

EDUCATION FOR MUTUAL UNDERSTANDING

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

OBJECTIVES

1 Fostering respect for self and others and building relationships

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

SELF

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

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

RELATIONSHIPS

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

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

2 Understanding conflict (*applies only to Key Stages 3 and 4*)

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

THE NATURE OF PERSONAL AND SOCIAL CONFLICT

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

CONFLICT WITHIN AND BETWEEN SOCIETIES

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

persuasion. They should know about, in particular, the nature of conflict in Northern Ireland. Pupils should be able to compare possible reasons for conflict within Northern Ireland with the possible reasons for conflict in some other areas of the world.

REACTIONS TO CONFLICT

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

REDUCTION OF CONFLICT

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

3 Interdependence

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

This objective has been elaborated in conjunction with the first objective of the theme Cultural Heritage - see page 7.

4 Cultural Traditions

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

This objective has been elaborated in conjunction with the second and third objectives of the theme Cultural Heritage - see page 8.

EXPERIENCE OF EMU ACTIVITIES

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

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

elaborated in original doc

Re - in context from original doc & elaborated in original objectives.

as in original document - expanded in last doc a new doc

CULTURAL HERITAGE

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

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

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

OBJECTIVES

1 Interaction, interdependence, continuity and change

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

This objective is elaborated in conjunction with the third objective of the theme Education for Mutual Understanding - see page 7.

2 Shared, diverse and distinctive features

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

This objective is elaborated in conjunction with the fourth objective of the theme Education for Mutual Understanding - see page 8.

3 International and transnational influences

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

This objective is elaborated in conjunction with the fourth objective of the theme Education for Mutual Understanding - see page 8.

GLOBAL INTERDEPENDENCE AND RESPONSIBILITY

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

in paper ✓

Basically
federal of
Gly / -
heavy type
in second
one doc &
one back
to 30th of
my doc

original
doc

EDUCATION FOR MUTUAL UNDERSTANDING AND CULTURAL HERITAGE
ELABORATION OF CONJOINED OBJECTIVES

- ✓ EMU3 **Interdependence**
 Pupils should develop a knowledge and appreciation of interdependence within the family, within the local community and within the wider world.
- ✓ CH1 **Interaction, interdependence, continuity and change**
 Pupils should develop a knowledge and understanding of interaction and interdependence, continuity and change in the cultural process.

CULTURAL HERITAGE AND TRADITIONS IN A FAMILY AND LOCAL CONTEXT

INTERDEPENDENCE WITHIN THE FAMILY AND THE COMMUNITY

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

Expanded version of EMU3 (interdependence) (see page 100)

INTERDEPENDENCE WITHIN THESE ISLANDS

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

Summary version of EMU3 Interdependence with a focus on NI

INTERDEPENDENCE AND INTERRELATIONSHIPS WITHIN AND BEYOND THESE ISLANDS

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

EMU3 expanded version of interdependence beyond NI

GLOBAL INTERDEPENDENCE AND RESPONSIBILITY

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

EMU3 expanded version of interdependence of world & dev.

EMU2

Cultural Traditions

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

CH2

Shared, diverse and distinctive features

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

CH3

International and transnational influences

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

CULTURAL HERITAGE AND TRADITIONS IN A FAMILY AND LOCAL CONTEXT

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

has really same expanded sl. of family CH 641

CULTURAL HERITAGE AND TRADITIONS IN A REGIONAL, IRISH AND BRITISH CONTEXT

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

has really same abstracted version of James CH 641

INTERNATIONAL AND TRANSNATIONAL INFLUENCES UPON CULTURAL HERITAGE

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

abstracted version of pres doc CH 641