**The Post Primary Curriculum**

The Curriculum at Post Primary level offers a substantial opportunity to educate in relation to the principles and aims of the Department of Education’s CRED policy and outworkings.

As such they may require teachers to explore subjects and issues which

are sensitive and/or controversial. This in turn may require appropriate

professional development and personal reflection.

Appreciating always that the Curriculum is premised upon the transfer of

skills, knowledge and understanding across the learning areas, this

initially may be reflected in the content or potential content of the following:

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| **Subject** | | **Content** |
| Learning for Life and Work (comprised of four strands, two of which are directly relevant) | | Local and Global Citizenship: at Key Stage 3, specific reference is made to addressing Community Relations and Diversity issues. It is important that an appropriate proportion of this is related to the historic conflict in Northern Ireland and the knowledge, skills and values which allow our young people to live in a post conflict society where appreciation of diversity is an important part of their overall education.  Moreover, Local and Global Citizenship at Key Stage 3 is underpinned by and requiring of specific knowledge of Human Rights education and equality principles.  Personal development: This can contribute to personal and social education, including dealing with the emotional responses relevant to living in a diverse post conflict society. |
| Environment and Society | | History: At Key Stage 3 there is a specific requirement to deal with the causes and consequences of Irish Partition. This provides a unique opportunity to explore the complexity of Irish history and how differing perspectives and traditions have emerged which have over time conflicted with varying degrees of trauma resulting. A balanced and well informed view of such events is clearly a key element in providing an educational dimension to the overall solution of resolving such issues. |
| Language and Literacy | | English / English Literature: Throughout post primary education, use of specific texts, both factual and fictional can provide a significant element in allowing young people to engage with their culture, the culture of others and how such life experiences have developed historically and in the present day.  Moreover composition and free writing by young people may enable them to explore similar themes while at the same time allowing them to express their own opinions and perspectives. |
| Religious Education | Religion has been a key element in shaping belief, identity and culture in Irish and British society. Given the multi-faith context which almost all European peoples’ experience, a well informed and balanced religious education is clearly an important vehicle in bringing about a tolerant and mutually respectful world, both locally and globally. | |
| The Arts | The Arts, most evidently music, art and drama have long been recognised as mediums for exploration of cultures and indeed for bringing young people of differing cultures together to do so. | |
| Physical Education /Sport | In a modern world, sport has become one of the most powerful indicators of identity and culture. Potential therefore exists for schools to familiarise their young people with not only the sports with which they have traditionally been associated, but with a range of games, both local and global which may provide an enriched learning experience. | |
| Languages | Languages are an integral part of understanding the experience and culture of others, while having strong links to tradition and identity. As such, linguistic study may allow learning which embodies aspect of fostering respect, understanding and appreciation of diversity. | |