ICT.	Education for Sustainable Development
	Spiritual Awareness	Media Awareness	
	Opportunities must also be provided to	Opportunities must also be provided to explore issues related to:	
		Ethical Awareness	

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<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
engage in movement and/or dance;	explore issues related to:		
experience live and recorded drama, and respond to a variety of texts;	Personal Health		
	Moral Character		
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.			
Learning Outcomes			
The learning outcomes require the demonstration of skills and application of knowledge and understanding of Drama.			
Pupils should be able to:			
			<ul style="list-style-type: none"> • research and manage information effectively to investigate 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 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.

ENVIRONMENT AND SOCIETY: History

The Minimum Content is set out below

<i>Developing pupils' Knowledge, Understanding and Skills</i>	<i>(Objective 1)</i> <i>Developing pupils as Individuals</i>	<i>(Objective 2)</i> <i>Developing pupils as Contributors to Society</i>	<i>(Objective 3)</i> <i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
<p>investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> • different perspectives and interpretations; • cause and effect; • continuity and change; • progression and regression; <p>and by developing:</p> <ul style="list-style-type: none"> • 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 	<p>Explore how history has affected their personal identity, culture and lifestyle.</p> <p>Personal Understanding</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions.</p> <p>Mutual Understanding</p> <p>Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy.</p> <p>Moral Character</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Personal Health</p> <p>Spiritual Awareness</p>	<p>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.</p> <p>Citizenship</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world.</p> <p>Cultural Understanding</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual.</p> <p>Media Awareness</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically.</p> <p>Ethical Awareness</p>	<p>Investigate how the skills developed through history will be useful in a range of careers.</p> <p>Employability</p> <p>Investigate the need to preserve history in the local and global environment.</p> <p>Education for Sustainable Development</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Economic Awareness</p>

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>periods, events and turning points;</p> <ul style="list-style-type: none"> • an ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses; <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> • historical periods; • Irish, British, European and global contexts; • significant political, social, economic, cultural and religious development. <p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.</p> <p>Pupils should be able to:</p>			
		<ul style="list-style-type: none"> • 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. 	

ENVIRONMENT AND SOCIETY: Geography

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>Pupils should have opportunities, through the contexts opposite, to:</p> <p>develop geographical skills to interpret spatial patterns including atlas and map-work skills;</p> <p>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;</p> <p>develop critical and creative thinking skills to solve geographical problems and make informed decisions;</p> <p>develop a sense of place through the study of:</p> <ul style="list-style-type: none"> • a range of local, national, European and global contexts; • contrasting physical and human environments; 	<p>Pupils should have opportunities to:</p> <p>Develop a sense of place and belonging at a local level.</p> <p>Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global.</p> <p>Personal Understanding</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Mutual Understanding</p> <p>Personal Health</p> <p>Moral Character</p> <p>Spiritual Awareness</p>	<p>Pupils should have opportunities to:</p> <p>Investigate differences in lifestyle within and between countries.</p> <p>Explore how we can play a role in helping to promote a fairer world for all.</p> <p>Citizenship</p> <p>Develop an understanding of how people in different places interact with their environment.</p> <p>Cultural Understanding</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Media Awareness</p> <p>Ethical Awareness</p>	<p>Pupils should have opportunities to:</p> <p>Investigate how the skills developed through geography will be useful to a range of careers.</p> <p>Employability</p> <p>Investigate how physical processes operate to create distinct and diverse environments.</p> <p>Investigate the impact of conflict between social, economic and environmental needs, both locally and globally.</p> <p>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</p> <p>Opportunities must also be provided to explore issues related to:</p>

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
			Economic Awareness

- **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;**

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<ul style="list-style-type: none"> • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose. 			

SCIENCE AND TECHNOLOGY: Science

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should have opportunities, through the contexts opposite, to:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
develop skills in scientific methods of enquiry to further scientific knowledge and understanding:	Explore emotional development.	Investigate how the media help inform the public about science and science related issues.	Identify how skills developed through science will be useful to a wide range of careers.
planning for investigations,	Investigate ways of improving own learning by finding out how the brain functions.	Media Awareness	Employability
obtaining evidence,	Personal Understanding	Explore some ethical dilemmas arising from scientific developments.	Investigate a product of economic importance to determine the science behind it.
presenting and interpreting results;	Explore physical, chemical and biological effects on personal health.	Ethical Awareness	Economic Awareness
develop creative and critical thinking in their approach to solving scientific problems;	Personal Health	Opportunities must also be provided to explore issues related to:	Investigate the effects of pollution and specific measures to improve and protect the environment.
research scientific information from a range of sources;	Opportunities must also be provided to explore issues related to:	Citizenship	Explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity.
develop a range of practical skills, including the safe use of science equipment;	Mutual Understanding	Cultural Understanding	
	Moral Character		
	Spiritual Awareness		

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
learn about:			Investigate what can be done to conserve and promote biodiversity.
Organisms and Health			Education for Sustainable Development
<ul style="list-style-type: none"> • Interdependence of plants and animals • Cells, genes and reproduction • Healthy body and mind 			
Chemical and material behaviour			
<ul style="list-style-type: none"> • Atoms and chemical changes • Structures, properties, uses of materials • Elements, compounds and mixtures 			
Forces and energy			
<ul style="list-style-type: none"> • Forces and energy transfer • Using electricity • Sound and light 			
Earth and Universe			
<ul style="list-style-type: none"> • The environment and human influences • The solar system and universe. 			
Learning Outcomes			
The learning outcomes require the demonstration of skills and application of knowledge and			<ul style="list-style-type: none"> • 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, using Mathematics and ICT where appropriate;

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
understanding of Science.	<ul style="list-style-type: none"> • show deeper scientific understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; 		
Pupils should be able to:	<ul style="list-style-type: none"> • 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. 		

SCIENCE AND TECHNOLOGY: Technology and Design

The minimum content is set out below

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
Pupils should have opportunities through the contexts opposite, to develop creative thinking and problem solving skills through:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals; giving consideration to form, function and safety;	<p>Respond to a personal design challenge in relation to their own lifestyle.</p> <p>Personal Understanding</p> <p>Abide by health and safety rules when using tools, machines and equipment.</p> <p>Personal Health</p>	<p>Explore technical inventions and designs that have met a social need cost-effectively.</p> <p>Design cost effective and appropriate solutions to meet the specific needs of diverse local and global groups.</p> <p>Citizenship</p>	<p>Investigate how the skills developed through Technology and Design will be useful to a wide range of careers.</p> <p>Employability</p> <p>Pursue design solutions using environmental friendly materials and energy sources.</p>
Communication – use of free-hand sketching and formal drawing	Opportunities must also be provided to explore issues related to:	Explore how developments in Technology and Design have changed the way we can access the media.	Identify product needs and pursue sustainable harmonious design solutions in a local

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<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
<p>techniques and ICT tools (including 3D modelling);</p> <p>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;</p> <p>Control – incorporate control systems, such as mechanical, electronic or computer-based, in products and understand how these can be employed to achieve desired effects.</p> <p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Technology and Design.</p> <p>Pupils should be able to:</p>	<p>Mutual Understanding</p> <p>Moral Character</p> <p>Spiritual Awareness</p>	<p>Media Awareness</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Cultural Understanding</p> <p>Ethical Awareness</p>	<p>outdoor/indoor context.</p> <p>Education for Sustainable Development</p> <p>Opportunities must also be provided to explore issues related to:</p> <p>Economic Awareness</p>
		<ul style="list-style-type: none"> • demonstrate practical skills in the safe use of a range of tools, machines and equipment; • research and manage information effectively to investigate design 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 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. 	

LEARNING FOR LIFE AND WORK: Employability

The minimum content is set out below

<i>Work in the Local and Global Economy</i>	<i>Career Management</i>	<i>Enterprise and Entrepreneurship</i>
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.	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.	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.
Pupils should have opportunities to:	Pupils should have opportunities to:	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.	Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement.	Identify and practise the skills and attributes which make one enterprising.
Investigate the local impact of the global market.	Explore the changing concept of career.	Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning.
Investigate how technology is affecting life and work.	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.	Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business.
Investigate how an employer might deal with issues affecting work.	Practise presentational and self-marketing skills.	Explore the range of small businesses in the life of the community and consider possible implications for career planning.
Investigate how environmental considerations are affecting work and work practices.	Investigate a variety of both familiar and unfamiliar jobs.	
Investigate how work organisations contribute to the community.	Make use of appropriate information, advice and guidance to inform career management.	

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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, 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 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.

LEARNING FOR LIFE AND WORK: Local and Global Citizenship

The minimum content is set out below

<i>Diversity and Inclusion</i>	<i>Human Rights and Social Responsibility</i>	<i>Equality and Social Justice</i>	<i>Democracy and Active Participation</i>
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.	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.	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.	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:	Pupils should have opportunities to:	Pupils should have opportunities to:	Pupils should have opportunities to:
Investigate factors that influence individual and group identity.	Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.	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 the basic characteristics of democracy.
Investigate ways in which individuals and groups express their identity.			Investigate various ways to participate in school and society.
			Investigate why rules and laws are needed, how they are

<p>Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.</p> <p>Investigate ways of managing conflict and promoting community relations, reconciliation.</p>	<p>Investigate key human rights principles</p> <p>Investigate why different rights must be limited or balanced in our society.</p> <p>Investigate local and global scenarios where human rights have been seriously infringed.</p>	<p>Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.</p> <p>Explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice.</p>	<p>enforced and how breaches of the law affect the community.</p> <p>Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.</p>
<p>Learning Outcomes</p> <p>The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.</p> <p>Pupils should be able to:</p>	<p>research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;</p> <p>show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;</p> <p>demonstrate creativity and initiative when developing ideas and following them through;</p> <p>work effectively with others;</p> <p>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</p> <p>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>		

LEARNING FOR LIFE AND WORK: Personal Development

The minimum content is set out below

<i>Self Awareness</i>	<i>Personal Health</i>	<i>Relationships</i>
<p>Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.</p>	<p>Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</p>	<p>Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</p>
<p>Pupils should have opportunities to:</p>	<p>Pupils should have opportunities to:</p>	<p>Pupils should have opportunities to:</p>

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Explore and express a sense of self.	Explore the concept of Health as the development of a whole person.	Explore the qualities of relationships including friendship.
Explore personal morals, values and beliefs.	Investigate the influences on physical and emotional / mental personal health.	Explore the qualities of a loving, respectful relationship.
Investigate the influences on a young person.	Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour.	Develop coping strategies to deal with challenging relationship scenarios.
Explore the different ways to develop self-esteem.	Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.	Develop strategies to avoid and resolve conflict.
Develop skills and strategies to improve own learning.	Develop preventative strategies in relation to accidents in the home, school and on the road.	Explore the implications of sexual maturation.
	Develop strategies to promote personal safety.	Explore the emotional, social and moral implications of early sexual activity.

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; 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;
- 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.

LEARNING FOR LIFE AND WORK: Home Economics

The minimum content is set out below

<i>Healthy Eating</i>	<i>Home and Family Life</i>	<i>Independent Living</i>
Exploring Healthy Eating provides opportunities to	Exploring Home and Family Life provides opportunities to	Exploring Independent Living provides opportunities to

develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	understand the importance of the family as a caring unit.	understand the importance of becoming discerning consumers and effective managers of resources.
Pupils should have opportunities to:	Pupils should have opportunities to:	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.	Explore the roles and responsibilities of individuals within a variety of home and family structures.	Develop a range of skills to promote independence through planning, managing and using resources.
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.	Develop awareness of parenting skills.	Investigate a range of factors that influence consumer choices and decisions.
Investigate the impact of storage, preparation and cooking on food.	Investigate some of the changing needs of family members at different stages of the life cycle.	Investigate consumer rights, responsibilities and support available in a range of scenarios.
Explore ways to achieve a healthy diet.	Explore strategies to manage family scenarios.	
Learning Outcomes	<ul style="list-style-type: none"> • 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 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. 	
The learning outcomes require the demonstration of skills and application of knowledge and understanding of Home Economics.		
Pupils should be able to:		

PHYSICAL EDUCATION: Physical Education

The minimum content is set out below

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<i>Developing pupils' Knowledge, Understanding and Skills</i>	<i>(Objective 1)</i> <i>Developing pupils as Individuals</i>	<i>(Objective 2)</i> <i>Developing pupils as Contributors to Society</i>	<i>(Objective 3)</i> <i>Developing pupils as Contributors to the Economy and the Environment</i>
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; practise, refine and develop skills and specific techniques and use these with consistency; 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	Pupils should have opportunities to: Make decisions about what they want to achieve and how to improve the quality of their work. 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. 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. Personal Health Develop positive sporting behaviour and a sense of fair play. Plan, perform and evaluate their commitment to a	Pupils should have opportunities to: Work with others to solve problems in a range of practical situations. Citizenship Opportunities must also be provided to explore issues related to: Cultural Understanding Media Awareness Ethical Awareness	Pupils should have opportunities to: Develop through practical tasks, their personal skills in preparation for future education/ training/employment. Employability Opportunities must also be provided to explore issues related to: Economic Awareness Education for Sustainable Development

<i>Developing pupils'</i>	<i>(Objective 1)</i>	<i>(Objective 2)</i>	<i>(Objective 3)</i>
<i>Knowledge, Understanding and Skills</i>	<i>Developing pupils as Individuals</i>	<i>Developing pupils as Contributors to Society</i>	<i>Developing pupils as Contributors to the Economy and the Environment</i>
taking part in sport and physical activity;	personal activity programme.		
develop the skills and capabilities required to analyse and improve their own and others' work;	Moral Character Explore the aesthetic quality of movement, dedication, perseverance and strength of human spirit.		
develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work.	Spiritual Awareness		
Learning Outcomes			
The learning outcomes require the demonstration of skills applying knowledge and understanding of Physical Education.			
Pupils should be able to:			
			<ul style="list-style-type: none"> • take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention and 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, 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; • 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.