

31 March 1992

Mrs C Jendoubi
Assistant Secretary
Department of Education for
Northern Ireland (DENI)
Rathgael House
Balloo Road
Bangor
Co Down
BT19 2PR

EDUCATIONAL (CROSS-CURRICULAR) THEMES
IN THE NORTHERN IRELAND CURRICULUM

Educational (cross-curricular) Themes

The Council's consultation report on the educational (cross-curricular) themes was published in September 1989. Shortly after publication of the report, the Department indicated that the legislation for the cross-curricular themes would be based on Section 4 of the consultation report and that the themes would become obligatory in schools from September 1992.

The Council has taken the opportunity, before the themes become statutory, to offer the Department further advice about the detail of the legislation.

I have pleasure in enclosing this advice and suggest that it might form the basis for legislation for the educational (cross-curricular) themes.

Yours sincerely

Catherine Coxhead (Mrs)
Chief Executive

Enc

**EDUCATIONAL (CROSS-CURRICULAR) THEMES
IN THE NORTHERN IRELAND CURRICULUM**

EDUCATIONAL (CROSS-CURRICULAR) THEMES IN THE NORTHERN IRELAND CURRICULUM

Contents

Introduction and general requirements	1
Information technology	3
Education for mutual understanding	4
Cultural heritage	6
Health education	9
Economic awareness	11
Careers education	14

*As required
learned
demand*

INTRODUCTION

The six educational (cross-curricular) themes are important strands of learning which will be taught mainly through the contributory subjects of the curriculum and religious education. Together, they help to prepare pupils for the opportunities and responsibilities and experiences of adult life. The themes are:

- Information Technology;
- Education for Mutual Understanding;
- Cultural Heritage;
- Health Education;
- Economic Awareness;
- Careers Education.

The first four of the themes must be included in the curriculum in both primary and post-primary schools; the remaining two must be included in post-primary schools.

GENERAL REQUIREMENTS

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

Pupils should have opportunities to:

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

Dimensions of the themes

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

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

SKILLS, KNOWLEDGE AND UNDERSTANDING

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

PERSONAL QUALITIES, ATTITUDES AND INTER-PERSONAL SKILLS

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

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