**Curriculum Connections with CRED in Foundation Stage, Key Stages 1 and 2.**

Across all Key Stages there are opportunities for children and young people to develop the capacity and skills necessary for building better community relations and participating in democracy as equal citizens in a pluralistic society.

The NI Curriculum requires schools to address issues around diversity and inclusion and to consider how people of differing political, religious and cultural traditions can live together in a climate of mutual respect. Work related to the CRED policy will make a valuable contribution to curriculum provision.

The Curriculum provides increased flexibility which will enable schools as part of the whole school approach to incorporate the aims and principles of CRED. CRED aims and principles are very much in parallel to the aim of the NI Curriculum. Namely the Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

**Taken from the CRED Guidance document (pgs 24-25)**

**The Primary Curriculum**

The main area of learning that CRED sits most naturally in (from Foundation to the end of Key Stage 2) is **PDMU** (Personal Development and Mutual Understanding). However, the Curriculum provides opportunities to address CRED issues across other areas of learning (e.g.: language & literacy, the Arts, Religious Education and Physical Education).

The aim of PDMU which follows on from the overall aim of the curriculum is to, ‘Encourage each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives; to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives’.

PDMU is comprised of 2 Strands, **Strand 1: Personal Development and Health** (this strand will be the focus for any introductory work in CRED). **Strand 2: Mutual understanding in the Local and Global Community** (the content of this strand should form the basis for any concentrated work on CRED).

Also contained within Strand 2 are the main challenges for delivery of high quality teaching and learning that relate to the more sensitive areas of the policy and the biggest challenge in terms of support and training.

Whilst PDMU is one of the obvious areas that can contribute to the policy it should be recognised that other learning areas and cross curricular skills should contribute to the aims and objectives of CRED. It is important that teachers make these connections through their planning and teaching and focus on thinking skills and personal capabilities.

Through the topics that teachers plan with their children and young people it is expected that connections are made across all the 6 learning areas and the cross curricular skills of Using ICT, Communication and Using Mathematics. Teachers should be selective in the content of these topics and should choose areas that pick up on the statutory elements of the curriculum. For example topics that lend themselves to exploring issues of diversity, equality, different cultures and conflict would meet the needs of both CRED and the curriculum.